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GRADUATE

Inquiries concerning graduate study and requests for application forms should be addressed to the Office of Graduate Admissions or, according to the college in which the program is offered, to the:

- Dean of the College of Arts, Sciences, and Engineering
- Dean of the College of Business and Technology
- Dean of the College of Education and Human Sciences
- Dean of the Anderson College of Nursing and Health Professions
- University of North Alabama, Florence, Alabama 35632-0001
  Telephone — 256.765.4100.

The University's catalogs provide the official announcement of programs, requirements, and regulations of the University and constitute a contractual agreement between a student and the University of North Alabama. Therefore, students enrolling in the University are subject to the provisions stated therein. However, the university reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgement of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

All university policies and procedures are applicable to all students regardless of location, modality, or status.

The University of North Alabama is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate level degrees. Questions about the accreditation of the University of North 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 (http://www.sacscoc.org)).

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of North Alabama</td>
<td>Southern Association of Colleges and Schools Commission on Colleges</td>
<td>1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (<a href="http://www.sacscoc.org">www.sacscoc.org</a> (<a href="http://www.sacscoc.org">http://www.sacscoc.org</a>)).</td>
</tr>
<tr>
<td>University of North Alabama</td>
<td>The National Association of Schools of Music</td>
<td><a href="https://nasm.arts-accredit.org/">https://nasm.arts-accredit.org/</a></td>
</tr>
<tr>
<td>University of North Alabama</td>
<td>The National Association of Schools of Art and Design</td>
<td><a href="https://nasad.arts-accredit.org/">https://nasad.arts-accredit.org/</a></td>
</tr>
<tr>
<td>Master of Accountancy</td>
<td>AACSB International</td>
<td><a href="http://www.aacsb.edu">http://www.aacsb.edu</a></td>
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<td>Bachelor of Science in Engineering Technology</td>
<td>Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org">http://www.abet.org</a></td>
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<tr>
<td>Bachelor of Science in Information Technology</td>
<td>Computing Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org">http://www.abet.org</a></td>
</tr>
</tbody>
</table>

Approved By

The American Chemical Society

Designated As

A Literary Landmark by the Friends of Libraries USA

UNA Nondiscrimination Statement

UNA adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. UNA will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of race, color, sex, pregnancy, religion, creed, ethnicity, national origin, disability, age, sexual orientation, gender identity, veteran or military status, predisposing genetic characteristics, domestic violence victim status or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any resolution process on campus or within the Equal Employment
Opportunity Commission or other human rights agencies. UNA policies specifically prohibit the discrimination on the basis of sex under Title IX of the Education Amendment Act of 1972, Title IX regulations including C.F.R. 106. Inquiries related to the application of Title IX may be made to the UNA Title IX Coordinator and Compliance Administrator or the Assistant Secretary of Education in the Office for Civil Rights.

UNA policies cover nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community who acts to deny, deprive or limit the educational, employment, residential and/or social access, benefits and/or opportunities of any member of the campus community, guest or visitor on the basis of their actual or perceived membership in the protected classes listed above is in violation of this UNA statement on nondiscrimination. The University will consider, through appropriate and designated procedures, the report of any member of the university community who has reason to believe he/she has been affected by discrimination as listed above. Non-members of the campus community who engage in discriminatory actions within university programs or on university property are not under the jurisdiction of this policy, but can be subject to actions that limit their access and/or involvement with university programs as the result of their misconduct. All vendors serving the university through third-party contracts are subject by those contracts to the policies and procedures of their employers.

Reports of sex- or gender-based discrimination may be made to the UNA Title IX Coordinator and Compliance Administrator, Ms. Kayleigh Baker, UNA Box 5023, 202 Guillot University Center, Florence, AL 35632, 256-765-4223, kbaker5@una.edu.

Reports of other forms of discrimination may be reported to the following areas:

- Human Resources 256-765-4291 or humanresources@una.edu
- Student Conduct 256-765-5012 or studentconduct@una.edu
- University Ombudsman 256-765-5224

Reports may also be submitted through the Student Complaint Process available at https://www.una.edu/policies/appeals/student-complaint-form.html.

**UNA Policy on Discriminatory Harassment**

Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. University of North Alabama is committed to offering an environment free of discrimination and harassment in accordance with all laws, including but not limited to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, 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. UNA’s harassment policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial or sensitive subject matters protected by academic freedom. The sections below describe the specific forms of legally prohibited harassment as well as those prohibited under UNA policy.
University Academic Calendar

All dates contained in this calendar are tentative and subject to change without prior notice.

**Fall 2021 Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18</td>
<td>Wednesday - Regular classes begin</td>
</tr>
<tr>
<td>September 6</td>
<td>Monday - University closed for Labor Day holiday</td>
</tr>
<tr>
<td>October 7</td>
<td>Midterm</td>
</tr>
<tr>
<td>October 8 - 10</td>
<td>University closed for Fall Break</td>
</tr>
<tr>
<td>November 24 - 28</td>
<td>University closed for Thanksgiving holidays</td>
</tr>
<tr>
<td>December 2</td>
<td>Study Day</td>
</tr>
<tr>
<td>December 3 - 8</td>
<td>Semester examinations</td>
</tr>
<tr>
<td>December 10</td>
<td>Friday - Close of term; Commencement Program for Nursing and Education</td>
</tr>
<tr>
<td>December 11</td>
<td>Saturday - Close of term; Commencement Program for Arts, Sciences, and Engineering and Business and Technology</td>
</tr>
</tbody>
</table>

All dates contained in this calendar are tentative and subject to change without prior notice.

**Spring 2022 Semester**

**Winter Intersession**
The Winter Intersession is a part of the Spring Semester and runs from December 13, 2021 through December 31, 2021.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 3</td>
<td>Monday - Advising and registration for new freshmen and new transfer students</td>
</tr>
<tr>
<td>January 5</td>
<td>Wednesday - Regular classes begin</td>
</tr>
<tr>
<td>January 17</td>
<td>Monday - University closed for Dr. Martin Luther King, Jr. Day holiday</td>
</tr>
<tr>
<td>February 18 - 20</td>
<td>University closed for Winter Break</td>
</tr>
<tr>
<td>February 25</td>
<td>Midterm</td>
</tr>
<tr>
<td>March 28 - April 3</td>
<td>University closed for spring holidays</td>
</tr>
<tr>
<td>April 15</td>
<td>Friday - University closed</td>
</tr>
<tr>
<td>April 28</td>
<td>Study Day</td>
</tr>
<tr>
<td>April 29 - May 4</td>
<td>Semester examinations</td>
</tr>
<tr>
<td>May 6</td>
<td>Friday - Close of term; Commencement Program for Nursing and Education</td>
</tr>
<tr>
<td>May 7</td>
<td>Saturday - Close of term; Commencement Program for Arts, Sciences, and Engineering and Business and Technology</td>
</tr>
</tbody>
</table>

All dates contained in this calendar are tentative and subject to change without prior notice.

**Summer 2022 Semester**

**May Intersession**
The May Intersession is a part of the Summer Semester and runs from May 9 through May 27, 2022.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 31</td>
<td>Tuesday - Advising and Registration for new freshmen and new transfer students</td>
</tr>
<tr>
<td>June 1</td>
<td>Wednesday - Regular classes begin</td>
</tr>
<tr>
<td>June 20</td>
<td>University closed for Juneteenth Holiday</td>
</tr>
<tr>
<td>July 4</td>
<td>University closed for Independence Day holiday</td>
</tr>
<tr>
<td>July 27</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>July 28</td>
<td>Final examinations and close of summer term</td>
</tr>
<tr>
<td>July 30</td>
<td>Saturday - Commencement Program for Summer Term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 31</td>
<td>Tuesday - Advising and Registration for new freshmen and new transfer students</td>
</tr>
<tr>
<td>June 1</td>
<td>Wednesday - Regular classes begin</td>
</tr>
<tr>
<td>June 20</td>
<td>University closed for Juneteenth Holiday</td>
</tr>
<tr>
<td>June 28</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>June 29</td>
<td>Final examinations and close of session one</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 29</td>
<td>Tuesday - Registration for Session II</td>
</tr>
<tr>
<td>June 30</td>
<td>Wednesday - Regular classes begin</td>
</tr>
<tr>
<td>July 4</td>
<td>University closed for Independence Day holiday</td>
</tr>
<tr>
<td>July 27</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>July 28</td>
<td>Final examinations and close of session two</td>
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University Administration

Board of Trustees
The Honorable Kay Ivey, Governor of Alabama
President, ex officio

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Term Expires</th>
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<tbody>
<tr>
<td>Martin R. Abroms</td>
<td>Florence, AL</td>
<td>2026</td>
</tr>
<tr>
<td>Joel R. Anderson</td>
<td>Florence, AL</td>
<td>2024</td>
</tr>
<tr>
<td>Wendell W. Gunn</td>
<td>Stamford, CT</td>
<td>2025</td>
</tr>
<tr>
<td>Marcus M. Maples</td>
<td>Birmingham, AL</td>
<td>2022</td>
</tr>
<tr>
<td>Jim M. Page</td>
<td>Tuscaloosa, AL</td>
<td>2026</td>
</tr>
<tr>
<td>Steven F. Pierce</td>
<td>Florence, AL</td>
<td>2022</td>
</tr>
<tr>
<td>Simpson Russell</td>
<td>Florence, AL</td>
<td>2024</td>
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<tr>
<td>Nancy G. Sanford</td>
<td>Florence, AL</td>
<td>2022</td>
</tr>
<tr>
<td>Gary L. Smith</td>
<td>Andalusia, AL</td>
<td>2024</td>
</tr>
<tr>
<td>William A. Trapp</td>
<td>Florence, AL</td>
<td>2022</td>
</tr>
<tr>
<td>Anne C. Whitaker</td>
<td>Cary, NC</td>
<td>2024</td>
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President, University of North Alabama
Student Government Association
Member, ex officio

Officers of Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Kitts</td>
<td>President</td>
</tr>
<tr>
<td>Ross Alexander</td>
<td>Provost and Executive Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Evan Thornton</td>
<td>Vice President for Business and Financial Affairs</td>
</tr>
<tr>
<td>Ron Patterson</td>
<td>Vice President for Diversity, Equity, and Inclusion</td>
</tr>
<tr>
<td>Kimberly Greenway</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>Kevin Haslam</td>
<td>Vice President for University Advancement</td>
</tr>
<tr>
<td>Joy Borah</td>
<td>Senior Vice Provost for Academic Affairs</td>
</tr>
<tr>
<td>Chunsheng Zhang</td>
<td>Senior Vice Provost for International Affairs</td>
</tr>
<tr>
<td>Sara Lynn Baird</td>
<td>Dean of the College of Arts, Sciences, and Engineering</td>
</tr>
<tr>
<td>Gregory Carnes</td>
<td>Dean of the College of Business and Technology</td>
</tr>
<tr>
<td>Katie Kinney</td>
<td>Dean of the College of Education and Human Sciences</td>
</tr>
<tr>
<td>Vicki Pierce</td>
<td>Dean of the Anderson College of Nursing and Health Professions</td>
</tr>
<tr>
<td>Derek Malone</td>
<td>University Librarian</td>
</tr>
</tbody>
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- Applications and Information (p. 24)

Mission and Vision

As a regional, state-assisted institution of higher education, the University of North Alabama pursues its Mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community.

The Vision of the University of North Alabama builds upon nearly two centuries of academic excellence. We commit ourselves to design and offer a rich undergraduate experience; to respond to the many educational and outreach needs of our region, including the provision of high quality graduate programs in selected disciplines; to provide an extracurricular environment that supports and enhances learning; to provide a global education and participate in global outreach through distance learning programs; and to foster a diverse and inclusive academic community. We promote global awareness by offering a curriculum that advances understanding of global interdependence, by encouraging international travel, and by building a multinational student population. We pledge to support and encourage intellectual growth by offering primarily small, interactive classes taught by highly educated professionals, and through mentoring, internships, and other out-of-class educational opportunities.

University Values

The members of the University of North Alabama community maintain a culture that:

- Values students and the student learning experience both inside and outside the classroom.
- Adheres to personal academic and intellectual integrity.
- Embraces and promotes an inclusive environment that welcomes all cultural backgrounds, personal characteristics, and life situations represented in this community.
- Values an environment for the free expression of ideas, opinions, thoughts, and differences in people.
- Respects the rights, dignity, and property of all.

University Goals

The University of North Alabama has identified five broad university themes that guide planning and resource allocation throughout the University. These themes are intended to be aspirations in that they are assumed to inspire, to guide, and to be on-going. Each university goal should result in a number of long-term and annual initiatives that support progress toward accomplishing the broader aspiration. The five university themes are:

- Provide a Transformational Student Experience
- Support Academic Excellence and Innovation
- Cultivate a Diverse and Inclusive Campus Environment
- Build a Sustainable Model for Long-Term Financial Stability
- Develop a Cohesive and Shared Institutional Identity

History and Location

The University of North Alabama traces its origin to LaGrange College, which was established in 1830 at LaGrange, Alabama, by the Methodist Church, and then to its successor, Wesleyan University, established in Florence in 1855. In 1872, the school was established as a State Normal School, the first of its kind in the South. Across the years, the continued growth of the institution in size, scope, and purpose is reflected by a series of name changes: Florence State Teachers College (1929), Florence State College (1957), Florence State University (1968), and the University of North Alabama (1974).

The University occupies over 200 acres in Florence, Alabama, which is located just north of the Tennessee River and is the largest of four cities that make up an area referred to as the “Shoals”. According to the Shoals Area Chamber of Commerce website, the entire metropolitan area has a population of approximately 142,950 people.
The University is a state-assisted, coeducational institution offering undergraduate and graduate degree programs. It is organized into four academic colleges: arts and sciences, business, education and human sciences, and nursing.

**Libraries**

The University has one main library (Collier) and two specialty libraries located on the main campus (Music & Kilby). Collier Library's seating capacity is approximately 650, including communal spaces, classroom spaces, and group spaces. The University Libraries provide access to approximately 318,326 physical volumes, including 33,396 bound periodical volumes, 577,580 electronic books, 45,366 electronic periodicals, 980,817 microform units, 9,466 audiovisual items, and 98,626 streaming videos. Other holdings include a robust technology lending collection, a textbook reserve collection, a small collection of games, 3,869 maps, 8,180 photographic prints, 2,057 photographic negatives, and 32 study print sets.

Collier Library & Information Services supports an interlibrary loan program to obtain access to materials not currently owned by the University. Additionally, the University of North Alabama is a member of the Network of Alabama Academic Libraries (NAAL) with full reciprocal borrowing throughout the state.

Collier Library Archives & Special Collections provides access to an eclectic collection. Its primary focus is the preservation of records, ephemera, and photographs related to the University's history. In addition, it contains materials related to the city of Florence, Lauderdale County, the Shoals area, and the TVA's Wilson Dam. The Archives and Special Collections also holds historically significant and geographically relevant personal research materials. In addition to books, maps, and other oversized items, there are 60 boxes containing over 2,764 items and more than 3,275 photographs. Archives also houses over 850 scripts and 2,000 memorabilia items donated by alumnus George Lindsey, Ernest Borgnine, and others. There are more than 600 videos from an annual University sponsored film festival.

Collier Library & Information Services supports a robust instruction program. Information literacy and research sessions are taught at various points throughout the curriculum. Instruction topics include critical thinking with information, information literacy, information retrieval, information evaluation, information usage, and more.

Collier Library provides access to over 140 internet-connected computers. Those include desktop machines and laptops for borrowing. Supplemental technology, in addition to the computer terminals, includes 3-D printing, video and media editing software, presentation screens, a digital piano, a poster printer, scanning software and hardware, and more.

The library website provides access to the online catalog and to many electronic resources. The address of the UNA website for library resources is [http://www.una.edu/library/](http://www.una.edu/library/).

**Literary Landmark**

The University was designated as a Literary Landmark by Friends of Libraries U.S.A. in 2006. UNA is the first site in the State of Alabama to receive this honor. The designation is based upon the role of the University in the life and writing of Pulitzer Prize winning author T. S. Stribling.

Stribling, a 1903 graduate of the institution, was awarded the Pulitzer for Literature in 1933 for The Store. The Store was the second work in his epic trilogy portraying the lives of a fictional family in Lauderdale County, Alabama, as they dealt with the Civil War, Reconstruction, and the boom period of the 1920s. The University library houses an extensive collection of Stribling writings, research materials, and memorabilia.

**Organization**

The programs of graduate studies are offered by the University through its colleges of arts, sciences, and engineering, business and technology, education and human sciences, and nursing under the direction of the deans of the colleges, dean of graduate and online education, and the overall administration, coordination, and supervision of the Provost and Executive Vice President for Academic Affairs, according to policies, procedures, and programs established by the Graduate Council and approved by the President and the Board of Trustees.

The Graduate Council is composed of the following: two graduate faculty from the College of Arts and Sciences; two graduate faculty from the College of Business; two graduate faculty from the College of Education and Human Sciences; two graduate faculty from the Anderson College of Nursing and Health Professions; and four graduate student representatives, one from each of the academic colleges. The Dean of Graduate and Online Education, the Registrar, the University Librarian, the Chair of the Department of Interdisciplinary and Professional Studies, and the SACSCOC Accreditation Liaison will serve as ex-officio members of the Council.

The Graduate Council reviews graduate issues, graduate faculty applications, etc., on a continuous basis; recommends policies, procedures, regulations, programs, and courses for graduate studies; serves as a board of appeal on graduate matters; annually nominates and selects representatives from the Graduate Faculty to the Graduate Council; and communicates its deliberations and findings to the President, and after discussion with the President, to the university community.

The Graduate Faculty is composed of the President of the University, the Provost and Executive Vice President for Academic Affairs, the Dean of Graduate and Online Education, the University Librarian, the deans and associate deans of colleges offering courses for graduate credit, the chairs of departments offering graduate 500-700 level courses, and other graduate teaching faculty appointed by the Provost and Executive Vice President for Academic Affairs on the recommendation of the Graduate Council.

Policies for selection to the graduate faculty are as follows:

1. The prospective graduate faculty member should possess the terminal degree in the field of teaching.
2. Persons not holding the terminal degree but having special expertise may be considered for graduate faculty status with proper justification for a five-year period. Graduate faculty standing in this category will be reviewed at the end of the spring semester of the fifth year.
3. Faculty selected for graduate faculty status should, in addition to holding the terminal degree in field, possess credentials showing research, publications, or scholarly presentations; membership and activity in professional societies; or a performance record in relation to the performing arts. Obviously, faculty may not show extensive credentials in all of these areas as criteria for selection but should show sufficient evidence in one or more of the areas to qualify.
them for the graduate faculty designation. College of Education and Human Sciences intern/practicum supervisors are exempt from this regulation provided they have a terminal degree and meet all requirements set forth by the appropriate accreditation agency and/or the Alabama State Department of Education.

4. Faculty who are designated as graduate faculty should be involved in the regular teaching of graduate classes.

5. Graduate faculty standing should be endorsed by the department chair and college dean before being submitted to the Graduate Council. The Graduate Council will recommend which names should be submitted to the Vice President for Academic Affairs and Provost for designation as graduate faculty.

6. New full-time faculty who possess the terminal degree in the field of teaching and who have been assigned to teach one or more graduate courses will be awarded graduate faculty status for a one-year probationary period. To continue graduate faculty status, the faculty member must submit an application and be approved for continued graduate faculty standing.

Separate syllabi for undergraduate and graduate courses must be established to better show the differences between undergraduate and graduate requirements for these courses. In addition, it is the responsibility of the respective dean to monitor this requirement for separate syllabi. In order to serve as a member of the Graduate Faculty, faculty must conform to this requirement of separate course requirements between undergraduate and graduate students.

Graduate Advisory Council

The Graduate Advisory Council (GAC) is charged with monitoring the graduate education needs of the University and making recommendations to the Graduate Council. The GAC will review policies and procedures to ensure that current graduate education policies and procedures are equitable and fair. They will also examine the need for new policies and procedures that will strengthen the quality of graduate education at UNA. The GAC will examine market trends to identify new areas of graduate education growth and work with departments to market current programs.

The GAC will be comprised of the following: Chair of the Graduate Council, University Director of Graduate Studies/ACHE Liaison, one representative from each graduate program appointed by the dean of the respective program, faculty representative from the library to be appointed by the library dean, and the associate deans from each college. An associate dean, rotated annually, will chair the GAC and be responsible for calling meetings. The coordinator for graduate admissions will be responsible for maintaining minutes and assisting the chair with GAC activities.

The GAC is advisory to the Graduate Council. The GAC will provide a report at each Graduate Council meeting and all action items recommended by the GAC will be reviewed and considered by the Graduate Council prior to adoption.

Programs of Study

The University of North Alabama offers courses of graduate study leading to the degrees and/or professional certifications described below. For many students, these programs may be terminal; for others they may provide a basis for further graduate study in the field. Eligible students who do not wish to pursue a course of study may use individual graduate courses to serve other professional, vocational, or personal interests.

Graduate students who are medically qualified and who will complete their graduate studies program prior to their thirtieth birthday are eligible for participation in the Army Reserve Officer Training Corps advanced course. Students must be registered as full-time graduate students (nine semester hours each semester) for four semesters with degree requirements completed at the conclusion of the fourth semester. Graduate student cadets receive a stipend of $150.00 per month for their participation. Successful completion of the ROTC program and graduation lead to a commission as a second lieutenant in the United States Army, the Army Reserve, or the National Guard. Contact the Professor of Military Science for more details.

College of Arts, Sciences and Engineering

Master of Arts (MA) Degree in English

This program is designed to meet the educational needs of persons aspiring to professional advancement in the teaching of English or in other professions requiring advanced degrees in the discipline, as well as those students preparing for advanced study at the Ph.D. level.

Master of Arts (MA) Degree in History

This program is intended to meet the educational needs of those aspiring to professional advancement in the study and/or teaching of history or in other professions requiring an advanced degree.

Master of Arts (MA) Degree in Public History

This program prepares students for careers in the fields of archival and museum administration, curation, historic preservation and cultural resource management. Fieldwork projects and internships give students valuable experience working with historical organizations and agencies.

Master of Arts (MA) Degree in Writing

This program is designed to meet the educational needs of persons aspiring to advancement in professional and creative writing fields as well as those wishing to advance in the area of rhetoric and composition. The MA in Writing will also prepare students for advance study at the Ph.D. or MFA levels. Students will receive hands on experience, including professional internships and portfolio preparation.

Master of Science (MPrS) in Professional Studies

This degree is an applied interdisciplinary professional program with workforce and personal development at the core of its mission. The degree is designed to build upon skills expected of professionals working within formal organizations while affording students opportunities to develop specialized skills specific to their career path.

Master of Science (MS) in Applied Manufacturing Engineering

This online engineering degree has been specifically developed to meet the demands of working professionals with versatile curriculum based on cutting-edge research and industry demand, flexible admissions with consideration given to all STEM bachelor’s degrees, and advising and mentor support from the university’s outstanding professors.

Master of Science (MS) in Family and Community Services Degree

This program is intended to meet the educational needs of professionals who wish to serve children and families in family and social service
Master of Science (MS) Degree in Geographic Information Science
The program focuses on the multidisciplinary application of geography, the spatial paradigm, and methods of geospatial technologies to prepare students to solve complex environmental, urban, economic, and business problems; conduct independent research; expand skills in critical thinking and writing; and enter professions requiring knowledge of geospatial methods, analysis, and techniques.

Master of Science in Criminal Justice (MSCJ) Degree
This program is intended to meet the educational needs of professionals who wish to serve in federal, state, and local agencies within the criminal justice system.

Master of Science in Mathematics (MS) Degree
This program is a fully online, innovative approach to graduate level mathematics. All students take a core of five 3-credit courses (including courses in algebra and analysis). In addition, students can choose from concentration/elective courses in pure mathematics, mathematics teaching, or various STEM concentrations.

This program is intended to meet the educational needs of professionals who wish to serve in federal, state, and local agencies within the criminal justice system.

Master of Science in Social Work (MSW) Degree
This fully online program high-quality program offers a one-year fast-track option for students who already have a bachelor’s degree in social work (BSW). A two-year option is available for students who have received a bachelor’s degree other than a BSW from an accredited institution. This degree prepares students to work in all social work settings, including micro, mezzo, and macro practice for advanced generalist social work.

Joint Curriculum Two Degrees Program
The Joint Curriculum Two Degrees Program allows students to earn a Master of Business Administration degree and a Master of Science in Family Studies degree simultaneously. Students must be eligible to be admitted to both program and must meet the degree requirements outlined in the joint curriculum. Fort-five (45) credit hours are required to complete both degrees.

College of Business and Technology
Master of Accountancy (MAcc) Degree
The Master of Accountancy (MAcc) is a 30 semester hour program designed to provide individuals with a more thorough knowledge of accounting theory and practice. In addition to meeting the admission requirements for graduate study in the College of Business, one should have the equivalent of a bachelor’s degree in accounting or successfully complete undergraduate accounting prerequisites as prescribed by an Accounting-MBA/MAcc Coordinator. In most states, including Alabama, one must complete 150 semester hours of education in order to be eligible to sit for the CPA exam. The UNA MAcc Program provides the remaining courses required for the CPA exam for students who have the equivalent of a bachelor’s degree in accounting.

Master of Business Administration (MBA) Degree
This program is designed for students who wish to prepare for professional careers in business, industry, or government, or for further graduate study. Courses within the program also may be applied to the enhancement of individual knowledge and competencies.

Executive Master of Business Administration (EMBA) Degree
The EMBA is designed for rising managers, entrepreneurs, and mid-career professionals. The curriculum focuses on topics relevant to mid-management success. The Executive MBA is delivered online and at our campus in Florence, AL, and a different curriculum is delivered in hybrid format.

Executive Doctor of Business Administration (EDBA) Degree
The Executive Doctor of Business Administration (EDBA) degree program at the University of North Alabama is a professional degree program for leaders seeking to go beyond the master’s level and differentiate themselves by developing applied research skills for solving complex organizational problems and developing innovative business solutions based on the most current evidence-based practices. These qualities make the program an ideal fit for experienced leaders who may be changing roles or positions within an organization, moving into a consulting career, or wishing to transition to an academic position. As a doctoral program, the degree requires a dissertation and the requisite statistical and methodological skills necessary to complete such a project. However, the coursework and research are applied in nature with an intentional focus on how to leverage analytical tools and methods to solve real-world problems, address contemporary issues, and navigate disruptive trends that may not have existed even five years ago.

College of Education and Human Sciences
Master of Arts (MA) Degree in Clinical Mental Health Counseling
Program of study is designed for individuals who wish to counsel in mental health and agency settings and who may wish to become Licensed Professional Counselors.

Master of Arts in Education (MAEd) Degree
With majors in school counseling, elementary education K-6, secondary education, including P-12 education (selected teaching fields), instructional leadership, and special education: collaborative teacher K-6 and/or 6-12. For persons who hold the appropriate valid Alabama Class B professional certificate and who have completed the teaching experience as specified, or who qualify under the School Counseling Track 2 CACREP Approach, program completion may qualify them for recommendation for the Alabama Class A professional certificate.

Master of Arts in Education (MAEd) Degree - Alternative Class A
For alternative Class A programs in P-12 education, and secondary education.

Education Specialist Degree (EdS)
For persons seeking a Class AA professional certificate in elementary education, instructional leadership, and teacher leader must hold a valid Class A level certificate in an approved Alabama State Department of
Education teaching field or instructional support area. Refer to College of Education and Human Sciences section of the Graduate Catalog.

**Master of Science (MS) Degree in Health and Human Performance**

Designed for students interested in the exercise and health sciences professions. This program provides opportunities for advanced study for those individuals whose careers or personal interests require additional knowledge or research skills. The Health and Human Performance degree offers five concentrations: exercise science, kinesiology, integrative health, sport management, and wellness and health promotion.

**Master of Science (MS) Degree in Sport and Recreation Management**

In this fully online program, students are required to complete 12 hours of core SRM coursework that will provide a substantive foundation for sport & recreation based fields. Students will select a concentration area, either within Sport Management or Recreation Management. The student, in consultation with an advisor, will then select an appropriate thesis or non-thesis route. Non-thesis routes include an internship or directed courses and require the student to pass comprehensive exams. For the directed courses, the student will propose courses they should take, gain advisor approval and pass approved courses to graduate.

**Doctor of Philosophy (PhD) in Exercise Science and Health Promotion**

The Ph.D. in Exercise Science and Health Promotion is a 60-hour program with in-depth coursework, including engaging, hands-on experiences. Students collaborate with professors in ongoing faculty and faculty/student-driven research and scholarship. Additionally, doctoral students teach a variety of undergraduate courses as part of their professional preparation. Culminating experiences include successful presentation of a professional portfolio and completion of a dissertation. The principle goal of the Ph.D. program is to prepare students who are exemplary candidates for academic or other professional positions in the field.

**Anderson College of Nursing and Health Professions**

**Master of Science in Nursing (MSN)**

This degree has three curricular tracks for registered nurses holding the Bachelor of Science in Nursing (BSN). The “Nursing in Teaching-Learning Environment” track prepares graduates to be educators in both academic and non-academic environments. The “Nursing Leadership in Organizational Environments” track prepares the graduates to be managers, administrators, and executives in health care organizations. Both tracks are available online and require no campus attendance. The “Family Nurse Practitioner” track prepares the graduates to be entry level providers in the area of adult, pediatrics, and women’s health. This option requires two on-campus visits.

**Distance Learning Program**

The University offers an ever-expanding array of credit-bearing online courses and programs of study. Classes are taught primarily online, with supplemental video available for selected classes. Online learning makes higher education available to students who experience scheduling conflicts caused by geographic distances, employment, family responsibilities, and other variables. For additional information, please contact the Office of Graduate and Online Education.

**Calendar and Course Offerings**

The University operates on the semester system, with the academic year divided into two regular semesters (August-December and January-May), and an eight-week summer term (June-August). The summer term also includes one three-week session in May (i.e., May Intercession) and two four-week sessions (Session I, June; Session II, July). The university also offers a three-week session that occurs between the fall and spring terms (i.e., Winter Session). Exact dates are detailed in the front of this catalog. The University offers on-campus and online courses in all four of its academic colleges throughout all terms.

**Student Services**

All of the facilities and services of the University support both undergraduate and graduate programs. Facilities include air-conditioned classrooms and laboratories, residence halls and university apartments, dining halls and lounges, libraries, media services, the university center, recreation facilities, and specialized auxiliary units. Among the primary services available to graduate students are those for advisement, counseling, placement, and health. Initial advisement and guidance may be obtained from the offices of the deans of the colleges offering graduate programs and the Office of Graduate Admissions. Upon admission to graduate studies, the student is assigned an advisor for continued guidance.

**Campus Recreation**

Campus Recreation operates out of two facilities. The Student Recreation Center (SRC) provides opportunities for students, faculty, and staff to engage in competitive and non-competitive recreational activities such as intramural sports, fitness, drop-in recreation, and club sports. The Outdoor Adventure Center (OAC) offers equipment check-out such as hammocks, kayaks, tents, sleeping bags and bikes. Additionally, the OAC conducts trips like hiking, canoeing, and camping. Exciting and beneficial employment and leadership opportunities are also available for students. For more information about campus recreation, please visit www.una.edu/recsports/.

**Career Center**

Services and resources of Career Center are extended to graduate students. Career advising is available to assist students in making educational and career decisions. Services are also offered to aid students in job search efforts through a variety of programs and services including on-campus interview opportunities, résumé reviews, mock interviews, online career registration (full- and part-time job listings), and career events. A variety of related resources and a list of events can be found at http://www.una.edu/career/.

**Counseling Services**

Offices for Student Counseling Services are located on the first floor of Rice Hall. Students who are actively enrolled may seek help with issues and problems that impact personal well-being, growth, or academic performance. See how counseling can help at http://www.una.edu/counseling/.

The University Case Manager works to meet the needs of the campus community and struggling students, while promoting student success. The University Case Manager also oversees the CARE Team. For more information, visit https://www.una.edu/case/.
Dining
Dining services are provided by Chartwells Dining Services whose offices are located in the Guillot University Center. For a list of dining locations, please visit https://new.dineoncampus.com/una (https://new.dineoncampus.com/una/). For catering, please visit https://una.catertrax.com (https://una.catertrax.com/).

Disability Support Services
In accordance with the Americans with Disabilities Amendment Act of 2008 and Section 504 of the Rehabilitation Act, the University makes provisions to facilitate classroom accommodations for students with qualified disabilities. Complete guidelines and requirements for documentation can be found on the Disability Support Services (DSS) web pages at www.una.edu/disability-support (http://www.una.edu/disability-support/). For more information and to request accommodations, the student should contact the DSS office.

Feeding the Pride Food Pantry
The mission of Feeding the Pride is to alleviate hunger within the UNA community and raise awareness about the growing issue of food insecurity across campus. Established in 2012 as part of a student-led initiative, the Food Pantry is supported by faculty, staff, administrators, students, and alumni, with participation by campus dining services. Current operations and further information are available at https://una.edu/students/Food-Pantry/index.html (https://una.edu/students/Food-Pantry/). Feeding the Pride at UNA is a member of the Alabama Campus Coalition for Basic Needs and the College and University Food Bank Alliance: www.cufba.org (http://www.cufba.org).

Health Services
University Health Services (UHS) is an acute care medical clinic and is designed to meet the basic health care needs of UNA students and employees. Services available include treatment of short-term illnesses and minor injuries; basic physical exams; allergy injections; select immunizations and vaccines; wellness screenings; and health education offerings. The clinic is staffed with full-time administrative staff, board-certified nurse practitioners, registered nurses, and a contract physician who serves as medical director of the clinic. Any UNA student can access services at the clinic and can see a provider at no charge. Students may be offered medications, lab tests, and other medical supplies for an additional cost. UHS uses Med+Proctor® to manage compliance of the UNA immunization requirements for all incoming students. Students can find detailed information about UNA’s immunization requirements and the services provided by University Health Services online at www.una.edu/healthservices (http://www.una.edu/healthservices/). University Health Services does not file insurance. The UNA Mane Card is required for check-in and acceptable forms of payment are credit card, debit card, or check.

Housing and Residence Life
The mission of Housing and Residence Life is to provide inclusive communities that engage students in exceptional living and learning experiences within safe, affordable, and well-maintained environments. This is accomplished through promoting leadership, collaboration, service, engagement, and diversity. HRL provides residential, occupancy, and facility management for all residence halls and University-owned and -managed apartments. For more information, please call 256-765-5558 or visit www.una.edu/housing. (https://www.una.edu/housing/)

Military and Veteran Affairs
The purpose of Military and Veteran Affairs at UNA is to assist veterans, active duty military, guardsmen, and reservists and their family members in taking full advantage of the educational benefits available to them through the GI Bill, Federal Tuition Assistance, and other programs. We also strive to help students make the transition from active military duty to UNA, and from UNA to active military duty. Whether you are a new student who has completed your service, a student who has interrupted your education to serve and are now returning, or a student who began your studies elsewhere and are transferring here, we will help guide you to the resources you need to make the most of your experience. For more information, please call (256) 765-4746 or visit our website at www.una.edu/veterans (https://www.una.edu/veterans/).

Success Center
The purpose of the University Success Center is to provide academic support services designed to empower students to achieve their highest academic potential, which includes University Advising Services, Tutoring Services, Testing Services, the Mathematics Learning Center, and Center for Writing Excellence. For more information, please call (256) 765-4722 or visit our website at www.una.edu/successcenter (https://www.una.edu/successcenter/).

Student Conduct
The Office of Student Conduct strengthens personal responsibility and accountability through investigation and resolution of alleged violations of the University’s Code of Student Conduct. The office is committed to providing a fair and educational process that fosters the highest standards of behavior, student learning, and civic responsibility while promoting a safe environment that respects the rights of all students. The office strives to adjudicate cases of alleged misconduct in a fair, responsible and timely manner emphasizing respect, trust and integrity. Additionally, Student Conduct serves as an advocate for and resource to student victims of crime, illness, harassment, or other crises. For more information, call (256) 765-5012 or visit www.una.edu/student-conduct (https://www.una.edu/student-conduct/).

University Case Manager
The University Case Manager works to meet the needs of the campus community and struggling students, while promoting student success. The University Case Manager oversees the CARE Team. For more information, visit www.una.edu/case (https://www.una.edu/case/).

University Police
The University’s Police Department (UNAPD) is committed to providing a safe and secure environment for its faculty, staff, students, and guests. In addition to law enforcement and community education, the UNAPD is responsible for parking regulations, the shuttle bus service, and a crime watch program that allows individuals to report suspicious activities anonymously. For additional information, call University Police at 256-765-4357, email police@una.edu; located at #1 Harrison Plaza - Keller Hall Basement.

Students with Disabilities
In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans
with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services www.una.edu/disability-support. (https://www.una.edu/disability-support/)

**Academic Freedom and Responsibility**

The University is firmly committed to the principle of freedom of thought, inquiry, and expression. No member of the university community may, in the exercise of academic freedom, deny the corresponding right of any other member of the university community, or interfere with the legal and proper functions of the University.

**Educational Records**

**Storage and access to educational records:**

Prior to 1994, permanent educational records were hard copy documents that were kept in secure storage systems and offices. After 1994, educational records became a combination of hard copy documents and digital records in the student information system (SIS).

In 2012, the Banner Document Management system (BDM) was implemented, and the process of scanning hard copy educational records into digital records began. Currently, processes are in place to have all hard copy educational records digitized into the Banner Document Management system. UNA faculty and staff who are granted secure access to hard copy or digitized student records must complete IT security training, FERPA training, and training on accessing/indexing student records in BDM.

**The permanent educational record of the student consists of the following:**

**Undergraduate Students:**

1. Admission application(s) for the term the student was enrolled.
2. All high school and college transcripts that have been submitted to UNA.
3. Test scores that have not been directly uploaded into the student information system (SIS).
4. All acceptance letters, transient approvals, and documentation used to update a student's biographic/demographic record.
5. All classes taken at UNA and grades earned for those classes.
6. All transcript notations and comments.
7. All degrees awarded from UNA.

**Graduate Students:**

1. Degree granting transcripts used for admission that have been submitted to UNA.
2. Transient approval for graduate transient students.
3. Official transcript and transfer approval form for graduate transfer credit.
4. All classes taken at UNA and grades earned for those classes.
5. All transcript notations and comments.
6. All degrees awarded from UNA.

**Student Rights and Responsibilities**

- Student Conduct (https://www.una.edu/student-conduct/)
- Family Educational Rights and Privacy Act (FERPA) (p. 14)
- Title IX (p. 15)

**Family Educational Rights and Privacy Act (FERPA)**

FERPA is a Federal law that regulates how students’ educational records are maintained and under what provisions certain student records can/should be released. Throughout primary and secondary education, rights related to students’ educational records belong to parents or legal guardians of the student. When a student becomes 18 years of age or enters postsecondary education, these rights transfer to the student.

In accordance with the Family Educational Rights and Privacy Act (FERPA), students of the University of North Alabama are hereby informed of their right to access their official records as described in the Act. A student may examine his/her official academic record during working hours in the registrar’s office upon presentation of appropriate picture identification.

The following is a list of directory information that may be made available regarding students of the University without their prior consent and is considered part of the public record of their attendance:

1. Name
2. Permanent and local addresses
3. Telephone listing
4. Major fields of study
5. Dates of attendance
6. Degrees and awards received
7. High school and other colleges and universities attended
8. Participation in officially recognized organizations, activities, and sports
9. Weight and height of members of athletic teams
10. Photographs
11. Email addresses

Students who wish to withhold directory information should file such a request in the Office of the Registrar prior to the end of the registration period for any given term.

FERPA also provides exceptions for release of information under certain circumstances. As provided for under FERPA, UNA notifies parents/guardians when certain violations of the Code of Student Conduct occur (see Parental Notification policy at https://www.una.edu/policies (https://www.una.edu/policies/)). A more complete statement of student rights under FERPA is available on the Department of Education website.
Title IX

The University of North Alabama adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. Both the Equal Employment Opportunity Commission and the State of Alabama regard sexual harassment as a form of sex/gender discrimination and, therefore, as an unlawful discriminatory practice. This includes sexual assault, sexual harassment, domestic and dating violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering sex- and gender-based discrimination and harassment may be accessed at https://www.una.edu/titleix/. If you have experienced or observed sex- or gender-based discrimination or harassment, below are some resources to contact.

Formal Reporting

If a reporting party would like the University to investigate an incident, the reporting party may speak with:

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IX Coordinator</td>
<td>256-765-4223</td>
</tr>
<tr>
<td>UNA Police</td>
<td>256-765-4357</td>
</tr>
</tbody>
</table>

Online Reporting

https://www.una.edu/titleix/

Confidential Resources

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Counseling Services</td>
<td>256-765-5215</td>
</tr>
<tr>
<td>University Health Services</td>
<td>256-765-4328</td>
</tr>
<tr>
<td>Women's Center</td>
<td>256-765-4380</td>
</tr>
<tr>
<td>University Case Manager</td>
<td>256-765-4531</td>
</tr>
<tr>
<td>Mitchell-West Center for Social Inclusion</td>
<td>256-765-5158</td>
</tr>
</tbody>
</table>

Local Resources

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>One Place of the Shoals</td>
<td>256-284-7600</td>
</tr>
<tr>
<td>Safeplace (domestic violence)</td>
<td>256-767-6210 (hotline) 256-767-3076 (office)</td>
</tr>
</tbody>
</table>

Official UNA Correspondence & Response to Administrative Notices

The University of North Alabama's official communication vehicle is UNA Portal (accessed through the homepage http://www.una.edu). This communication includes email, student billing, financial aid notification, viewing grades, campuswide notifications (including emergencies), and administrative notices. Notices or requests for students to report to an administrative office must be responded to immediately. Such notices are sent only when matters of urgent business or necessary information are involved. A delay in contacting the office concerned may result in a violation of the Code of Student Conduct for Failure to Comply.

Public Complaints

The University of North Alabama is committed to making a positive impact on its community locally, regionally, and globally. However, it is expected that there may be occasions upon which members of the public feel it necessary to make the University aware of a complaint about a matter related to the University. Members of the public who make a complaint should be assured that the University will earnestly and promptly seek resolution of complaints.

Informal complaints should first be made with the University office or department that is most relevant to the complaint. Any office or department receiving a complaint should seek resolution of the complaint in a timely manner. If, after seeking remedy on an informal basis, the complaining party feels the complaint has not been satisfactorily addressed, he/she may make a formal complaint through the Office of the Vice President for Academic Affairs and Provost (http://www.una.edu/academics) using the following guidelines:

A written or electronic complaint should be prepared providing:

1. the nature of the complaint,
2. all relevant background information,
3. the informal attempts the complaining party has made and to whom they were made,
4. why the outcome of the informal complaint process was considered unsatisfactory,
5. the desired outcome of the formal complaint, if any.

Upon receipt of a formal complaint, the Vice President for Academic Affairs and Provost will

1. respond directly when possible,
2. forward the matter to the proper university office for a response, or
3. initiate an investigation as outlined in the following paragraph.

If the complaint can be resolved with a direct response from the Vice President for Academic Affairs and Provost or by another administrative office, the complaining party will receive a written response within 10 days of the University’s receipt of the written complaint. If the University feels an investigation is warranted, the complaining party will be informed of the initiation of an investigation and of the date he/she should receive a report of its outcome. The investigation should be carried out by the senior administrator of the office/department from which the complaint arose and should conclude within 30 days of the formal complaint. It is the responsibility of the office/department investigating the complaint to
Academic Honesty

Students are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Additionally, students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty, and graduates.

It is in the best interest of the entire University community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation. Offenses are reported to the Vice President for Academic Affairs and Provost for referral to the University Student Conduct System for disposition.

Students of the University academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty, and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement (https://www.una.edu/student-conduct/docs/Academic%20Dishonesty%20Incident%20Form%20No-Policy.pdf) to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Provost and Vice President for Academic Affairs to appeal the proposed disciplinary plan. The Provost and Vice President for Academic Affairs shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the Provost and Vice President for Academic Affairs may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

University Expectations for Student Conduct

The University of North Alabama is concerned with maintaining an environment in which the rights of all members of the campus community are protected while they pursue their educational objectives. It is important for each student to become aware of and abide by the Code of Student Conduct and other university regulations. Students are obligated at all times to assume responsibility for their actions, to respect established authority, to be truthful, to respect the rights of others, and to respect private and public property.

It is also important that members of the university community be willing to confront violations and the infringement of another’s rights —
Students at the University are provided a copy of the Code of Student Conduct annually in the form of a link on the University website. Students are responsible for having read and abiding by the provisions of the Code of Student Conduct.

The Code of Student Conduct and the student conduct process apply to the conduct of individual students, both undergraduate and graduate, including all UNA-affiliated student organizations. For the purposes of student conduct, the University considers an individual to be a student when an offer of admission has been extended and thereafter as long as the student has a continuing educational interest in the University.

The University retains conduct jurisdiction over students who choose to take a leave of absence, withdraw or have graduated for any misconduct that occurred prior to the leave, withdrawal or graduation. If sanctioned, a hold may be placed on the student's ability to re-enroll and/or obtain official transcripts and/or graduate and all sanctions must be satisfied prior to re-enrollment eligibility.

The Code of Student Conduct applies to behaviors that take place on the campus, at UNA-sponsored events and may also apply off-campus when the Director of Student Conduct or designee determines that the off-campus conduct affects a substantial UNA interest. A substantial UNA interest is defined to include:

- Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of themselves or others; and/or
- Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or
- Any situation that is detrimental to the educational mission and/or interests of the University;

The Code of Student Conduct may be applied to behavior conducted online, via email or other electronic medium. Students should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. The University does not regularly search for this information but may take action if and when such information is brought to the attention of UNA officials. However, most online speech by students not involving University officials or technology will be protected as free expression and not subject to this Code, with two notable exceptions:

- A true threat, defined as "a threat a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals"
- Speech posted online about the University or its community members that is sufficiently severe, persistent or pervasive that it interferes with or denies an individual access to an educational opportunity or benefit provided by the University.

The Code of Student Conduct applies to guests of community members whose hosts may be held accountable for the misconduct of their guests. Visitors to and guests of UNA may seek resolution of violations of the Code of Student Conduct committed against them by members of UNA community.

There is no time limit on reporting violations of the Code of Student Conduct; however, the longer someone waits to report an offense, the harder it becomes for UNA officials to obtain information and witness statements and to make determinations regarding alleged violations. Though anonymous complaints are permitted, doing so may limit the University's ability to investigate and respond to a complaint. Those who are aware of misconduct are encouraged to report it as quickly as possible to the Office of Student Conduct and/or to University Police.

UNA email is the University's primary means of communication with students. Students are responsible for all communication delivered to their UNA email address.

1 Adapted, with gratitude, from Penn State University

Student Complaint Process

UNIVERSITY OF NORTH ALABAMA - STUDENT COMPLAINT PROCEDURES

UNA is committed to reviewing and responding to student complaints appropriately. A complaint is an expression of discontent based on the result of behavior or circumstances that the student believes are unjust, unsafe, inequitable, or create an unnecessary hardship.

This Complaint Procedure applies to student complaints that are not addressed in other University procedures which have established processes for resolution, such as Final Grade Appeal, Academic Dishonestly Appeal, Dismissal from Academic Programs, Student Conduct, or Title IX; unless the complaint is based on discrimination or other forms of inequity, or failure to follow established procedures.

If a complaint does not fall within established procedures, a student may submit a complaint via following procedures.

- Informal Complaint Resolution Process:

Prior to initiating the formal complaint process, a student complainant should first request to meet with the individual(s) with whom he/she has a concern. The informal complaint procedure is intended to encourage communication between the parties involved in order to facilitate a mutual understanding of different perspectives regarding the complaint.

There are times when it is not possible to initially address the individual(s) of concern directly. At that point, the student should...
Every student deserves a positive educational experience. Sometimes a student's experience may not be what they anticipate, and the student may have a concern or a complaint.

A student has the right to lodge a complaint or grievance. UNA ensures that all concerns and complaints of students are addressed fairly and are resolved promptly. Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution. https://www.nc-sara.org/student-complaints (https://www.nc-sara.org/student-complaints/).

SARA consumer protection provisions require the institution's Home State, through its SARA Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information.

The student should begin the complaint process with the institution and if resolution is not found, the student would contact the Institution's Home State SARA Portal Entity. The SARA State Portal Entities are listed at https://www.nc-sara.org/state-portal-entity-contacts (https://www.nc-sara.org/state-portal-entity-contacts/).

Additional information can be found in Section 4 of the SARA Manual (https://www.nc-sara.org/resources/sara-manual-192-effective-06012019/).

Complaint Tracking

The Vice President for Student Affairs and the Vice President for Academic Affairs and Provost Offices will track each formal student complaint, and will maintain a record that includes, at a minimum, the following information:

- The names of the Student(s) initiating the complaint and the Individual(s) named in the complaint.
- The date that the Student Complaint was received.
- The Student(s) identified with the Complaint.
- The nature of the complaint, including a copy of the Student Complaint, to be retained for not less than two (2) years after its final disposition.
- The University official(s) assigned to investigate the complaint and the steps taken to resolve it.
- The date and final resolution or disposition of the complaint.
- Any external actions taken by the complainant, if any, of which Vice President becomes aware.

Tracking of student complaints helps the University identify any serious or systemic problems affecting the quality of student life and assist in identifying patterns of conduct that raise a legitimate concern with respect to the University's academic or co-curricular programs, and to comply with obligations imposed by federal regulations for receiving, responding to and tracking student complaints.

The information tracked will be made available to regulatory agencies and accrediting bodies, including the Southern Association of Colleges and Schools Commission on Colleges, as required in accordance with applicable laws, regulations and policies.

Adopted 2-6-19

Grievance Procedures

Grievance procedures are available to all university employees for resolution of disputes that do not fall within the jurisdiction of the University student conduct system. A grievance is a complaint directed against another member or organization of the University community or against the University. The University Ombudsman (https://www.una.edu/administration/offices-and-administration/ombudsman.html) provides an informal avenue for grievances and
complaints (excluding academic appeals and grade disputes). Students may use the Student Complaint Form Process if the complaint does not fall within other established procedures, https://www.una.edu/policies/.

Student Copyright Notice

UNA courses may incorporate material contributed or licensed by individuals, companies, or organizations that may be protected by U.S. and foreign copyright laws. All persons reproducing, redistributing, or making commercial use of this information are expected to adhere to the terms and conditions asserted by the copyright holder. Transmission or reproduction of protected items beyond that allowed by fair use as defined in the copyright laws may require the written permission of the copyright owners. Copyright use as outlined in the TEACH Act is not yet valid at the University of North Alabama.

Free Speech and Assembly

The University of North Alabama recognizes that in the community of scholars there are certain indisputable rights to freedom of inquiry, freedom of thought, and freedom of expression. The university encourages the search for truth and knowledge and does not abridge searchers’ rights to reveal their findings, by both spoken and written word, even if in so doing they might find themselves at variance with their peers as well as the lay community. Consistent with the mission of the University and in the spirit of academic inquiry, to dissent, to disagree with generally accepted truth and knowledge is acceptable. The university also stands for the right of all the university community to pursue their legitimate activities without interference, intimidation, coercion, or disruption. The university will protect the rights of freedom of speech, expression, petition, and peaceful assembly and affirms all rights and freedoms guaranteed under the Constitution of the United States.

PROCEDURE

Reasonable time, place, and manner restrictions will be enforced. However, the enforcement will not depend, in any way, on the subject matter involved in an expressive activity. It is strongly suggested that all activities be registered with the appropriate office based on the building you are intending to reserve in advance in order to make adequate arrangements for safety and security and to insure the space desired is available. Information can be found at Office of University Center Operations and Event Management located in GUC 107.

The University of North Alabama provides forums for the expression of ideas and opinions, such as the following:

1. Traditional public forums include the university’s public streets, sidewalks, parks, and similar common areas such as the grass and sidewalk around the Amphitheater. These areas are generally available for non-amplified expressive activity, planned or spontaneous, for the individual or small group at any time without the need for reservation or prior approval, unless the space is already scheduled.

2. Designated public forums include other parts of the campus that may become temporarily available for non-amplified expressive activity as designated by the university. Examples of designated forums include parking lots and athletic fields.

3. Non-public forums are areas that are not traditional public forums or designated public forums. These locations will be restricted to use for their intended purpose and are typically not available for public expressive activity. Examples include, but are not limited to, classrooms, residence halls, faculty and staff offices, academic buildings, administration buildings, medical treatment facilities, libraries, research and computer labs, and private residential housing on campus.

4. Additionally, security considerations may affect the availability of spaces that would otherwise be available.

Disruptive activities will not be allowed. The university has defined a disruptive activity as any action by an individual, group, or organization to impede, interrupt, interfere with or disturb the holding of classes, the conduct of the university business, or the authorized scheduled events and activities of any and all segments of the university. Furthermore, any activity that incites imminent lawless action or that triggers an automatic violent response will be considered disruptive. In addition to any potential criminal penalties, students engaging in disruptive activities will be referred to the Office of Student Conduct, and employees will be referred to Human Resources.

GUIDELINES

1. Registered university organizations and university departments may display signs and banners at designated locations on campus. For information regarding these designated locations, contact the Office of University Center Operations and Event Management located in GUC 107.

2. Literature can be distributed in public forums. However, the party distributing the literature is responsible for cleaning up any discarded paper and restoring the campus to its previous condition. Literature may not be distributed in non-public forums.

3. No amplification equipment may be used.

4. Use of campus land is on a temporary basis.

5. Flyers may be placed on open bulletin boards inside or outside university buildings.

6. No activity will be permitted that blocks access to university buildings, streets, sidewalks, or facilities, defaces property, injures individuals, unreasonably interferes with regular or authorized university activities or functions, or disrupts the free flow of pedestrian or vehicular traffic.

REVIEW

The Vice President for Student Affairs is responsible for the review of this operating policy every four years or as needed.

Approved by Shared Governance Executive Committee and President Kenneth Kitts, May 9, 2019

Weapons Statement

No firearms, ammunition, or dangerous weapons are allowed in buildings or other facilities of the University of North Alabama at any time. A gun permit does not authorize a staff member, faculty member, student, or visitor to bring firearms into UNA buildings or into other UNA facilities under any circumstances.

UNA prohibits the possession and use of firearms, ammunition, and other dangerous weapons on university property. This restriction applies to all employees (faculty and staff), contractors, students, and visitors. Exception is made for UNA Police officers, civil law enforcement officers, private security in the employ of the University, or members of an officially recognized team or course who are acting strictly within the scope of sanctioned activities. Law enforcement officers who are attending classes as students, and who are not in uniform, must keep
No Smoking Policy

The University of North Alabama is dedicated to providing a healthy, comfortable and educationally productive learning environment for faculty, staff, students and visitors. The University of North Alabama recognizes that smoking any substance presents a public health hazard. As such, it shall be the policy of the University of North Alabama that smoking shall be prohibited on all university owned and operated property both indoors and outdoors.

"Smoking," as used in this policy, refers to inhaling, exhaling, burning, or carrying any lighted or heated smoking product and to the use of any such other electronic or other device that is used as an alternative to traditional tobacco products and that produces a smoke or vapor when in use. "Smoking products" include, but are not limited to, all cigarette products (cigarettes, bidis, kreteks, e-cigarettes, etc.) and all smoke-producing products (cigars, pipes, hookahs, vaporizers, etc.). "University-owned and operated property" includes, but is not limited to: all outdoor common and educational areas; all university buildings; university-owned/operated housing facilities; campus sidewalks; recreational areas; outdoor stadiums; and university-owned and leased vehicles (regardless of location). Littering campus with the remains of smoking products is also prohibited.

This policy applies to all employees, students, visitors, contractors, and externally affiliated individuals or companies renting university-owned space on university-owned and operated property campus grounds.

Education will be the preferred enforcement method to ensure individuals adhere to the new policy. Individuals that violate this policy will be provided educational information on the new policy and offered a referral for smoking cessation. However, disciplinary action may also be used for repeat violations as indicated below.

- Students will be referred to the student conduct office. Violation of this policy is a violation of the Code of Student Conduct.
- Employees will be referred to their supervisor and/or appointing authority for appropriate action.
- Contractors will be referred to their respective employers for appropriate action.
- Visitors may be required to leave the campus if they fail to conform to the policy when advised.

Additional Resources and Support

The University recognizes that quitting smoking can be a significant personal challenge. As such, the University will provide ongoing information, education, and support to faculty, staff, and students on a variety of wellness initiatives including cessation aids and programs.

[Approved by the Board of Trustees on June 6, 2017.]

Expenses and Payment Policies

A summary of estimated expenses for students may be found on the Student Accounts Website (https://www.una.edu/tuition/). Residency determination and the application of out-of-state fees and tuition will be made in accordance with the laws of the State of Alabama. Residents of Alcorn, Itawamba, Lee, Prentiss, and Tishomingo counties in Mississippi, and residents of Decatur, Giles, Hardin, Henderson, Lawrence, Lewis, Lincoln, Maury, McNairy, Perry, and Wayne counties in Tennessee will be charged the in-state rate for tuition and fees purposes.

Tuition and fees are subject to adjustment without notice. Any check dishonored or returned by the payee's bank is not considered payment.

Students are expected to meet all financial obligations when they fall due. It is each student's responsibility to be informed of all payment due dates, deadlines, and other requirements by referring to official sources of university information such as the official Schedule of Classes, catalog, UNA email account, or information that is disseminated by other means from time to time. Delinquent accounts are subject to a late charge and disenrollment from the University. If a student wishes to be reinstated after disenrollment, a $75 reinstatement fee will apply in addition to the outstanding balance. Students owing charges for prior terms will not be allowed to register, receive a transcript, or receive any other services from the University until all prior charges are paid.

Collection costs or charges along with all attorney fees necessary for collection of any debt to the University will be charged to and paid by the debtor.

Any Federal Title IV financial aid recipients who withdraw on or after the official class begin date will be liable for any funds the University of North Alabama repays to the applicable federal program as a result of the withdrawal. These amounts will be charged back to the student's financial account. University collection procedures will apply to recover these funds.

The following individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill® – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, who lives in Alabama while attending a school located in Alabama (regardless of his/her formal State of residence).
- Anyone using benefits under the Marine Gunner Sergeant John David Fry Scholarship (38 U.S.C. § 3311 (b)(9)) who lives in Alabama while attending a school located in Alabama (regardless of his/her formal State of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in Alabama while attending a school located in Alabama (regardless of his/her formal State of residence) and the transferor is a member of the uniformed service who is serving on active duty.
- The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679 as amended.

Students utilizing VA education benefits shall not be charged a penalty, including assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the individual's inability to meet their financial obligations.
due to the delayed disbursement of a payment to be provided by the Department of Veterans Affairs.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Course Fees

1. A course fee of $30.00 is charged for each of the following courses:

   **College of Arts and Sciences**

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR</td>
<td>501, 503, 511, 551, 591</td>
</tr>
<tr>
<td>BI</td>
<td>615, 617, 619, 690, 696</td>
</tr>
<tr>
<td>EEX</td>
<td>620</td>
</tr>
<tr>
<td>ES</td>
<td>680, 681</td>
</tr>
<tr>
<td>HI</td>
<td>571, 670, 671</td>
</tr>
<tr>
<td>GE</td>
<td>530, 535, 554, 584, 624, 625, 684</td>
</tr>
<tr>
<td>PH</td>
<td>580 - 589, 601, 605</td>
</tr>
</tbody>
</table>

   **College of Education and Human Sciences**

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD</td>
<td>621, 678</td>
</tr>
<tr>
<td>EDT</td>
<td>601, 602, 603</td>
</tr>
<tr>
<td>HPE</td>
<td>663, 685</td>
</tr>
<tr>
<td>SRM</td>
<td>541</td>
</tr>
<tr>
<td>EEX</td>
<td>620, 678</td>
</tr>
</tbody>
</table>

   A course fee may be required for Special Topics (HPE 651) according to topic and course content.

2. A course fee of $40.00 is charged for the following course:

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI</td>
<td>665</td>
</tr>
</tbody>
</table>

3. A course fee of $50.00 is charged for each of the following courses:

   **College of Arts and Sciences**

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI</td>
<td>521, 523, 533, 551, 552, 560, 571, 572, 599, 615, 617, 619, 690, 696</td>
</tr>
<tr>
<td>CH</td>
<td>634L, 637L, 696</td>
</tr>
<tr>
<td>COM</td>
<td>553W</td>
</tr>
<tr>
<td>ES</td>
<td>521, 607, 615, 616, 617, 680, 681</td>
</tr>
<tr>
<td>GE</td>
<td>624, 625, 684</td>
</tr>
<tr>
<td>HI</td>
<td>514</td>
</tr>
<tr>
<td>PH</td>
<td>607</td>
</tr>
<tr>
<td>SCED</td>
<td>580</td>
</tr>
</tbody>
</table>

4. A course fee of $60.00 is charged for each credit hour for the following courses:

   **College of Arts and Sciences**

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU</td>
<td>680, 681, 682, 683, 684</td>
</tr>
</tbody>
</table>

5. A course fee of $60.00 is charged for each of the following courses:

   **College of Education and Human Sciences**

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ECE</td>
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</tr>
<tr>
<td>ED</td>
<td>582, 584, 662, 664</td>
</tr>
<tr>
<td>EEX</td>
<td>678</td>
</tr>
<tr>
<td>IL</td>
<td>696</td>
</tr>
</tbody>
</table>

6. A course fee is charged for each of the following courses as designated:

   **Anderson College of Nursing and Health Professions**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 502</td>
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</tr>
<tr>
<td>NU 503</td>
<td>$225</td>
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<tr>
<td>NU 508</td>
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<td>NU 509</td>
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<td>$225</td>
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<td>NU 605</td>
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<td>NU 608</td>
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<td>NU 609</td>
<td>$225</td>
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<tr>
<td>NU 610</td>
<td>$365</td>
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<td>$365</td>
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<tr>
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<td>NU 698</td>
<td>$225</td>
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<tr>
<td>NU 699</td>
<td>$225</td>
</tr>
</tbody>
</table>

7. A one-time-only College of Education and Human Sciences (COEHS) assessment fee of $125 is charged for the first enrollment in courses with the following prefixes: ECE, EED, ED and EEX. This fee is also charged to designated content methods courses for secondary and P-12 educator preparation majors and other select courses in the COEHS (i.e. CNH, HPE or HES courses).
Withdrawal Refund Policy

Fall and Spring Semesters

- The 100% refund period is effective through the close of business on the 8th calendar day from the date classes begin.
- No tuition refunds are granted beginning on the 9th calendar day from the date classes begin.

Summer Term

- Refer to the refund schedule published on the UNA website (www.una.edu/bursar/).

If a student has received a residual check and will (or has) withdrawn from any course(s), a portion or all of the residual amount may be owed back to the University. Residual check amounts paid to a student in excess of the amount due the student must be repaid to the University before a complete withdrawal will be processed. Students should consult with the Office of Student Financial Services to determine the effect(s) of withdrawing from any course(s) if financial aid has been applied to the student’s account. Refer to the University website or Schedule of Classes for more information regarding withdrawals.

Billing Information

Electronic billing (e-bill) is the official means of providing student account statements to all UNA students. A notification of statement availability will be sent to student UNA Portal e-mail accounts and to the e-mail address of each of the authorized users the student has identified.

Students and authorized users can access the student account by going to the UNA homepage and selecting UNA Portal or by selecting Tuition Payment. It is each student’s responsibility to be informed of all payment deadlines.

Financial Hold

A financial hold will be placed on the student’s academic record when there is any past due financial obligation to the University. When there is a financial hold, the student will not be permitted to re-enroll or receive transcripts or any other service from the University.

Monthly Payment Options for Students and Families

The University of North Alabama provides through a commercial payment plan a Monthly Payment Option which enables students and families to spread all or part of annual expenses over equal monthly payments eliminating the need for lump sum payments at the beginning of each term.

Interest-Free Monthly Payment Option is designed for students and families who do not want or need a loan to pay for tuition and other educational expenses, but who are interested in spreading payments out prior to and during each semester. This Interest-Free Monthly Payment Option is available to all students and families for a small annual upfront service fee.

Additional information about the monthly payment plan is available by calling Tuition Management Services at 1-800-722-4867 or by going to http://www.afford.com/UNA.

Residual Procedures

The UNA Business Office will process and distribute residual checks unless original payment was made by credit card. Students should allow ten (10) to fifteen (15) business days from the date classes begin for the first mailing of residual refunds. Thereafter, residual refunds will be disbursed approximately five (5) to ten (10) business days from the date the funds are posted to the student’s account.

First-time, beginning freshman students should note that there is a 30-day delay on the delivery of student loan funds for their first semester due to federal regulations. Any residual amount due will be distributed approximately five (5) to ten (10) business days from the date the funds are posted to the student’s account.

All residual checks will be mailed to the student’s campus mailbox (if the student has a campus mailbox) or to the student’s permanent mailing address (if the student has no campus mailbox) unless original payment method was by credit card. Each student is responsible for updating his/her permanent mailing address by sending an email to registrar@una.edu from the student’s UNA Portal email account. The Business Office does not hold checks for pickup.

Housing Application Fees

Housing applications will be processed upon receipt of a contract and $150 nonrefundable application fee which must be paid by a debit or credit card authorization. The housing application fee is considered a continuing fee for subsequent assignments as long as the student maintains an active housing assignment. Admission to the University of North Alabama is required before an assignment is created.

Residence hall students are required to purchase a meal plan while residing on campus. The UNA Board of Trustees reviews and approves meal plans annually. Available options are determined by entry status and academic classification. For the current information on plans and pricing, please visit www.dineoncampus.com/una.

Housing and Residence Life Rent Refund

Rent for all University housing (residence halls and apartments) is billed to the student’s account and payable with tuition and other expenses according to the University’s payment dates.

If a student officially withdraws from the University while residing in university housing, the student may qualify for a prorated refund of rent. This is determined by the date of the student’s official check-out from the residence hall or University apartments.

Per Academic Semester

<table>
<thead>
<tr>
<th>When</th>
<th>Percentage Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first week</td>
<td>80% refund</td>
</tr>
<tr>
<td>During the second week</td>
<td>60% refund</td>
</tr>
<tr>
<td>During the third week</td>
<td>40% refund</td>
</tr>
<tr>
<td>During the fourth week</td>
<td>20% refund</td>
</tr>
<tr>
<td>After the fourth week</td>
<td>No refund</td>
</tr>
</tbody>
</table>

Students are not eligible for a refund if vacating their assigned residence hall/apartment while remaining enrolled at the University. Residents
are not eligible for a refund if suspended from the residence halls/apartments for any disciplinary reason.

**Residence Halls**

Residence hall room charges are applied to student accounts prior to the beginning of each semester (fall/spring). Residents enrolled for the following fall semester have the option of applying for summer hall residency at an additional charge. Residence halls do not close for university holidays; therefore, no additional charges will be applied for residence during these time periods.

**Apartments**

Apartment charges are applied to student accounts prior to the beginning of each semester (fall/spring). Apartment residents are billed for five months’ rent with fall tuition and five months’ rent with spring tuition. Residents also have the option of selecting summer hall residency for an additional charge if a contract for occupancy exists for the following academic year. Rent is applied beginning the 1st day of the month for which the apartment contract period is signed and is consecutively applied for the length of the contract period (academic year).

**Student Financial Assistance**

Graduate students at the University of North Alabama may be considered for student loans, student employment, assistantships, and scholarships. Graduate students are not eligible to receive the Federal Pell Grant. More information is available on the UNA Student Financial Services website at http://www.una.edu/financial-aid/.

The Office of Student Financial Aid communicates with individual students via the student’s official UNA email account, which is the official means of communication for the University. General announcements may be communicated through other channels such as the Student Financial Aid web page or the UNA Portal homepage.

**Loans**

Graduate students may apply for Federal Unsubsidized Stafford Loans only by filing the Free Application for Federal Student Aid. Students should apply online at https://studentaid.ed.gov/sa/fafsa (https://studentaid.ed.gov/sa/fafsa/) at least eight weeks prior to the beginning of the term during which the graduate student plans to enroll. Students must be registered for a minimum of five hours per semester to be eligible for federal loans.

Students may also apply for alternative or private student loans. Alternative student loans are private loans made through lending institutions based upon the student’s level of creditworthiness as determined by the lender. The student’s level of creditworthiness affects the loan terms and determines if a co-signer is required. The student must also be registered for a minimum of five credit hours per semester. Private student loans may be more expensive than federal government loans and cannot be part of a federal consolidation loan in repayment. Generally speaking, students should consider private education loans only if Federal Stafford Loans have been exhausted. Students can compare multiple loans using the Fin Aid Loan Comparison Calculator at http://www.finaid.org/calculators/loancomp.phtml (http://www.finaid.org/calculators/loancomp.phtml/).

**Residual Aid Refunds**

All financial aid funds, except work study, are credited to the student’s individual account. If the payments and financial aid credits exceed the student’s charges, the residual amount will be issued to the student in the form of a paper check or eREFUND. Residual aid checks are written on a regular, timely schedule by the UNA Business Office. Checks will be mailed to the student’s permanent mailing address, unless the student is living in a residence hall on campus. If the student lives in a residence hall on campus, the residual aid check will be mailed to the student’s campus mailbox. If a student would like to receive a refund via eREFUND, the student will need to sign up for eREFUNDS through the UNA Student Account Center (Ebill Site).

**Part-Time Employment**

Graduate students are also eligible for Federal Work Study and University Work Study, a non-federal employment program on campus. Federal Work Study eligibility is determined after the graduate student files the Free Application for Federal Student Aid, which may be filed online at https://studentaid.ed.gov/sa/fafsa (https://studentaid.ed.gov/sa/fafsa/).

It is the responsibility of the student to find an available position, make application, and take the necessary actions to get hired by the respective UNA office or department. The student employment program is managed from the UNA Office of Human Resources. More details on the University’s student employment program may be found at http://www.una.edu/financial-aid/.

**Graduate Assistantships**

The University also offers a number of graduate assistantships to qualified graduate students. The primary objective of the graduate assistantship is to help the student successfully complete the stated educational goal in a timely manner. The assistantships provide professional, experiential opportunities which enhance the education of the graduate student and complement his or her formal studies through either research, instruction, or administrative assignments.

To qualify for a graduate assistantship, a student must be fully admitted in a graduate degree program, registered for a minimum of five graduate hours at the University of North Alabama, and have approval from the dean of the college in which the student is enrolled. Assistantships may be renewed for more than one award period, but not more than three award periods (academic years).

Graduate assistantships may include a tuition benefit and a monthly stipend. These positions are posted through Lion Jobs at http://www.una.edu/career (http://www.una.edu/career/); applicants may also contact the sponsoring department program chair for graduate assistantship opportunities. For more information regarding graduate assistantships, please contact the Office of Student Employment located in Human Resources.

**Endowed Scholarships**

A limited number of privately endowed scholarships may be available to graduate students. The Endowed scholarships application is available December 1 and must be submitted by February 1. Applications will be available at http://www.una.edu/financial-aid (http://www.una.edu/financial-aid/). More information about scholarship opportunities for graduate students is available at UNA Student Financial Aid or online at http://www.finaid.org.

**Withdrawal**

If a student drops classes, withdraws, or makes other academic changes, the financial aid awards may be adjusted and repayment may be required.
If a student receives Federal Student Aid (except Federal Work Study) and subsequently withdraws from all course hours during the semester, the student is subject to federal regulations regarding complete withdrawal. If the student has not completed at least 60% of the academic semester, he or she may have to return a portion of the Federal Student Aid to the University.

If the student stops attending classes without officially withdrawing, his or her financial aid awards may be adjusted and repayment may be required.

**Satisfactory Academic Progress**

To be eligible for federal student aid, the student must show academic progress toward a stated degree goal. The student’s academic progress is checked at the end of each semester. The student must pass 67 percent of all graduate work attempted at UNA and other institutions. Also, the student is allowed 45 hours to complete graduate degree program requirements. Finally, the student must maintain the cumulative UNA GPA specified by the degree program. Notification of the student’s current Satisfactory Academic Progress status will be available in UNA Portal Self-Service each semester.

**Applications and Information**

Applications for admission to graduate studies, catalogs, and additional information may be obtained from the Office of Graduate Admissions or [http://www.una.edu/graduate](http://www.una.edu/graduate). The application for the Master of Science in Nursing Program is also available online at [https://www.una.edu/nursing/msn-online/](https://www.una.edu/nursing/msn-online/).
Admission to Graduate Studies

Students who wish to enroll in graduate studies must be admitted officially to graduate studies on formal application. To allow sufficient time for processing, notice of acceptance, and program approval, completed application forms together with other required materials including official transcripts — should be filed with the Office of Graduate Admissions well in advance of the opening date of registration for the term. Registration for a term is based on satisfaction of requirements for admission and enrollment prior to the close of the registration period for that term.

Acceptance for admission is based on the program objective declared in the application. Request for a change of original purpose — either before or after enrollment — is cleared through the dean of the college in which the program is offered. Applicants accepted for admission who do not enroll must contact the Office of Graduate Admissions to update their application.

Requirements for Graduate Admission

Consideration for admission to graduate studies is based on the following:

1. Official application and one-time, non-refundable $50 application fee.
2. Possession of a bachelor's degree or equivalent in an appropriate field of study from an institution that is accredited by one of the six U.S. regional accrediting associations, by one of the agencies recognized as an accrediting agency by the U.S. Department of Education, or by an appropriate governmental agency in the country in which the institution is located. Educator preparation majors should contact the college dean concerning restrictions that may apply. Any exceptions to this policy require the approval of the dean of the college in which the graduate major is housed.
3. Submission of official transcripts of credit—undergraduate or graduate—from degree granting institution that qualifies the student for admission to graduate studies. Additional transcript requirements may vary by college in which the program is offered (see "College of Arts and Sciences", "College of Business", "College of Education and Human Sciences", or "Anderson College of Nursing"). Students receiving financial aid may be required to submit official transcripts from each college previously attended, whether or not a degree was granted from that institution. For more information contact Student Financial Services. Students who have earned all credits at The University of North Alabama or students seeking admission as transient students do not need to submit transcripts; however, transient students must submit the required letter of approval from the parent school. The acceptance of official transcripts and other documents submitted for admission to any graduate program may be subject to verification and authentication.
4. Approval from the graduate program department through satisfactory test scores, scholastic achievement, preparatory coursework, or other requirements additionally specified by the particular college in which the program is offered.
5. College of Arts and Sciences Admission Requirements (https://catalog.una.edu/graduate/arts-sciences/)
6. College of Business Admission Requirements (https://catalog.una.edu/graduate/business/admission/)
7. College of Education and Human Sciences Admission Requirements (https://catalog.una.edu/graduate/education-human-sciences/admission/)
8. Anderson College of Nursing and Health Professions Admission Requirements (https://catalog.una.edu/graduate/nursing/admission/)

Non-Degree Seeking Graduate Unclassified Students

Eligible applicants who wish to enroll for advanced credits only — as distinct from pursuing a degree — may be admitted unconditionally or conditionally as unclassified students for such coursework as prior preparation permits. Admission and enrollment requires the approval of the dean of the college in which the course or courses are offered. No assurance is given that credit earned while in unclassified status may subsequently be applied to a degree or certification program or be transferable to another institution. A change from unclassified to regular status or a change in certification objectives requires a new application and is subject to current regulations and standards. Unclassified students are subject to all academic requirements and regulations applicable to degree seeking students and are limited to enrollment in a maximum of 12 semester hours. Any exceptions to this policy require the approval of the dean of the college in which the graduate major is housed.

UNA Nondiscrimination Statement

UNA adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. UNA will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of race, color, sex, pregnancy, religion, creed, ethnicity, national origin, disability, age, sexual orientation, gender identity, veteran or military status, predisposing genetic characteristics, domestic violence victim status or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any resolution process on campus or within the Equal Employment Opportunity Commission or other human rights agencies. UNA policies specifically prohibit the discrimination on the basis of sex under Title IX of the Education Amendment Act of 1972, Title IX regulations including C.F.R. 106. Inquiries related to the application of Title IX may be made to the UNA Title IX Coordinator and Compliance Administrator or the Assistant Secretary of Education in the Office for Civil Rights.

UNA policies cover nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community who acts to deny, deprive or limit the educational, employment, residential and/or social access, benefits and/or opportunities of any member of the campus community, guest or visitor on the basis of their actual or perceived membership in the protected classes listed above is in violation of this UNA statement on nondiscrimination. The University will consider, through appropriate and designated procedures, the report of any member of the university community who has reason to believe he/she has been affected by discrimination as listed above. Non-members of the campus community who engage in discriminatory actions within university programs or on university property are not under the jurisdiction of this policy, but can be subject to actions that limit their access and/or involvement with university programs as the result of their misconduct. All vendors serving the university through third-party contracts are subject to those contracts to the policies and procedures of their employers.

Reports of sex- or gender-based discrimination may be made to the UNA Title IX Coordinator and Compliance Administrator, Ms. Kayleigh
Reports of other forms of discrimination may be reported to the following areas:

- Human Resources 256-765-4291 or humanresources@una.edu
- Student Conduct 256-765-5012 or studentconduct@una.edu
- University Ombudsman 256-765-5224

Reports may also be submitted through the Student Complaint Process available at https://www.una.edu/policies/appeals/student-complaint-form.html.

### Graduate Transfer Students

Students who are in good standing in graduate programs at other recognized graduate schools, and who satisfy basic admission requirements, may be admitted as transfer students. Requests for transfer credit should be initiated by the student with the designated graduate advisor’s approval. Acceptance of graduate credit by transfer is normally limited to six semester hours of B or higher grades in graduate work appropriate to the degree program at UNA. Exceptions must be approved by the appropriate graduate program coordinator/director, department chair, and college dean. Individual graduate programs may specify predetermined limits in their section of this catalog. Acceptance of credit by transfer does not affect the quality point status required on work attempted at the University of North Alabama. Residence requirements are not applicable to graduate programs. All transfer students are subject to UNA’s scholastic standards. If these standards are not met, further academic action will be necessary.

### Graduate Transient Students

Graduate students in good standing at other recognized graduate schools may, upon the advance written approval of the graduate dean or other appropriate official at the parent school, enroll as transient students in courses for graduate credit for which approved and for which prerequisites have been satisfied. Students applying for transient admission are not required to submit official transcripts, but the letter of approval from the parent school must be submitted prior to registration for the term.

### Undergraduate Student Approvals

#### Acceptance of Seniors to Take Graduate Courses

A senior student at the University of North Alabama who is within one semester of graduation with a 3.0 cumulative GPA may request approval to take up to six semester hours of graduate classes. (Additional requirements may vary by college in which the program is offered: see “Anderson College of Nursing”, “College of Arts and Sciences”, College of Business, or “College of Education and Human Sciences.”) To better promote UNA 3+1+1, 3.5+1 bachelor to master and 1+1 master to master double degree programs, international studies from UNA Global Partner Universities may request approval to take 5-9 hours of graduate classes. Requests should be submitted to the dean of the college in which the graduate program is housed. Graduate coursework used to complete a teacher certification program may not be applied to a certification program at a higher level. The acceptability of graduate credit earned in this manner is conditional upon:

1. satisfactory completion of undergraduate requirements;
2. satisfactory work on the graduate course(s) for which enrolled; and
3. a student’s total load cannot exceed 18 semester hours.

Any exceptions to this policy require the approval of the dean of the college in which the graduate program is housed. Enrollment in graduate courses does not constitute acceptance into a graduate program.

### Accelerated Bachelor’s/Master’s Program

The Accelerate Bachelor’s/Master’s Program (AMP) offers qualified UNA undergraduate students the opportunity to enroll in graduate coursework that can be applied concurrently to an undergraduate and graduate degree. Students may earn up to a maximum of 9 graduate credit hours toward both the undergraduate and graduate degree at undergraduate tuition rate.

Eligible UNA undergraduate students participating in the AMP program must submit a formal application to graduate studies. See the departmental sections of the Graduate Catalog for program specific admission requirements. The graduate application fee is waived for AMP participants. Contact the Office of Graduate Admissions at 256.765.4447 or amp@una.edu for more information.

### Colleges/departments that participate in the AMP program:

- Accelerated Master’s Program - Applied Manufacturing Engineering ([https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/applied-engineering-amp/](https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/applied-engineering-amp/))
- Accelerated Master’s Program - Business ([https://catalog.una.edu/undergraduate/colleges-programs/business/special-programs-activities/accelerated20masters20program/](https://catalog.una.edu/undergraduate/colleges-programs/business/special-programs-activities/accelerated20masters20program/))
- Accelerated Master’s Program - English and Writing ([https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/english-amp/](https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/english-amp/))
- Accelerated Master’s Program - Geographic Information Science ([https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/gis-amp/](https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/gis-amp/))
- Accelerated Master’s Program - Mathematics ([https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/math-amp/](https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/math-amp/))
- Accelerated Master’s Program - Professional Studies ([https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/professionalstudies-amp/](https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/professionalstudies-amp/))
- Accelerated Master’s Program in Sport and Recreation Management
- Accelerated Master’s Program between Psychology (BA/BS) and Counselor Education (MA/MAED) ([https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/psychology-counselored-amp/](https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/psychology-counselored-amp/))
- Accelerated Master’s Program between Psychology (BA/BS) and Family and Community Services (MS) ([https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/psychology-familycommunityservices-amp/](https://catalog.una.edu/undergraduate/colleges-programs/arts-sciences/special-programs-activities/psychology-familycommunityservices-amp/))
Admission Requirements

In addition to all other admissions criteria, applicants must have a bachelor's degree in nursing from an accredited program in the United States and an unencumbered license to practice professional nursing. For program specific admission requirements, see information listed under College/Department in this Graduate Catalog. International students who meet all program admission requirements may apply for admission under the following categories:

International Admissions

The University of North Alabama welcomes motivated and qualified international students to pursue graduate studies offered at the four colleges of UNA: College of Arts and Sciences, College of Business, College of Education and Human Sciences, and Anderson College of Nursing. For program specific admission requirements, see information listed under College/Department in this Graduate Catalog. International students, defined as individuals who are not U.S. citizens, permanent residents or refugees, may apply for admission under the following categories:

Graduate

International students with a BA or BS degree who have met the English proficiency requirement may apply for regular admission. Application deadline: 30 days prior to first day of semester. Graduate students admitted to the Anderson College of Nursing and Health Professions must have a bachelor's degree in nursing from an accredited program in the United States and an unencumbered license to practice professional nursing in the States in addition to all other admissions criteria.

Admission Requirements

- Official Application
- $100 Application Fee
- Official Degree Sheet in English
- Complete Official Transcript in English
- Official TOEFL/IELTS/TOEIC/PTE score or UNA ESL certificate (TOEFL PBT 550 or IBT 79 or CBT 213, IELTS 6.0, TOEIC 670, PTE 54)
- Official GMAT/GRE or Master's Degree from accredited university (GMAT 400-450 or equivalent GRE for MBA; satisfactory GRE or MAT score as defined by program in the departmental section of this catalog, Arts and Sciences)

Transfer Graduate

International students with earned graduate course credits from another college or university in U.S. or abroad may apply to UNA as a transfer graduate student. See Transfer Admission for additional regulations outlining acceptance of transfer credit. Application deadline: 45 days prior to first day of semester.

International graduate students with earned graduate course credit from UNA Global Partner Universities may transfer more than six (6) semester hours of B or higher grades to meet the graduate program requirements at UNA. A list of courses from the home institution will be pre-approved by the respective UNA college dean based on the review of course descriptions provided by each UNA Global Partner University.

Admission Requirements

- Official Application
- $100 Application Fee
- Official Degree Sheet in English
- Complete Official Transcript in English
- Official TOEFL/IELTS score or UNA ESL certificate (TOEFL PBT 550 or IBT 79 or CBT 213, IELTS 6.0, TOEIC 670, PTE 54)
- Official GMAT/GRE or Master's Degree from accredited university (GMAT 400-450 or equivalent for MBA, MAT 388, or combined Verbal/Quantitative 286, Arts and Sciences)

Conditional Graduate

International students who do not meet the English language proficiency requirement at the time of submitting the application can be admitted as conditional graduate students. They are permitted to apply for graduate status upon successful completion of all Level 5 ESL courses at UNA. Application deadline: 30 days prior to first day of semester.

Admission Requirements

- Official Application
- $100 Application Fee
- Official Degree Sheet in English
- Complete Official Transcript in English

Online Graduate

International students who meet all program admission requirements may enroll in online degree or certificate programs offered by UNA. Additional admission criteria are required for the online nursing programs.

Admission Requirements

- Official Application
- $100 Application Fee
- Official Degree Sheet in English
- Complete Official Transcript in English

Application Requirements

In compliance with accreditation standards, all admission documents such as high school, college diploma, and university degree sheet must be official. UNA does not require the original diploma or degree sheet, but a copy of the original documents must be notarized or attested. The notary or attester must be provided by the school or university attended.
Retention and Disposal of Admission Files

Admission records, including the original application for admission, transcripts, and the supporting credentials, are forwarded to the Registrar’s Office when students enroll at the University. All other files are retained in the Office of Graduate Admissions as inactive records for a period of two years from the beginning of the semester or term for which application was made.

The inactive records include those for applicants:

1. who were admitted but did not enroll;
2. who were rejected;
3. who cancelled their applications; and
4. whose files were incomplete.

All records will be destroyed after remaining in the inactive files for two years.

Proof of Financial Support: All international students must furnish official evidence (e.g., bank statements) of sufficient funds (US $24,000 or equivalent currency) to cover educational and living expenses. If a student is sponsored by someone other than his/her parents, the following two letters are required: an official bank letter from the sponsor’s bank showing sufficient funds that meet the sponsorship requirement and a letter from the student’s sponsor stating that s/he is willing to sponsor the student. Private sponsored applicants should have their sponsor(s) (if the sponsor is in the U.S.) execute and send an Affidavit of Support (USCIS Form I-134) which is legally binding. Government sponsored applicants should submit a government scholarship letter.

Insurance: To be in compliance with U.S. Federal Regulations regarding international students, all UNA international students must have UNA approved health insurance coverage while enrolled at UNA.

Evaluation of International Transcripts: International students who have attended a college or a university outside the United States must have their transcripts evaluated by a university-approved international credentials evaluator such as World Education Services (WES), Educational Credential Evaluators (ECE), etc. All Colleges at UNA, except the College of Business, require a WES or ECE evaluation of the student’s transcript before the student can be admitted to graduate programs. Students applying for the MBA program do not have to provide a WES evaluation if they have a verifiable bachelor’s degree from a recognized university.

Application Fee: It is the policy of UNA that a non-refundable $100 international application fee must be paid before an application is processed. Students completing ESL and going into undergraduate or graduate degree programs are not required to pay the $100 application fee again. Students moving from undergraduate to graduate are required to pay the $100 application fee again.

Tests: UNA’s Education Testing Service Code is 1735

For graduate admission, one of the following score reports is required:

- Paper-based TOEFL: 550
- Computer-Based TOEFL: 213
- Internet-Based TOEFL: 79
- IELTS: 6
- TOEIC 670
- PTE 54

In addition to the above English language proficiency requirement, graduate applicants must also provide one of the following test score reports:

- GRE score equivalent to GMAT 400-450
- GMAT: 400-450
- MAT: 388 or combined Verbal/Quantitative 286 (Arts and Sciences)
General Regulations and Procedures

- Academic Procedures and Requirements (p. 30)
- Final Grade Appeals Process (p. 31)
- University Graduate Grading Policy (p. 31)
- Withdrawals (p. 32)
- Degree and Program General Requirements (p. 35)
- Graduate Student Procedures (p. 36)
- Registration and Advisement (p. 37)
Academic Procedures and Requirements

Transfer, Transient, Correspondence, and Independent Study Credit

See Transfer Admission (p. 25) for additional regulations outlining acceptance of transfer credit. Credit accepted by transfer is for equivalent semester hours only and does not affect the grade levels required on work attempted at this University or reduce the amount of residence credit required. Credit accepted by transfer must be earned within the time limits prescribed for degree completion at this institution. Graduate courses where pass/fail or satisfactory/unsatisfactory is the recorded grade may not be transferred.

A student who wishes to enroll at another institution in temporary transient status and transfer credits back to UNA should secure advance approval from the dean of the college in which the major is housed. Students on academic probation or suspension are not permitted to transfer credits earned at other institutions back to UNA. Students enrolled in a graduate program at the University of North Alabama may not enroll as transient students at another institution without the prior approval of the dean of the college on forms prescribed for that purpose. Only students who have been unconditionally admitted to a graduate program at the University of North Alabama and who are in good standing may be approved as transients to another institution. Credit earned as a transient student at another institution will be evaluated by the same standards as transfer credit. A minimum grade of B is required. Grades earned will be shown on the student’s permanent academic record but will not affect the UNA grade point average. See Transient Admission (p. 25) for additional regulations outlining transient approval. Enrollment in another institution without prior approval constitutes withdrawal from the program and requires reapplication for admission as a transfer student.

Students should be aware that UNA cannot award credit for any course taken at another institution until the official transcript has been received from the other institution and the course has been approved by UNA. If a student enrolls in another institution during the term that the student anticipates graduating from UNA, the student must be diligent to assure that the other institution submits the official transcript to UNA early enough for the credit to be evaluated and recorded on the student’s transcript and in time for the course(s) and grade(s) to be recorded and the official degree audit conducted by the Registrar’s Office before clearing the student for graduation.

No credit earned through correspondence is accepted for graduate credit.

A maximum of two courses (six semester hours) of independent study may be applied to a degree.

Audit

A graduate student may enroll in a graduate course for audit on the approval of the dean of the college. Fees for audited courses are the same as for courses taken for credit. Courses taken for audit are considered at full equivalency in determining maximum schedule load; however, they do not count toward the minimum class load required for eligibility for financial aid, athletics, and/or veterans’ benefits. A course may be audited and then repeated for credit. Unless extreme extenuating circumstances exist, a course cannot be changed from credit to audit after the close of registration.

Attendance

Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferal with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of individual professors. Students should expect their instructors to monitor attendance as required by the Federal Student Aid Handbook, (Volume 5, Chapter 2).

Schedule of Courses

Students wishing to add a course after the close of registration must secure approval from the appropriate instructor, department chair, and dean.

Hour Loads

Nine hours is considered full time in a semester and six hours is considered full time in a summer session. The maximum class load for graduate students is 12 semester hours in a semester and six semester hours in each summer session or a total of 12 hours distributed over the entire eight-week summer term. In any schedule combining graduate and undergraduate work, the hour load may not exceed that prescribed for a full-time graduate student.

Graduate Courses

Courses numbered 600 and above are open only to qualified graduate students. Courses numbered 500 have been approved for credit in master’s degree programs subject to advisory approval, but not more than one-half of the credit required for the master’s degree may be earned in such courses. (MBA students must take at least 31 graduate hours at the 600-level). Graduate students approved for enrollment in 500-level courses will be expected to satisfy special requirements, including readings, papers, and projects in addition to the requirements for undergraduate students in the same course. Admission to all courses requires satisfaction of stated prerequisites unless waived by the chair of the department or the dean of the college. Students will not be permitted to receive credit for a 500-level course if they have received credit for the comparable senior-level undergraduate course.

Course numbers 651 and 652 are reserved for special courses offered from time to time in response to special circumstances. When offered they are identified by department, content, and credit.

The class schedules published prior to each term should be consulted for the most current course information. Projections of graduate course offerings for several terms in advance are maintained by the chair of the department in which the courses are offered. The University reserves the right to cancel any class for which enrollment is insufficient.

Academic Dismissal

For students who have been dismissed from a graduate program for academic or other reasons, reinstatement in the program requires the approval of the respective College Readmissions Committee on the basis of extenuating circumstances. A written appeal must be directed through
the Dean of the College for which the student wishes reinstatement. If approved, reinstatement may be based on special conditions and is subject to the regulations and standards in effect at the time of re-enrollment. Following reinstatement, a new application for admission must be filed in the Office of Graduate Admissions along with a current bank letter.

Reinstatement
For a student who has been eliminated from the graduate program for scholastic or other reasons, reinstatement in the program requires approval of the respective College Readmissions Committee on the basis of extenuating circumstances. Reinstatement may be considered by the respective College Readmissions Committee only upon written appeal directed through the dean of the college. Reinstatement, if approved, may be based on special conditions and is subject to the regulations and standards in effect at the time of re-enrollment. Following reinstatement, a new application for admission must be filed in the Office of Graduate Admissions. A student dismissed from one graduate program who desires admission to another graduate program must meet the admission standards of that program and be admitted to that program.

Final Grade Appeals Process
The faculty member is the sole determiner of the grade awarded in a course and is responsible for the justification of the grade. Students are entitled to an appropriate grade review on request, and students who question the grade received are referred directly to the faculty member for review. Should a student wish to continue further grade review, the following process should be followed.

1. The student should submit the Final Grade Appeal form indicating the nature of the complaint to the department chair in the department where the course is housed and request a review of the assigned grade, indicating that an initial review has been performed by the faculty member issuing the grade. The Final Grade Appeals form is available on the VPAA website.

2. Should the student, after consultation with the department chair, wish to continue further review of the grade, he/she should indicate this on the Final Grade Appeal form and contact the dean of the college where the course is housed and request a review of the assigned grade. The Final Grade Appeal form should be forwarded to the dean by the department chair.

3. At either the department chair and/or dean level the faculty member may be asked to reevaluate the assigned grade.

4. If the student wishes to appeal further, i.e., to the Provost, in these rare and unusual circumstances the student shall indicate his/her decision on the Final Grade Appeal form. The Final Grade Appeal form will be forwarded to the Provost by the dean. The Provost will determine if the evidence is strong enough to warrant further review, i.e., the burden of proof is on the student to make a strong case that merits committee review. In this case the appeal shall be forwarded to the university Grievance Committee (appointed by the President annually). Any members of the department where the grade appeal resides would be excused from this review. The Grievance Committee will make a recommendation to the Provost.

5. Following the decision, the student and the faculty member shall be notified and provided a rationale for the decision.

6. All grade appeals shall be initiated no later than six weeks after the term in which the grade was issued.

University Graduate Grading Policy

Quality of Work
All graduate students are expected to maintain a consistently high quality of academic performance. Satisfaction of degree and program requirements includes an overall grade average of B or better (3.00) on all work attempted. No more than two courses with a C grade may be applied towards the degree. No grade below C may be applied towards the degree; however, all grades are included in the calculation of the cumulative GPA.

Some graduate programs may have more stringent requirements than university policy, and students should refer to their program for specific requirements.

Grades and Academic Progress
Grades on graduate courses at the University of North Alabama are reported as A, B, C, D, F, I, S, SP, U, and UP. Graduate students must maintain a grade average of B or better (3.00) on work attempted.

- Any student who earns three grades of C will be dismissed; this dismissal can occur at any point in their program of study, including the last semester.
- Any student who earns two grades below C will be dismissed.
- No grade below C may be applied towards the degree. However, it will be used in the GPA calculation.

Some graduate programs may have more stringent requirements than university policy, and students should refer to their program for specific requirements.

For a student whose progress in a course has been satisfactory, but who is unable to receive a final grade because of circumstances beyond control, such as illness or similar contingency, a grade of I (Incomplete) may be reported. An I grade which is not removed within the term (fall, spring) immediately following will automatically be changed to a grade of F. Students who receive a grade of I at the end of the spring semester will have until the end of the following fall semester to remove it. It is the student’s responsibility to follow up with the appropriate instructor to complete the required work. No quality or quantity credits are earned with a grade of I.

Scholastic ratios are determined on the 4.0 scale with each semester hour of credit attempted producing four quality points on a grade of A, three quality points on a grade of B, two quality points on a grade of C, one quality point on a grade of D, and no quality points on grades other than these.

Repeat/Recompute
At the approval of the respective graduate program, a student who has repeated graduate courses in which a grade of C, D or F was earned may identify one course for the purpose of recomputing the GPA. The most recent grade must be a B or above, and only the most recent grade will be used towards degree requirements and in recomputing the GPA. However, the original grade will remain on the transcript and is still counted as far as the number of grades of C or below as specified in the Grades and Academic Progress policy.

The student must initiate the request with their respective Graduate Program. Some programs may not allow repeat/recompute for their courses, and students should refer to their program for specific requirements. If the request is approved by the Graduate Program, the
Department Chair will forward the approved repeat/recompute request to the Office of the University Registrar for processing.

**Withdrawals**

**Withdrawal from a Course**

A student may withdraw from a course with a grade of W by the withdrawal period deadline indicated on the University Academic Calendar ([https://www.una.edu/registrar/Academic20Calendars/](https://www.una.edu/registrar/Academic%20Calendars/)). Any student wishing to withdraw from a class during the withdrawal (W) period may login to his/her secure UNA Portal and follow the same steps as when he/she initially registered, selecting 'web withdraw' beside the desired course(s) and submit. This policy is valid for all courses offered by the University of North Alabama. The class will be withdrawn as requested and a notification sent to the student and instructor. The Registrar’s Office will notify the Office of International Affairs for any international student wishing to withdraw from a class.

Withdrawal from a class after the withdrawal period deadline will require the permission of the Instructor and Department Chair or the Dean’s Office.

**Withdrawal from the University**

A student may withdraw from the University with grade(s) of W by the withdrawal period deadline indicated on the University Academic Calendar. The grade of W will be recorded for each registered course.

Any student wishing to withdraw from the University will follow the same instructions as withdrawing from a course except for the last course. To withdraw from the last course, a student must send a detailed email request from their UNA email account to registrar@una.edu requesting to withdraw from the remaining course.

Withdrawal from the University after the withdrawal period deadline will require the permission of the Instructor and Department Chair or the Dean’s Office.

**Medical Withdrawal**

Request for a medical withdrawal (serious physical and/or psychological illness of the student) is voluntary and limited to students who have not taken a final exam or otherwise completed coursework for a final grade. If the Medical Withdrawal is approved, grade(s) of W will be recorded for each registered course. Consideration may be granted for withdrawal from 8 week session(s) only, if documentation supports the timeframe of request.

A medical withdrawal is appropriate when, by recommendation of a licensed health care provider (physician, nurse practitioner or licensed mental health professional), a student cannot continue enrollment in his/her courses because of a serious physical and/or psychological condition. Because serious health conditions usually impact all courses, requests for a medical withdrawal result in a withdrawal from all classes and the university. Students are encouraged to contact their advisors, their academic deans and financial services before withdrawing from the university. Withdrawal can impact financial aid, veteran's benefits, international student standing, and eligibility for athletes and on-campus housing.

A student requesting withdrawal based on medical circumstances should complete the Student Request for Medical Withdrawal Form and submit it, along with accompanying documentation by fax or time permitting by mail to the University Case Manager. The Licensed Provider Recommendation for Medical Withdrawal form should be faxed (256-765-4235) or with time permitting mailed (University Case Manager, 1 Harrison Plaza UNA Box 5023, Florence, Al 35632), by the provider. The student will be expected to sign a release to the provider so documentation can be verified by the University Case Manager, failure to do so will result in denial of request.

Documentation will be reviewed by a committee of three persons, from the Office of Disability Support Services, University Health Service and the University Case Manager. The Committee will be appointed by the Assistant Vice President for Student Affairs. The committee may approve, deny or request further documentation upon review. If further documentation is requested by the committee, the student, will have 3 business days from the date of notification via University email, to provide requested documentation.

If the medical withdrawal is approved, documentation will be submitted to the Office of the Registrar regarding the student’s medical withdrawal, and the student will receive grades of W on transcripts. If the medical withdrawal is denied, the student will meet with the University Case Manager to discuss further options. The student will be notified of the committee's decision by official university email within 5 business days of submission of a completed application. A hold will be placed on the student’s record until they have been approved for re-enrollment. See Enrollment following Medical Withdrawal (p. 32).

Falsely attesting to the eligibility on the Student Request for Medical Withdrawal form is a violation of the Student Code of Conduct and may result in the revocation of a Medical Withdrawal and/or referral to the Office of Student Conduct.

If the students medical condition so incapacitates the student that he/she cannot act on their own behalf, the student’s parent, legal guardian or representative should contact the University Case Manager 256-765-4223 for assistance.

**Enrollment Following a Medical Withdrawal**

Students with plans to enroll in subsequent semesters or summer terms following a medical withdrawal will be required to submit medical documentation from a licensed health care provider, Licensed Provider Recommendation for Return to Campus (Medical Clearance), which indicates readiness to return to an academic environment. The student will be expected to sign a release for the treating physician/facility to the University Case Manager for verification purposes, failure to do so will result in denial of request. Additionally, academic units reserve the right to request further documentation and/or other requirements specific to the student. All documentation will be submitted to the University Case Manager, reviewed by the committee and kept confidential. This information should be submitted 10 business days prior to the start of the semester in which the student wishes to enroll. A hold will be placed on the student’s registration until this documentation is submitted. If the student has already registered for the following semester, the schedule will be dropped if documentation is not submitted by a specified date and/or the student has not contacted the University Case Manager.

The student may be required to fulfill additional requirements set forth by the committee and/or the University CARE Team to promote the student's success and continued community safety. Falsely attesting to the eligibility on the Student Request for Medical Withdrawal form is a violation of the Student Code of Conduct and may result in the revocation of a Medical Withdrawal and/or referral to the Office of Student Conduct.
Retroactive Withdrawal
In special and unusual circumstances beyond the student’s control, a student may, with documented evidence, petition the University for Retroactive Withdrawal or Retroactive Medical Withdrawal from the University. The request must be submitted to the Registrar within 60 days of the end of the semester of request (in extraordinary circumstance an extension may be granted by the Provost or President of the University). Before an extension can be granted, it must be verified that the student has not attended any other institutions since leaving UNA and/or is currently attending or has applied for readmission to UNA.

The instructor(s) of record and the dean(s) of the college where the courses are housed will be notified of the request by the Registrar. If the instructor(s) of record and/or the college dean(s) have an objection to the retroactive withdrawal or retroactive medical withdrawal, they must contact the Registrar’s Office up to 30 business days after notification of the withdrawal request. If the recommendations of the instructor(s) and college dean(s) are in conflict, the Vice President for Academic Affairs and Provost will review all relevant documentation and make a final decision.

If approved, all grades awarded during the withdrawal semester must be changed to a grade of W. If the student is enrolled in a program that utilizes 8 week sessions, it may be possible to award withdrawals within an 8 week session instead of the entire semester. If the instructor(s) are no longer employed with the University, the department chair where each course is housed submits the recommendation.

Note: Failure to comply with these requirements seriously affects the student’s academic standing as well as future readmission. (See notes and exceptions below)

Notes and Exceptions
1. In determining the scholastic standing of a student who has officially withdrawn from the University or from one or more courses, grades of W are not charged as work attempted and are not awarded quality point credit. Incomplete work must be made up in the following semester (fall, spring). A grade of I (Incomplete) which has not been removed within the period prescribed automatically becomes an F.
2. Students should be aware that withdrawing from one or more courses may have substantial adverse effects on, including but not limited to, financial aid, scholarship award, health insurance, and athletic eligibility.
3. The policy does not apply to clinical courses taken in the Anderson College of Nursing. Students who are failing clinical in the Anderson College of Nursing and Health Professions at the time they withdraw from the class will receive an F for that class.
4. The policy does not apply to students who have committed academic dishonesty in the course in question. A student will not be allowed to withdraw from a course in which he or she has committed academic dishonesty. If a student is accused of academic dishonesty, he or she will not be allowed to withdraw from the course while the case is pending.
5. A student may not withdraw from a class if he or she has exceeded the allowed number of absences for a particular course without consent from the instructor. After the withdrawal deadline per the Academic Calendar, a faculty member’s attendance policy as stated in the course syllabus may supersede the student’s withdrawal request.
6. Students who are called to active military service during an academic term may choose one of the following options:
   a. The student may request a retroactive drop of their courses to the beginning of the semester with a full refund of tuition and fees.
   b. If at least 75% of the term has been completed, the student may request that the faculty member assign a grade for the course based on the work completed, with the final grade assignment to be determined by the faculty member.
   c. A student may be assigned grade(s) of I (Incomplete) and will be subject to the University’s Incomplete grade policy.

Retroactive Medical Withdrawal
In special and unusual circumstances beyond the student’s control, a student may, with documented evidence, petition for a Retroactive Medical Withdrawal from the University.

Since the deadline for the Registrar’s Office to receive a supported Retroactive Withdrawal is sixty (60) days of the last day of classes for the semester in which the withdrawal is requested (in extraordinary circumstance an extension may be granted by the Provost or President of the University). The student must submit the request and documentation to the University Case Manager within 45 days of the end of the semester of request, thus allowing 15 days for committee review and submit to the Registrar’s office. Before an extension can be granted, it must be verified that the student has not attended any other institutions since leaving UNA and/or is currently attending or has applied for readmission to UNA.

The student should complete the Student Request for Retroactive Medical Withdrawal form and submit it, along with accompanying documentation by fax (256-765-4235) or, time permitting, by mail (University Case Manager, 1 Harrison Plaza, UNA Box 5023, Florence AL 35632) to the University Case Manager. The student will be expected to sign a release to the provider so documentation can be verified by the University Case Manager; failure to do so will result in denial of request.

Documentation will be reviewed by a committee of three persons from the Office of Disability Support Services, University Health Services and University Case Manager. The committee will be appointed by the Assistant Vice President for Student Affairs. The committee may support, deny or request further documentation upon review. If further documentation is requested by the committee, the student will have three (3) business days from the date of the notification via university email to provide requested documentation. The student will be notified by university email of the committee’s decision.

If the documentation supports a Retroactive Medical Withdrawal, the office of the Registrar will be notified by the University Case Manager. The instructor(s) of record and the dean(s) of the college where the courses are housed will be notified of the request by the Registrar. If the instructor(s) of record and/or the dean(s) have an objection to the retroactive medical withdrawal, they must contact the Registrar’s Office up to thirty (30) business days after notification of the withdrawal request. If the recommendations of the instructor(s) or college dean(s) are in conflict, the Vice President for Academic Affairs and Provost will review all relevant documentation and make a final decision. If approved, all grades awarded during the withdrawal semester must be changed to a grade of W. Consideration may be granted for Retroactive Medical Withdrawal from 8 week session(s) only, if documentation supports the timeframe of request. If the instructor(s) are no longer employed by the University, the department chair where each course is housed submits the recommendation.
Note: Failure to comply with these requirements seriously affects the student’s academic standing as well as future readmission. (See notes and exceptions as outlined in the Retroactive Withdrawal Policy.)
Degree and Program General Requirements

Program
Satisfaction of the minimum credit hour, course, and other requirements prescribed for the program selected.

Residence
A majority (51%) of credits toward a graduate or a post-baccalaureate professional degree must be earned through the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits from the participating institutions. To receive a graduate academic award, students must earn one-third or more of the credits through the SACSCOC member institution's own direct instruction. The majority of credits toward a graduate or a post-baccalaureate professional degree awarded by the University of North Alabama are earned through instruction offered by the University.

Full-time Student Status
Full-time student status is attained with a minimum of nine semester hours in a fall or spring semester or six semester hours in a summer session.

Quality of Work
Satisfaction of master's degree and program requirements includes an overall grade average of B or better (3.00) on all valid work attempted at the University of North Alabama, with not more than six semester hours of C work or below. If two C's are earned, the student must have at least two A's in his/her program to achieve an overall 3.00 or better. The minimum completion grade point average requirement for teacher certification is 3.25 in the traditional master of arts in education (M.A.Ed.) program and 3.50 in the education specialist (Ed.S.) program.

Application for Graduation
Candidates for a degree must file a formal application for graduation with the Office of the Registrar on the form prescribed. Graduate students should apply for graduation two semesters prior to their date of graduation. If it becomes necessary to revise the expected date of graduation, the student should file a Change of Graduation application form in the Office of the Registrar no later than the last day to drop a class prior to the intended date of graduation. No preliminary degree audit will be issued until a program of study and an admission to candidacy form are in the student's academic file in the Office of the Registrar. There is no candidacy requirement for nursing students or MBA students.

Time Limits
Courses may not be applied to degree plans more than eight years after completion, exclusive of time spent in active service in the Armed Forces of the United States. Credit accepted by transfer must comply with these limits.

Commencement
Degrees are conferred at the end of each regular semester. Successful candidates for degrees are expected to attend commencement exercises and wear proper academic regalia. Candidates whose circumstances preclude attendance may be graduated in absentia and have their diplomas forwarded to them, provided written notification is made to the Office of the Registrar not later than two weeks prior to the commencement date. There is no commencement program at the end of the summer term. Students who complete degree requirements at the end of the summer term may elect to have their diploma mailed to them on the Monday following the close of the summer term or participate in the following December commencement and receive their diploma at that time.
Graduate Student Procedures

As a useful guide to the graduate student, the procedures and time schedules outlined below are extracted from the procedures and regulations described elsewhere in this catalog. It is the student’s responsibility to study the catalog carefully and to follow prescribed procedures according to the established time periods.

1. Prior to the opening of the term for which initial enrollment is planned:
   a. Secure, complete, and return applications for admission along with the application fee to the Office of Graduate Admissions. Registration must be in accordance with the level of study.
   b. Submit official transcripts of credit—undergraduate or graduate—from degree granting institution that qualifies the student for admission to graduate studies. Additional transcript requirements may vary by college in which the program is offered (see “College of Arts and Sciences”, “College of Business”, “College of Education and Human Sciences”, or “Anderson College of Nursing and Health Professions”). Students receiving financial aid may be required to submit official transcripts from each college previously attended, whether or not a degree was granted from that institution. For more information contact Student Financial Services. Students who have earned all credits at The University of North Alabama or students seeking admission as transient students do not need to submit transcripts; however, transient students must submit the required letter of approval from the parent school. The acceptance of official transcripts and other documents submitted for admission to any graduate program may be subject to verification and authentication.
   c. Submit supplemental items specific to graduate program, if applicable. Items may include test score, resume, application essay, recommendations, writing sample, and other program specific forms or licensures. See admission requirements by graduate program.

2. After acceptance for admission and at registration:
   Confer each term with the assigned educational advisor and prepare the schedule of classes and the approved program forms. Students should preregister for the next term according to announced dates, although advisement and schedule preparation may be accomplished during the regular registration periods.

3. Application for graduation:
   Complete an application for graduation online at http://www.una.edu/registrar/graduation.html, and pay the graduation fee at the Business Office or online via E-bill. Graduate students should apply for graduation two semesters prior to their date of graduation. No preliminary degree audit will be issued until a program of study and an admission to candidacy form are in the student’s academic file in the Office of the Registrar. There is no candidacy requirement for nursing students or MBA students.

4. During the last term:
   a. Arrange with the University Bookstore for proper academic regalia for graduation: cap, gown, hood.
   b. Follow issued instructions on commencement procedures and rehearsal. If planning for graduation in absentia file with the Office of the Registrar the proper request at least two weeks in advance of the commencement date.
   c. Students in programs leading to initial professional certification, added endorsements, or renewals should contact the Certification Office in the College of Education and Human Sciences for application procedures and appropriate forms.
Registration and Advisement

Graduate students may register in advance of the regular registration period, according to announced preregistration dates. Payment of the appropriate charges must be made by the deadline specified on the invoice received at the time of preregistration; otherwise, the preregistration is voided and the student must register and pay all charges in the regular registration period.

Upon admission to graduate studies each student is assigned to an advisor, according to the advisement system of the particular college in which the program is offered. Advisors assist the student in planning the program, approve the program, and provide continuing supervision and guidance during the course of study.
College of Arts, Sciences, and Engineering

The College of Arts, Sciences, and Engineering (https://www.una.edu/artsandsciences/) offers several Master of Arts and Master of Science degrees including the Master of Arts in English and the Master of Arts in Writing through the Department of English; the Master of Arts in History and the Master of Arts in Public History through the Department of History; the Master of Science in Geographic Information Science through the Department of Geography; the Master of Science in Criminal Justice through the Department of Politics, Justice, Law, and Philosophy; the Master of Professional Studies through the Department of Interdisciplinary and Professional Studies; the Master of Science in Applied Manufacturing Engineering in the Department of Engineering and Technology; the Master of Science in Mathematics in the Department of Mathematics; the Master of Social Work in the Department of Social Work; and the Master of Science in Family and Community Services and the Joint Master of Business Administration and Master of Science in Family and Community Services in the Department of Psychology and Sociology.

A Message from the Dean
Dr. Sara Lynn Baird

Welcome to the College of Arts, Sciences, and Engineering (CASE) at the University of North Alabama. The College, comprised of 19 departments and the School of the Arts, includes over 200 full-time faculty and staff and over 3000 students in undergraduate and graduate programs. We offer over 60 unique majors and minors with a wide array of degrees and curricular concentrations. The largest and most diverse college on campus, the CASE includes arts, humanities, STEM areas, and social sciences. The College is committed to providing an environment within our campus and community that fosters knowledge, skill, artistic and cultural enrichment, research, and discovery by supporting independence, creativity, and innovation with a strong emphasis on experiential opportunities.

In the College of Arts, Sciences, and Engineering, we are proud to offer an intimate and nurturing atmosphere that offers opportunities for interaction with faculty and administrators. I invite you to explore our departmental and college website for information about our various departments, programs, and opportunities.

UNA was designated in 2020 and 2021 as one of the best Regional Universities by US News and World Report and we achieved Top Producer of Fulbright Awards status two years in a row for 2019-2020 and 2020-2021. Intelligent.com has ranked UNA third in the state among colleges in Alabama. Our faculty consistently exhibit excellence in the classroom and are dedicated to providing an exceptional learning environment for our students. Many of our faculty excel in research productivity and creative activity, nationally and internationally.

We hope you will consider joining our academic family where you can follow your passion. If you would like additional information about the College of Arts, Sciences, and Engineering or any of our programs, please contact CASE@una.edu. For information about campus visits or tours, please visit our Schedule a Tour (https://www.una.edu/artsandsciences/tour-a-college-of-arts-and-sciences-department-today.html) webpage.

The College of Arts, Sciences, and Engineering students, faculty, and staff are dedicated to the highest standards of excellence. As we approach the beginning of our third century of service to Alabama and beyond, we are proud of our heritage and excited about our future.

Roar Lions!

Sara Lynn Baird, PhD
Dean and Professor

Degree Programs

- Joint Curriculum Two Degrees Program-MBA and MS in Family and Community Services (p. 39)
- Master of Arts Degree in English (p. 39)
- Master of Arts Degree in History (p. 40)
- Master of Arts Degree in Public History (p. 41)
- Master of Arts Degree in Writing (p. 42)
- Master of Professional Studies (p. 44)
- Master of Science Degree in Applied Manufacturing Engineering (p. 46)
- Master of Science Degree in Criminal Justice (p. 46)
- Master of Science Degree in Family and Community Services (p. 47)
- Master of Science Degree in Geographic Information Science (GIS) (p. 48)
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- Master of Social Work (MSW) (p. 50)
- Post-baccalaureate Certificate in Creative Writing (p. 51)
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- Post-baccalaureate Certificate in Rhetoric and Composition (p. 52)
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Joint Curriculum Two Degrees
Program-MBA and MS in Family and Community Services

The Joint Curriculum Two Degrees Program allows students to earn a Master of Business Administration degree and a Master of Science degree in Family and Community Services simultaneously. Students must be eligible to be admitted to both programs and must meet the degree requirements as outlined in the joint curriculum below. Forty-five (45) credit hours are required to complete both degrees.

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<td>CIS 622</td>
<td>Information Systems Design and Project Management</td>
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<td>EC 692</td>
<td>Strategic Microeconomic Analysis for Managers</td>
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<td>Business Ethics and Responsibility in a Global Economy</td>
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<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
</tr>
<tr>
<td>MG 602</td>
<td>Leadership</td>
</tr>
<tr>
<td>MG 630</td>
<td>Strategic Management and Competitive Analysis</td>
</tr>
<tr>
<td>MK 672</td>
<td>Strategic Marketing Analysis</td>
</tr>
</tbody>
</table>

Total Hours 45

Master of Arts Degree in English

https://www.una.edu/english/master-of-arts-in-english.html

In addition to the general requirements for admission to graduate studies (See General Regulations and Procedures), admission to the Master of Arts degree programs in English also requires:

Unconditional Admission
1. Preparation: Applicants must hold a bachelor's degree from an accredited institution and have at least 24 semester hours in English above the 200 level. A Graduate Admissions Committee will review each application; consequently, all applications and supporting documents must be submitted to the Office of Graduate Admissions of the University in accordance with submission deadlines established by that office.

2. Scholastic Achievement: A minimum of 2.75 GPA on a 4.0 scale in all previous undergraduate and graduate coursework.

3. Test Scores: Submission of satisfactory scores on either the Graduate Record Exam (General Test) or the Miller Analogies Test. Students who seek admission to the program must receive a minimum score of 388 on the MAT or a minimum score of 286 on the combined Verbal and Quantitative portions of the GRE. When GPA and test scores are disparate, the following sliding scale may be applied:

4.

<table>
<thead>
<tr>
<th>GPA</th>
<th>MAT</th>
<th>GRE Verbal</th>
<th>GRE Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.91 - 4.00</td>
<td>378</td>
<td>138</td>
<td>136</td>
</tr>
<tr>
<td>3.81 - 3.90</td>
<td>379</td>
<td>139</td>
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<tr>
<td>3.71 - 3.80</td>
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<td>136</td>
</tr>
<tr>
<td>3.61 - 3.70</td>
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<td>3.51 - 3.60</td>
<td>382</td>
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<td>137</td>
</tr>
<tr>
<td>3.41 - 3.50</td>
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<td>143</td>
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<tr>
<td>3.21 - 3.30</td>
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<td>139</td>
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<tr>
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<td>387</td>
<td>146</td>
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<tr>
<td>3.0</td>
<td>388</td>
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<td>2.90 - 2.99</td>
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<tr>
<td>2.70 - 2.79</td>
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</tr>
<tr>
<td>2.60 - 2.69</td>
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<td>152</td>
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</tr>
<tr>
<td>2.50 - 2.59</td>
<td>398</td>
<td>153</td>
<td>144</td>
</tr>
</tbody>
</table>

5. Three letters of recommendation to be sent to Graduate Admissions at the University of North Alabama.

6. Writing Sample: Minimum of eight pages, preferably a research or scholarly essay or paper from previous classes, to be sent to Graduate Admissions at the University of North Alabama.

Conditional Admission

At the discretion of the department's graduate admissions committee, applicants may be admitted on conditional status subject to attainment of grades which include no more than three semester hours of C and no grades lower than C on the first three graduate courses (nine semester hours) for which enrolled and other conditions deemed appropriate by the committee to address applicant's specific weaknesses.

Transfer Admission

In addition to the general requirements for Transfer Admission to Graduate Studies (See General Regulations and Procedures), up to 9 semester hours of graduate credit by transfer will be accepted with the approval of the graduate program coordinator. Exceptions must be
approved by the graduate program coordinator, department chair, and college dean.

Advisement
Prior to the completion of 12 semester hours credit in the program, students shall be assigned an academic advisor by the Graduate Coordinator.

Degrees and Program Plans
Master of Arts Degree in English: a minimum of 36 semester hours of credit, to include the following core and options:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 601</td>
<td>Introduction to Graduate Studies: Bibliography and Research</td>
<td>3</td>
</tr>
<tr>
<td>EN 655</td>
<td>Literary Criticism</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Courses of Study 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 690</td>
</tr>
<tr>
<td>EN 695</td>
</tr>
<tr>
<td>24 hours English Electives (500-600 level)</td>
</tr>
</tbody>
</table>

Non-Thesis Option 5

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 696</td>
<td>Comprehensive Examination</td>
<td>3</td>
</tr>
<tr>
<td>30 hours English courses (500-600 level) 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Requirement 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis or Non-Thesis Option: Select one from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Option 4</td>
</tr>
<tr>
<td>The master's degree program in English provides for an option of a minimum 36 semester hours of coursework or 30 semester hours of coursework plus a thesis earning six hours' credit. Student electing the thesis option must obtain approval from the Dean of the College of Arts and Sciences and must register for the thesis and pay the appropriate fee.</td>
</tr>
<tr>
<td>EN 690</td>
</tr>
<tr>
<td>EN 695</td>
</tr>
<tr>
<td>24 hours English Electives (500-600 level)</td>
</tr>
</tbody>
</table>

Non-Thesis Option 5

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 696</td>
<td>Comprehensive Examination</td>
<td>3</td>
</tr>
<tr>
<td>30 hours English courses (500-600 level) 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 36

1 Students should take the core courses as early as possible in their program, but must complete them by the time they have taken 18 hours of coursework.

2 Not including the core classes. At least 15 of those hours must be in the student's area of concentration, e.g., British or American literature.

3 The M.A. in English requires demonstration of reading proficiency in a foreign language. Students satisfy the foreign language requirement in one of the following ways:
   • by completing a second-year course sequence in a language with a 3.0 or higher, or
   • by successfully completing graduate coursework in foreign language reading proficiency, or
   • by the successful completion of a reading proficiency examination administered through the Department of Foreign Languages, or
   • by a comparable alternative approved by the Director of Graduate Studies.

4 Students choosing the Thesis Option must complete six (6) semester hours of Thesis Thesis (EN 690), in addition to the core and 24 additional semester hours of graduate courses in English for a total of 36 hours.


5 Students choosing the Non-Thesis Option must complete 30 hours of graduate courses in English in addition to the core, excluding Thesis Thesis (EN 690).

Comprehensive Examination: Students choosing this option must enroll in Comprehensive Examination Comprehensive Examination (EN 696), at the appropriate time and must successfully complete a comprehensive examination.

6 At least 50 percent of the coursework required to complete the selected option must be earned at the 600 level.

Master of Arts Degree in History
https://www.una.edu/history/graduate-students/master-of-arts-degree-program.html

In addition to the general requirements for Admission to Graduate Studies (See General Regulations and Procedures), admission to the Master of Arts degree program in History requires the following:

Admission
1. Preparation: Applicants must hold a bachelor's degree from an accredited institution and have at least 24 hours in history, including up to twelve hours below the 300 level or have completed a major and/or minor in history. A departmental Graduate Admissions Committee will approve or deny each application. All applications and supporting documents must be submitted to the Office of Graduate Admissions of the University in accordance with submission deadlines established by that office.
2. Scholastic Achievement: A minimum of 2.75 GPA on a 4.0 scale in all previous undergraduate and graduate coursework.
3. Test Scores: Submission of satisfactory scores on the Graduate Record Examination (GRE), which shall consist of the attainment of at least two of the three following scores: Verbal, 146; Quantitative, 140; Analytical Writing, 3.5.
4. Three completed recommendation forms.
5. Application Essay: A type written essay of 250-350 words which describes career goals and areas of historical interest for study in the graduate program.
6. Writing Sample: Minimum of four pages, preferably a research or scholarly essay or paper from previous classes. It may also be a sample of professional or creative writing.
7. The history graduate committee does not conditionally admit an applicant to the M.A. program in History or the M.A. program in Public History without reviewing the applicant’s completed application containing undergraduate transcripts, GRE scores, application essay, writing sample, & letters of recommendation. An applicant with an incomplete application may enroll in two graduate history courses (6 hours) as a non-degree-seeking student. If the applicant is admitted to the M.A. program in History or the M.A. program in Public History,
Transfer Admission

In addition to the general requirements for Transfer Admission to Graduate Studies (See General Regulations and Procedures), up to six semester hours of B or higher grades in graduate work appropriate to the degree program at UNA by transfer may be accepted with the approval of the history graduate committee, department chair, and college dean. Exceptions must be approved by the history graduate committee, department chair, and college dean. The department will accept up to six hours transfer credit previously applied to a degree, pending approval of the history graduate committee.

Advisement

Prior to completion of their first semester credit in the program, students shall be assigned an academic advisor.

Degree and Program Plans

Master of Arts Degree in History requires a minimum of 33 semester hours of credit and includes the following core and options:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 605</td>
<td>Historiography and Methodology</td>
<td>3</td>
</tr>
<tr>
<td>HI 611</td>
<td>Seminar in U.S. History to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HI 612</td>
<td>Seminar in U.S. History Since 1877</td>
<td>3</td>
</tr>
<tr>
<td>HI 621</td>
<td>Seminar in World History to 1815</td>
<td>3</td>
</tr>
<tr>
<td>HI 622</td>
<td>Seminar in World History Since 1815</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses of Study

- 12 hours from History Electives (500-600) level
- 12 Research Skill Requirement

Thesis or Non-Thesis Option: Select one from the following: 6

<table>
<thead>
<tr>
<th>Thesis Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 695</td>
</tr>
<tr>
<td>HI 699</td>
</tr>
</tbody>
</table>

Non-Thesis Option 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 640</td>
<td>Directed Research and Study</td>
</tr>
<tr>
<td>HI 698</td>
<td>Comprehensive Examination</td>
</tr>
</tbody>
</table>

Total Hours 33-36

1 The M.A. in history requires demonstration of a research skill. Students satisfy the research skill requirement by successfully completing graduate coursework in foreign language reading proficiency or by the successful completion of a reading proficiency examination administered through the Department of Foreign Languages. A student may also satisfy the research skill requirement through successful completion of upper-division coursework as approved by the graduate committee of the Department of History.

2 Thesis Option: students choosing the Thesis Option must complete a minimum of six semester hours of Thesis (HI 695), in addition to the core and 12 additional semester hours of 500-600 level history electives. Thesis Defense: students choosing the thesis option must enroll in and satisfactorily complete Thesis Defense (HI 699).

3 Non-Thesis Option: students choosing the Non-Thesis Option must complete six hours of Directed Research and Study (HI 640), in addition to the core and 12 additional semester hours of 500-600 level history electives. Comprehensive Examination: students choosing the non-thesis option must enroll in and satisfactorily complete Comprehensive Examination (HI 698).

Master of Arts Degree in Public History

https://www.una.edu/history/graduate-students/master-of-arts-in-public-history.html

Admission

In addition to the general requirements for admission to graduate studies (See General Regulations and Procedures), admission to the Master of Arts in Public History degree program requires the following:

1. Preparation: Applicants must hold a bachelor’s degree from an accredited institution and have at least 24 hours in history or public history, including up to twelve hours below the 300 level or have completed a major and/or minor in history or public history. A departmental Graduate Admissions Committee will approve or deny each application. All applications and supporting documents must be submitted to the Office of Graduate Admissions of the University in accordance with submission deadlines established by that office.

2. Scholastic Achievement: A minimum of 2.75 GPA on a 4.0 scale in all previous undergraduate and graduate coursework.

3. Test Scores: Submission of satisfactory scores on the Graduate Record Examination (GRE), which shall consist of the attainment of at least two of the three following scores: Verbal, 146; Quantitative, 140; Analytical Writing, 3.5.

4. Three completed recommendation forms.

5. Application Essay: A typed written essay of 250–350 words which describes career goals and areas of historical interest for study in the graduate program.

6. Writing Sample: Minimum of four pages, preferably a research or scholarly essay or paper from previous classes. It may also be a sample of professional or creative writing.

7. The history graduate committee does not conditionally admit an applicant to the M.A. program in History or the M.A. program in Public History without reviewing the applicant’s completed application containing undergraduate transcripts, GRE scores, application essay, writing sample, & letters of recommendation. An applicant with an incomplete application may enroll in two graduate history courses (6 hours) as a non-degree-seeking student. If the applicant is admitted to the M.A. program in History or the M.A. program in Public History, courses taken as a non-degree-seeking student may be included in the student’s Plan of Study.

Transfer Admission

In addition to the general requirements for Transfer Admission to Graduate Studies (See General Regulations and Procedures), up to six semester hours of B or higher grades in graduate work appropriate to the degree program at UNA by transfer may be accepted with the approval of the history graduate committee, department chair, and college dean. Exceptions must be approved by the history graduate committee, department chair, and college dean. The department will accept up to six hours transfer credit previously applied to a degree, pending approval of the history graduate committee.
hours transfer credit previously applied to a degree, pending approval of the graduate committee.

Advisement

Prior to the completion of their first semester credit in the program, students shall be assigned an academic advisor.

Public History Center

The Public History Center serves as the consulting branch of the Public History Program at the University of North Alabama, and supervises public history graduate students in their fieldwork and project development. Additionally, the Public History Center staff participates in community outreach, research, content development, and historic site strategy, and maintains a close project partnership with the Muscle Shoals National Heritage Area.

Degree and Program Plans

Historical Administration Concentration

Master of Arts Degree in Public History with a concentration in Historical Administration requires a minimum of 33 semester hours of credit and includes the following core and options:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 515</td>
<td>Digital Collections Management</td>
<td>3</td>
</tr>
<tr>
<td>HI 611</td>
<td>Seminar in U.S. History to 1877</td>
<td>3</td>
</tr>
<tr>
<td>or HI 621</td>
<td>Seminar in World History to 1815</td>
<td></td>
</tr>
<tr>
<td>HI 612</td>
<td>Seminar in U.S. History Since 1877</td>
<td>3</td>
</tr>
<tr>
<td>or HI 622</td>
<td>Seminar in World History Since 1815</td>
<td></td>
</tr>
<tr>
<td>HI 665</td>
<td>Public History</td>
<td>3</td>
</tr>
<tr>
<td>HI 671</td>
<td>Historical Administration</td>
<td>3</td>
</tr>
<tr>
<td>HI 679</td>
<td>Public History Internship</td>
<td>3</td>
</tr>
<tr>
<td>HI 697</td>
<td>Public History Portfolio</td>
<td>0</td>
</tr>
</tbody>
</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 585</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 662</td>
<td>Global Entrepreneurship and Business Expansion</td>
<td></td>
</tr>
<tr>
<td>MG 624</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 33

Historic Preservation Concentration

Master of Arts Degree in Public History with a concentration in Historic Preservation requires a minimum of 33 semester hours of credit and includes the following core and options:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 514</td>
<td>Fieldwork Methods Course</td>
<td>3</td>
</tr>
<tr>
<td>HI 611</td>
<td>Seminar in U.S. History to 1877</td>
<td>3</td>
</tr>
<tr>
<td>or HI 621</td>
<td>Seminar in World History to 1815</td>
<td></td>
</tr>
<tr>
<td>HI 612</td>
<td>Seminar in U.S. History Since 1877</td>
<td>3</td>
</tr>
<tr>
<td>or HI 622</td>
<td>Seminar in World History Since 1815</td>
<td></td>
</tr>
<tr>
<td>HI 665</td>
<td>Public History</td>
<td>3</td>
</tr>
</tbody>
</table>

Hi 670 | Historic Preservation and Cultural Resource Management | 3 |
| Hi 679 | Public History Internship             | 3 |
| Hi 697 | Public History Portfolio              | 0 |

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 662</td>
<td>Global Entrepreneurship and Business Expansion</td>
<td></td>
</tr>
<tr>
<td>MG 624</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 33

1. Research Skill Requirement: The M.A. in public history requires demonstration of a research skill. Students satisfy the research skill requirement by successfully completing graduate coursework in a foreign language reading proficiency or by the successful completion of a reading proficiency examination administered through the Department of Foreign Languages. A student may also satisfy the research skill requirement through successful completion of upper-division coursework as approved by the graduate committee of the Department of History.


3. Non-Thesis Option: students choosing the Non-Thesis Option must complete six hours of Directed Research and Study Directed Research and Study (HI 640), in addition to the core and six additional semester hours of 500-600 level history electives. Comprehensive Examination: students choosing the non-thesis option must enroll in and satisfactorily complete Comprehensive Examination Comprehensive Examination (HI 698).

Master of Arts Degree in Writing

https://www.una.edu/english/master-of-arts-in-writing.html

The Master of Arts degree in Writing may be earned 100% online. In addition to the general requirements for admission to graduate studies (See General Regulations and Procedures), admission to the Master of Arts degree program in Writing also requires:

Unconditional Admission

1. Preparation: Applicants must hold a bachelor’s degree from an accredited institution. A Graduate Admissions Committee will review each application; consequently, all applications and supporting documents must be submitted to the Office of Graduate Admissions.
of the University in accordance with submission deadlines established by that office.

2. Scholastic Achievement: A minimum of 2.75 GPA on a 4.0 scale in all previous undergraduate and graduate coursework.

3. Test Scores: Submission of satisfactory scores on either the Graduate Record Exam (General Test) or the Miller Analogies Test. Students who seek admission to the program must receive a minimum score of 388 on the MAT or a minimum score of 286 on the combined Verbal and Quantitative portions of the GRE. When GPA and test scores are disparate, the following sliding scale may be applied:

<table>
<thead>
<tr>
<th>GPA</th>
<th>MAT</th>
<th>GRE Verbal</th>
<th>GRE Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.91 - 4.00</td>
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<td>138</td>
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<tr>
<td>3.01 - 3.10</td>
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<td>146</td>
<td>139</td>
</tr>
<tr>
<td>3.0</td>
<td>388</td>
<td>146</td>
<td>140</td>
</tr>
<tr>
<td>2.90 - 2.99</td>
<td>390</td>
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</tr>
<tr>
<td>2.80 - 2.89</td>
<td>392</td>
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</tr>
<tr>
<td>2.70 - 2.79</td>
<td>394</td>
<td>151</td>
<td>142</td>
</tr>
<tr>
<td>2.60 - 2.69</td>
<td>396</td>
<td>152</td>
<td>143</td>
</tr>
<tr>
<td>2.50 - 2.59</td>
<td>398</td>
<td>153</td>
<td>144</td>
</tr>
</tbody>
</table>

4. Three letters of recommendation to be sent to Graduate Admissions at the University of North Alabama.

5. Writing Portfolio: Three writing samples within applicants chosen concentration: Technical Writing, Rhetoric/Composition, or Creative Writing, to be sent to Graduate Admissions at the University of North Alabama.

**Conditional Admission**

At the discretion of the department's graduate admissions committee, applicants may be admitted on conditional status subject to the attainment of grades which include no more than three semester hours of C and no grades lower than C on the first three graduate courses (nine semester hours) for which enrolled and other conditions deemed appropriate by the committee to address applicant's specific weaknesses.

**Transfer Admission**

In addition to the general requirements for Transfer Admission to Graduate Studies (See General Regulations and Procedures), up to 9 semester hours of graduate credit by transfer will be accepted with the approval of the graduate program coordinator. Exceptions must be approved by the graduate program coordinator, department chair, and college dean.

**Advisement**

Prior to the completion of 12 semester hours credit in the program, students shall be assigned an academic advisor by the Writing Program Graduate Coordinator.

**Degrees and Program Plans**

Master of Arts Degree in Writing: a minimum of 36 semester hours of credit, to include the following core and options.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 602W</td>
<td>Introduction to Graduate Studies: Writing Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Tracks**

Select one of the following tracks: 33

- Track I: Technical Writing (p. 43)
- Track II: Rhetoric and Composition (p. 44)
- Track III: Creative Writing (p. 44)

**Total Hours** 36

1 Students should take the core course as early as possible in their program, but must complete it by the time they have taken 18 hours of coursework. At least 50 percent of the coursework required to complete the selected option must be earned at the 600 level.

**Track I: Technical Writing**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 539</td>
<td>Technical Editing</td>
<td>3</td>
</tr>
<tr>
<td>EN 545W</td>
<td>Multimodal Writing</td>
<td>3</td>
</tr>
<tr>
<td>EN 615W</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>EN 694W</td>
<td>Directed Final Project</td>
<td>3-6</td>
</tr>
<tr>
<td>EN 695</td>
<td>Thesis Defense</td>
<td>0</td>
</tr>
</tbody>
</table>

**Elective Component**

Select 18 - 21 credits from the following: 18-21

Students who complete only 3 hours of EN 694W are required to complete 21 elective hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 534W</td>
<td>Language and Gender</td>
</tr>
<tr>
<td>EN 540W</td>
<td>Grant Writing</td>
</tr>
<tr>
<td>EN 542</td>
<td>Survey of Grammar</td>
</tr>
<tr>
<td>EN 572W</td>
<td>Rhetoric: Argument and Style</td>
</tr>
<tr>
<td>EN 575W</td>
<td>Literacy, Culture, and Writing</td>
</tr>
<tr>
<td>EN 595W</td>
<td>Selected Topics in Writing</td>
</tr>
<tr>
<td>EN 609W</td>
<td>Rhetorical Theory and Culture</td>
</tr>
<tr>
<td>EN 625W</td>
<td>Document Design</td>
</tr>
<tr>
<td>EN 635W</td>
<td>Publishing Practicum</td>
</tr>
<tr>
<td>EN 641</td>
<td>English Linguistics</td>
</tr>
<tr>
<td>EN 660W</td>
<td>Writing Internship</td>
</tr>
<tr>
<td>EN 691W</td>
<td>Selected Seminar in Writing</td>
</tr>
</tbody>
</table>
EN 697 Independent Study

Track II: Rhetoric and Composition

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN 609W</td>
<td>Rhetorical Theory and Culture</td>
<td>3</td>
</tr>
<tr>
<td>EN 610W</td>
<td>Composition Theory</td>
<td>3</td>
</tr>
<tr>
<td>EN 616</td>
<td>Composition Pedagogies</td>
<td>3</td>
</tr>
<tr>
<td>or EN 575W</td>
<td>Literacy, Culture, and Writing</td>
<td></td>
</tr>
<tr>
<td>EN 690</td>
<td>Thesis</td>
<td>3-6</td>
</tr>
<tr>
<td>EN 695</td>
<td>Thesis Defense</td>
<td>0</td>
</tr>
</tbody>
</table>

Elective Component

Select 18-21 credits from the following:

- EN 534W Language and Gender
- EN 535W Writing Protest and Dissent
- EN 539 Technical Editing
- EN 540W Grant Writing
- EN 541 History of the English Language
- EN 542 Survey of Grammar
- EN 545W Multimodal Writing
- EN 566 Sociolinguistics
- EN 572W Rhetoric: Argument and Style
- EN 575W Literacy, Culture, and Writing
- EN 595W Selected Topics in Writing
- EN 615W Technical Writing
- EN 616 Composition Pedagogies (*if not taken in required component)
- EN 617 Writing Technologies
- EN 625W Document Design
- EN 635W Publishing Practicum
- EN 641 English Linguistics
- EN 645W Seminar in Creative Writing
- EN 660W Writing Internship
- EN 691W Selected Seminar in Writing
- EN 697 Independent Study

Total Hours 33

Track III: Creative Writing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN 555W</td>
<td>Advanced Creative Writing: Fiction and Drama</td>
<td>3</td>
</tr>
<tr>
<td>or EN 556W</td>
<td>Advanced Creative Writing: Poetry and Creative Non-fiction</td>
<td></td>
</tr>
<tr>
<td>EN 690</td>
<td>Thesis</td>
<td>3-6</td>
</tr>
<tr>
<td>EN 695</td>
<td>Thesis Defense</td>
<td>0</td>
</tr>
</tbody>
</table>

And 15 hours from:

- EN 555W Advanced Creative Writing: Fiction and Drama
- EN 556W Advanced Creative Writing: Poetry and Creative Non-fiction

Elective Component

Select 9-12 credits from the following:

- EN 534W Language and Gender
- EN 535W Writing Protest and Dissent
- EN 542 Survey of Grammar
- EN 544W Grant Writing for the Creative Writer
- EN 564 The Contemporary American Novel
- EN 565 Contemporary Poetry
- EN 555W Advanced Creative Writing: Fiction and Drama (if not taken in required component)
- EN 556W Advanced Creative Writing: Poetry and Creative Non-fiction (if not taken in required component)
- EN 595W Selected Topics in Writing (*if not taken in 15 hour requirement options)
- EN 625W Document Design
- EN 645W Seminar in Creative Writing (*if not taken as 15 hour requirement option)
- EN 657 Creative Writing Pedagogy (*if not taken as 15 hour requirement option)
- EN 658W Creative Writing Craft (*if not taken as 15 hour requirement option)
- EN 659W Creative Writing Genre (*if not taken as 15 hour requirement option)
- EN 660W Writing Internship
- EN 691W Selected Seminar in Writing
- EN 697 Independent Study

Any graduate level course, with program coordinator’s approval

Total Hours 33

Mission

https://una.edu/masters-professional-studies/areas-of-specialization.html

The Master of Professional Studies (M.Pr.S.) degree is a fully accredited interdisciplinary professional program with workforce development and personal development at the core of its mission. The degree program, which can be completed online, will provide working adults an opportunity to pursue their graduate education and to further develop their professional and organizational leadership skills with minimal disruption to their family and current job obligations.
### Admission

In addition to the general requirements for admission to graduate studies (see General Regulations and Procedures), admission to the Master of Professional Studies degree program also requires the following:

1. The applicant must possess a baccalaureate degree or equivalent from an institution accredited by one of the six U.S. regional accrediting associations, by one of the agencies recognized as an accrediting agency by the U.S. Department of Education, or by an appropriate governmental agency in the country in which the institution is located.

2. The applicant must have a graduating cumulative GPA of at least 2.70 on a 4.0 scale or a 3.0 GPA in the last 60 hours of undergraduate study. As this degree program aims to enhance leadership skill sets related to the professional work environment, applicants who do not meet the cumulative GPA standard but who demonstrate a minimum of three years of successful full-time work experience in a professional field may be considered for conditional admission. Conditionally admitted students will take no more than nine graduate level credits their first semester and must earn a minimum cumulative GPA of 3.0 in the first completed nine hours of graduate coursework in the M.Pr.S. degree program. Conditionally admitted students must resolve outstanding admission obligations before registering for subsequent semesters.

3. The applicant will submit a personal statement addressing the reasons for applying, the choice of specialization, and how this degree program will affect his/her future career plans. To verify three years of professional work experience, conditionally admitted students must also have a job verification form submitted by current or former employers. Employment verification must be received before a student enrolls in a graduate course. An employment verification form will be provided to all applicants upon request.

4. M.Pr.S. applicants, as part of the online application process, will provide email addresses for three professional references.

### Transfer Admission

In addition to the general requirements for Transfer Admission to Graduate Studies (see General Regulations and Procedures), up to 12 semester hours of graduate credit by transfer will be accepted with the approval of the Chair of the Department of Interdisciplinary and Professional Studies. Exceptions must be approved by the Chair of the Department of Interdisciplinary and Professional Studies and Dean of the College of Arts and Sciences.

### Advisement

Upon admission to the program, students will be assigned to an academic advisor in the Department of Interdisciplinary and Professional Studies. The advisor, in consultation with the student, will plan the student’s program of study and provide continued supervision and guidance. All M.Pr.S. students are required to develop a program of study in consultation with their academic advisor prior to completing 12 hours of graduate credit applied to their degree program.

### Degree Requirements

The M.Pr.S. is a 33 semester hour program built around a core of 18 semester hours of professional skill-building courses and an area of specialization comprised of 12 semester hours. This option includes a three credit hour capstone experience within the area of specialization. Students may elect a 36 semester hour program by pursuing a thesis option. Existing specializations include: community development; higher education administration; information technology; and security and safety leadership.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRS 601</td>
<td>Applied Research for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>PRS 603</td>
<td>Professional Communications</td>
<td>3</td>
</tr>
<tr>
<td>PRS 607</td>
<td>Leadership, Negotiation, and Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>PRS 609</td>
<td>Organizations, Institutions, and Change</td>
<td>3</td>
</tr>
<tr>
<td>PRS 611</td>
<td>Globalization and Society</td>
<td>3</td>
</tr>
<tr>
<td>PRS 695</td>
<td>Capstone/Thesis (related to their area of specialization)</td>
<td>3-6</td>
</tr>
<tr>
<td>HEA 601</td>
<td>Introduction to Higher Education Administration</td>
<td></td>
</tr>
<tr>
<td>HEA 603</td>
<td>Organizational and Administrative Structure of Higher Education</td>
<td></td>
</tr>
<tr>
<td>HEA 605</td>
<td>Student Development Theory</td>
<td></td>
</tr>
<tr>
<td>HEA 607</td>
<td>Budgetary Management in Higher Education</td>
<td></td>
</tr>
<tr>
<td>HEA 609</td>
<td>Enrollment Management and Institutional Marketing</td>
<td></td>
</tr>
<tr>
<td>HEA 611</td>
<td>The Legal Environment of Higher Education</td>
<td></td>
</tr>
<tr>
<td>HEA 613</td>
<td>Student Affairs Practices, Theory and Policy</td>
<td></td>
</tr>
<tr>
<td>HEA 615</td>
<td>Contemporary Issues and Trends in Higher Education</td>
<td></td>
</tr>
<tr>
<td>HEA 617</td>
<td>The Community College System</td>
<td></td>
</tr>
<tr>
<td>HEA 619</td>
<td>Cultural Diversity in Higher Education</td>
<td></td>
</tr>
<tr>
<td>HEA 621</td>
<td>Empirical Assessment in HEA</td>
<td></td>
</tr>
<tr>
<td>HEA 623</td>
<td>University Advancement and Fundraising</td>
<td></td>
</tr>
<tr>
<td>HEA 691</td>
<td>Internship in Higher Education</td>
<td></td>
</tr>
</tbody>
</table>

### Summary

- **Total Hours:** 33-36
- **Transfer Admission:** Up to 12 semester hours of graduate credit by transfer accepted with approval.
- **Advisement:** Required to develop program with academic advisor.
- **Degree Requirements:** 33 semester hours for M.Pr.S., 36 for thesis option.

---

1. Students choosing the Thesis Option must enroll in Capstone/Thesis (PRS 695) each semester while preparing or defending the thesis. Students are encouraged to meet with their academic advisor to discuss scheduling of core courses, area courses, and capstone/thesis hours.
Master of Science Degree in Applied Manufacturing Engineering

Program Admission Requirements

**Tier 1**: Applicants with a 3.0 GPA and a 4-year degree from a SACS-accredited (or equivalent) institution with a major in engineering, engineering technology, physics, chemistry, biology, mathematics or computer science (not information technology) are granted unconditional admission.

**Tier 2**: Applicants with a 3.0 GPA and a 4-year degree from a SACS-accredited (or equivalent) institution with any major not listed above will be granted unconditional admission if they satisfied the following course requirements:

Applicant has completed at least 24 semester credit hours of a combination of math and science courses which includes:

- Calculus 1
- Calculus 2
- Statistics
- Chemistry (at least one course)
- Physics (at least one course).

Any applicants who do not meet the requirements of either Tier 1 or Tier 2 will be considered for conditional admission on a case-by-case basis. Please note there are no differences in admission status between students admitted under Tier 1 vs. Tier 2; they are just different routes to unconditional admission.

Requirements for the MS in Applied Manufacturing Engineering

This program is designed for engineering and science professionals and new graduates who desire to improve their ability to solve real-world problems in manufacturing. The program will emphasize key and essential engineering concepts and allow students to pursue discipline specific subjects consistent with their employment environment or interest.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMF 506</td>
<td>Quality Management and Six Sigma</td>
<td>3</td>
</tr>
<tr>
<td>ENMF 600</td>
<td>Applied Engineering Programming</td>
<td>3</td>
</tr>
<tr>
<td>ENMF 602</td>
<td>Advanced Applied Engineering Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ENMF 603</td>
<td>Advanced Engineering Principles</td>
<td>3</td>
</tr>
<tr>
<td>ENMF 608</td>
<td>Manufacturing Systems Design and Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENMF 609</td>
<td>Preventative Maintenance and Reliability Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ENMF 610</td>
<td>Engineering Analysis and Simulation</td>
<td>3</td>
</tr>
<tr>
<td>MG 585</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>or MG 670</td>
<td>Leading High Performance Teams</td>
<td>3</td>
</tr>
<tr>
<td>or CIS 644</td>
<td>Business Process Integration with ERP Systems</td>
<td></td>
</tr>
</tbody>
</table>

Choose two courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMF 604</td>
<td>Precision Control and Automated Manufacturing</td>
</tr>
<tr>
<td>ENMF 605</td>
<td>3D Modeling for Manufacturing Industries</td>
</tr>
<tr>
<td>ENMF 606</td>
<td>Bio-Engineered Products</td>
</tr>
<tr>
<td>ENMF 607</td>
<td>Advanced Applied Chemical Process Engineering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 618</td>
<td>Crime in America</td>
<td>3</td>
</tr>
<tr>
<td>CJ 640</td>
<td>Methods of Research in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 650</td>
<td>Criminological Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select from the following: 21

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 505</td>
<td>Criminal Investigation</td>
</tr>
<tr>
<td>CJ 506</td>
<td>Forensic Investigation</td>
</tr>
<tr>
<td>CJ 513</td>
<td>Public Organization and Bureaucratic Theory</td>
</tr>
<tr>
<td>CJ 515</td>
<td>Ethics in Administrative Leadership</td>
</tr>
<tr>
<td>CJ 530</td>
<td>Criminal Evidence</td>
</tr>
<tr>
<td>CJ 534</td>
<td>Criminal Procedure</td>
</tr>
<tr>
<td>CJ 550</td>
<td>Theory and Control of Crime</td>
</tr>
<tr>
<td>CJ 580</td>
<td>Psychological Dimensions of Criminal Justice Practice</td>
</tr>
<tr>
<td>CJ 591</td>
<td>Special Topics</td>
</tr>
<tr>
<td>CJ 606</td>
<td>Contemporary Issues in Juvenile Justice</td>
</tr>
<tr>
<td>CJ 610</td>
<td>Nature and Function of the American Judicial System</td>
</tr>
<tr>
<td>CJ 614</td>
<td>Management and Policy in Criminal Justice Organizations</td>
</tr>
<tr>
<td>CJ 622</td>
<td>Contemporary Issues in Corrections</td>
</tr>
</tbody>
</table>

Total Hours 30
In addition to the general requirements for admission to graduate studies
Admission semester.

prior to registration. Please email the Graduate Program Coordinator for
must seek department approval from the Graduate Program Coordinator
with department approval. Students wishing to take additional courses
Non-majors may enroll in a total of six credit hours within the discipline
providing students with a strong background in research, application, and
seeks to train students to be effective leaders in these organizations by
agencies. The Family and Community Services graduate program
online program intended to meet the educational needs of professionals

The Department of Psychology and Sociology recommends a
minimum GPA of 3.0 and a minimum test score (388/MAT or GRE
146/ verbal and 140/quantitative) for admission to the graduate
program. Applicants with less than the recommended GPA or the
recommended test score may be admitted based on the sliding
scale below.

1. **Preparation**: Applicants must hold a bachelor's degree or higher from an institution that meets the general admission requirements for graduate study at UNA.

2. **Scholastic achievement**: A minimum overall grade point average of 3.0 (4.0 scale) is recommended on undergraduate work.

3. **Test score**: Applicants who have earned a bachelor's degree from a senior institution that was regionally accredited at the time the degree was earned and have a 3.3 or higher overall undergraduate GPA, may seek to waive the test score requirement by contacting the Graduate Program Coordinator. All other applicants must submit satisfactory scores prior to admission on either the Miller Analogies Test (MAT) or on the Graduate Record Examination (GRE); recommended minimum score of 388 on the MAT or a minimum GRE score of 146 on the Verbal and 140 on the Quantitative portions of the exam.

4. **Application essay**: Applicants must submit a letter of intent that outlines the reasons they are interested in the program and how it aligns with their long-term professional goals.

5. **Professional writing sample**: Applicants must submit a paper that best reflects their writing and critical thinking skills, typically chosen from undergraduate work. Applicants who do not have an appropriate writing sample will be asked to complete a Mock Writing Assignment. Please contact the Graduate Program Coordinator for more information about the professional writing sample.

6. **References**: Three current or former supervisors or instructors must complete our Recommendation for Admission form using the online admissions system. References cannot be colleagues, friends, or related to the applicant. Applicants should attempt to secure at least one recommendation from a current or former instructor who can attest to the student's academic abilities.

7. **International Credentials**: Applicants holding a bachelor's degree, a graduate degree or the equivalent from an institution outside the United States of America must submit a WES, ECE, or other approved international credential evaluation.

<table>
<thead>
<tr>
<th>GPA</th>
<th>MAT</th>
<th>GRE Verbal</th>
<th>GRE Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.91 - 4.00</td>
<td>378</td>
<td>138</td>
<td>136</td>
</tr>
<tr>
<td>3.81 - 3.90</td>
<td>379</td>
<td>139</td>
<td>136</td>
</tr>
<tr>
<td>3.71 - 3.80</td>
<td>380</td>
<td>140</td>
<td>136</td>
</tr>
<tr>
<td>3.61 - 3.70</td>
<td>381</td>
<td>141</td>
<td>137</td>
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<tr>
<td>3.51 - 3.60</td>
<td>382</td>
<td>142</td>
<td>137</td>
</tr>
<tr>
<td>3.41 - 3.50</td>
<td>383</td>
<td>143</td>
<td>138</td>
</tr>
<tr>
<td>3.31 - 3.40</td>
<td>384</td>
<td>143</td>
<td>138</td>
</tr>
</tbody>
</table>

The Department of Psychology and Sociology recommends a minimum GPA of 3.0 and a minimum test score (388/MAT or GRE 146/ verbal and 140/quantitative) for admission to the graduate program. Applicants with less than the recommended GPA or the recommended test score may be admitted based on the sliding scale below.
Advisement

Students will complete a plan of study in Family and Community Services Graduate Orientation (FS 500) with the assistance of the Graduate Program Coordinator.

Non-Majors

Non-majors will be limited to a total of six hours within the discipline and all courses selected require departmental approval.

Degree and Program Plans

The Master of Science Degree in Family and Community Services requires a minimum of 31 semester hours of credit, to include the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 500</td>
<td>Family and Community Services Graduate Orientation</td>
<td>1</td>
</tr>
<tr>
<td>FS 600</td>
<td>Research Methods in Family and Community Services</td>
<td>3</td>
</tr>
<tr>
<td>FS 601</td>
<td>Applied Statistics in Family and Community Services</td>
<td>3</td>
</tr>
<tr>
<td>FS 602</td>
<td>Family Theories</td>
<td>3</td>
</tr>
<tr>
<td>FS 604</td>
<td>Family and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>FS 606</td>
<td>Family Problems and Methods of Intervention</td>
<td>3</td>
</tr>
<tr>
<td>FS 599</td>
<td>Independent Study-Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (12 hours of the following or advisor approved graduate course work)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 501</td>
<td>Family Life Education</td>
<td>3</td>
</tr>
<tr>
<td>FS 510</td>
<td>Family Diversity and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>FS 543</td>
<td>Social Psychology of Intimate Relationships</td>
<td>3</td>
</tr>
<tr>
<td>FS 605</td>
<td>Contemporary Topics in Family and Community Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 31

Thesis or Non-Thesis Option: Select one from the following:

- Non-Thesis Option
  - FS 698 Comprehensive Examination

- Thesis Option
  - FS 695 Thesis
  - FS 699 Thesis Defense

1 Students completing the Non-Thesis Option must, in the last semester in which all other course requirements are expected to be completed, register for Comprehensive Examination (FS 698) in order to take a written comprehensive examination prior to graduation in order to complete the program.

2 In addition to the courses above, students who request and receive permission to complete the Thesis Option must complete a minimum of 6 semester hours of Thesis (FS 695) and register for Thesis Defense (FS 699) during the last semester in which all other course requirements are expected to be completed. Thesis students will not be required to take Comprehensive Examination (FS 698).

Master of Science Degree in Geographic Information Science (GIS)

https://www.una.edu/geography/Grad/index.html

Admission

The Master of Science Degree in Geographic Information Science at the University of North Alabama may be completed either on campus or 100% online. In addition to the general requirements for admission to graduate studies (See General Regulations and Procedures), admission to the Master of Science degree program in Geographic Information Science requires the following:

Unconditional Admission

1. Preparation: Applicants must hold a bachelor’s or higher degree in an appropriate field of study from an accredited institution or complete coursework that will meet this requirement as determined by the Graduate Admissions Committee.

2. Scholastic Achievement: Applicants must possess a minimum of a 3.0 grade point average on a 4.0 scale in the last two years of undergraduate work and in all previous graduate work (if any).

3. Test Scores: Applicants must have a combined score of at least 290 on the Verbal and Quantitative sections of the Graduate Record Exam (GRE).

4. Letters of Recommendation: Applicants must submit three letters of recommendation from academic or professional sources. At least one letter of recommendation must be provided by a faculty member from the applicant’s prior undergraduate or graduate program.

5. Personal Statement: Applicants should describe themselves academically and professionally and include a narrative of their intellectual and academic history and heritage. Applicants should describe their interests in graduate school, desire for entrance into the UNA Department of Geography, and their long term plans.

6. Letter of Intent: Applicants should describe their desired area of study and why that is of interest to them, what they hope to learn, and what they plan to do with what is learned and the experience that is gained.

A departmental Graduate Admissions Committee will review each application and make all admission decisions. Applications, transcripts, and test scores must be submitted to the Office of Graduate Admissions in accordance with submission deadlines established by that office. Letters of Recommendation, Personal Statement, and Letter of Intent will be submitted directly to the Department of Geography in care of the Graduate Program Coordinator.

Conditional Admission

A student may be conditionally admitted to the M.S. program in Geographic Information Science if his/her GRE scores have not yet been obtained, if the Graduate Admissions Committee deems the undergraduate coursework insufficient, or if the applicant’s letters of recommendation have not been received by the Department of Geography. A student without sufficient prior coursework in geography may be required to enroll in undergraduate courses to meet prerequisites for graduate level work. The student must submit satisfactory test scores or complete remedial coursework prior to completing 12 credit hours in the program. Applicants not meeting requirements #2 and #3 above may
still be considered if other evidence of potential academic achievement is presented.

**Advisement**

Initially, students will be advised by the Graduate Program Coordinator for the Department of Geography until students have been assigned or have selected an academic advisor.

**Degree and Program Plans**

**Requirements for the MS in Geographic Information Science**

The Master of Science Degree in Geographic Information Science requires a minimum of 33 semester hours and includes the following core and options:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 609</td>
<td>Geographic Methods in Design</td>
<td>9</td>
</tr>
<tr>
<td>GE 610</td>
<td>Seminar in Geospatial Science</td>
<td></td>
</tr>
<tr>
<td>GE 615</td>
<td>Advanced Quantitative Methods in Geography</td>
<td></td>
</tr>
</tbody>
</table>

**Thesis or Non-Thesis Option: Select one from the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 699</td>
<td>Thesis and Research and Defense</td>
<td>24</td>
</tr>
<tr>
<td>GE 695</td>
<td>Thesis (6 hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18 hours from 500-600 electives</td>
<td></td>
</tr>
</tbody>
</table>

**Non-Thesis Option**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 692</td>
<td>Research (6 hours)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>18 hours from 500-600 electives</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**

1. No more than 6 hours of field courses may count towards credit for the MS in Geographic Information Science degree. No more than 12 hours of courses taken at the 500 level may count towards credit for the MS in Geographic Information Science degree. Courses taken at the undergraduate level in the department which are cross-listed as 400/500, may not be retaken for credit towards the MS in Geographic Information Science degree. Courses with blanket course numbers (e.g., Special Topics (GE 597)) that have different titles are exempt from this limitation.

2. Students choosing the Thesis Option must complete a minimum of six hours of Thesis (GE 695), in addition to the core and 18 additional hours from the 500-600 level electives.

3. Students choosing the Non-Thesis Option must complete a minimum of six hours of directed research (Research (GE 692)), in addition to the core and 18 additional hours from the 500-600 level electives. Students selecting this option will be required to complete two independent projects. Each project will be supervised by a separate faculty member within the Department of Geography and must include a second reader on each project. The projects will be publicly presented and submitted as papers.

**Master of Science Degree in Mathematics**

Master of Science (M.S.) Degree in Mathematics. This program is designed to meet the educational needs of persons aspiring to professional advancement in the teaching of Mathematics or in other professions requiring advanced degrees in the discipline, as well as those students preparing for advanced study at the Ph.D. level.

**Advisement**

Prior to the completion of 12 semester hours of credit in the program, students shall be assigned a graduate advisor by the Graduate Coordinator.

**Admission**

In addition to the general requirements for admission to graduate studies (See General Regulations and Procedures), admission to the Master of Science degree program in Mathematics also requires:

1. Preparation: Applicants must hold a bachelor’s degree from an accredited institution and have at least 21 semester hours in Mathematics at the level of calculus or higher. A Graduate Admissions Committee will review each application; consequently, all applications and supporting documents must be submitted to the Office of Graduate Admissions and Services of the University in accordance with submission deadlines established by that office.

2. Scholastic Achievement: A minimum of 2.75 GPA on a 4.0 scale in all previous undergraduate and graduate coursework, and a minimum 3.0 GPA in all previous undergraduate (and, if applicable, graduate) mathematics courses.

3. Test Scores: Submission of scores on the Graduate Record Exam (GRE) General Test including Verbal Reasoning, Quantitative Reasoning, and Analytical Writing sections. Minimum acceptable scores are as follows:
a. A score of at least 150 on the Quantitative Reasoning section, and  
b. a score of at least 145 on the Verbal Reasoning section OR a score of at least 3.5 on the Analytical Writing section.

4. Letters of Recommendation: Applicants must submit three letters of recommendation from academic or professional sources.

TRANSFER ADMISSION
In addition to the general requirements for Transfer Admission to Graduate Studies (See General Regulations and Procedures), up to 12 semester hours of graduate credit by transfer may be accepted with the approval of the Graduate Coordinator and Department Chair of Mathematics. Exceptions must be approved by the Graduate Coordinator, Department Chair of Mathematics, and college dean.

Master of Social Work (MSW)
Requirements for a Master of Social Work (MSW)

One Year Option
Students who are admitted into this program who have received a Bachelor of Social Work (BSW) degree from a Council on Social Work Education (CSWE) accredited University, will be required to complete 30 hours of Social Work (SW) courses at the 600 level as specified below.

Two Year Option
Students who are admitted into this program who have not received a Bachelor of Social Work (BSW) degree from a Council on Social Work Education (CSWE) accredited University, but have received a Bachelor’s Degree from an accredited University, will be required to complete 60 hours of Social Work (SW) courses at the 500/600 level as specified below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 600</td>
<td>Social Work Licensure for Workforce Readiness (Social Work Licensure for Workforce Readiness)</td>
<td>2</td>
</tr>
<tr>
<td>SW 610</td>
<td>Clinical Assessment and Diagnostic Psychopathology (Clinical Assessment and Diagnostic Psychopathology)</td>
<td>2</td>
</tr>
<tr>
<td>SW 630</td>
<td>Field Internship and Seminar for Social Work Practice (Field Internship and Seminar for Social Work Practice)</td>
<td>3</td>
</tr>
<tr>
<td>SW 631</td>
<td>Field Internship and Seminar for Social Work Practice (Field Internship and Seminar for Social Work Practice)</td>
<td>3</td>
</tr>
<tr>
<td>SW 632</td>
<td>Field Internship and Seminar for Social Work Practice (Field Internship and Seminar for Social Work Practice)</td>
<td>3</td>
</tr>
<tr>
<td>SW 633</td>
<td>Field Internship and Seminar for Social Work Practice (Field Internship and Seminar for Social Work Practice)</td>
<td>3</td>
</tr>
<tr>
<td>SW 661</td>
<td>Advanced Generalist Practice with Children, Adolescents and Families (Advanced Generalist Practice with Children, Adolescents and Families)</td>
<td>2</td>
</tr>
<tr>
<td>SW 662</td>
<td>Advanced Generalist Practice with Communities and Organizations (Advanced Generalist Practice with Communities and Organizations)</td>
<td>2</td>
</tr>
<tr>
<td>SW 665</td>
<td>Advanced Generalist Practice with Groups (Advanced Generalist Practice with Groups)</td>
<td>2</td>
</tr>
<tr>
<td>SW 670</td>
<td>Social Service Program Evaluation: Practice Implications (Social Service Program Evaluation: Practice Implications)</td>
<td>2</td>
</tr>
<tr>
<td>SW 680</td>
<td>Non-Profit Management and Agency Administration (Non-Profit Management and Agency Administration)</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose one of the following electives: 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 541</td>
<td>Grant Writing Skills for the Social Services (Grant Writing Skills for the Social Services)</td>
<td>2</td>
</tr>
<tr>
<td>SW 542</td>
<td>Advanced Social Work Practice in Health Settings (Advanced Social Work Practice in Health Settings)</td>
<td>2</td>
</tr>
<tr>
<td>SW 543</td>
<td>Global Social Work: Issues and Opportunities (Global Social Work: Issues and Opportunities)</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours: 30

Two Year Option for students who have received a Bachelor’s Degree

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 501</td>
<td>Orientation to Social Work Values, Skills and Ethics (Orientation to Social Work Values, Skills and Ethics)</td>
<td>2</td>
</tr>
<tr>
<td>SW 503</td>
<td>Foundations of Social Work History, Policy and Philosophy (Foundations of Social Work History, Policy and Philosophy)</td>
<td>2</td>
</tr>
<tr>
<td>SW 515</td>
<td>Human Behavior I (Human Behavior I)</td>
<td>2</td>
</tr>
<tr>
<td>SW 516</td>
<td>Human Behavior II (Human Behavior II)</td>
<td>2</td>
</tr>
<tr>
<td>SW 524</td>
<td>Social Justice, Human Rights, Advocacy and Sustainability (Social Justice, Human Rights, Advocacy and Sustainability)</td>
<td>2</td>
</tr>
<tr>
<td>SW 530</td>
<td>Field Internship and Seminar for Social Work Practice (Field Internship and Seminar for Social Work Practice)</td>
<td>3</td>
</tr>
<tr>
<td>SW 531</td>
<td>Field Internship and Seminar for Social Work Practice (Field Internship and Seminar for Social Work Practice)</td>
<td>3</td>
</tr>
<tr>
<td>SW 532</td>
<td>Field Internship and Seminar for Social Work Practice (Field Internship and Seminar for Social Work Practice)</td>
<td>3</td>
</tr>
<tr>
<td>SW 533</td>
<td>Field Internship and Seminar for Social Work Practice (Field Internship and Seminar for Social Work Practice)</td>
<td>3</td>
</tr>
<tr>
<td>SW 561</td>
<td>Foundations of Generalist Practice with Individuals and Families (Foundations of Generalist Practice with Individuals and Families)</td>
<td>2</td>
</tr>
<tr>
<td>SW 565</td>
<td>Foundations of Generalist Practice with Groups (Foundations of Generalist Practice with Groups)</td>
<td>2</td>
</tr>
<tr>
<td>SW 570</td>
<td>Foundation Research Methods (Foundation Research Methods)</td>
<td>2</td>
</tr>
<tr>
<td>SW 600</td>
<td>Social Work Licensure for Workforce Readiness (Social Work Licensure for Workforce Readiness)</td>
<td>2</td>
</tr>
</tbody>
</table>
Post Baccalaureate Certificate in Security and Emergency Management (SEM)

The Department of Politics, Justice, Law, and Philosophy offers an 18 hour Post Baccalaureate Certificate in Security and Emergency Management for individuals desiring expertise in the fields of homeland security and emergency management but who do not wish to pursue the Master of Professional Studies or other graduate programs. The certificate is also open to graduate students enrolled in other programs who desire a certification in Security and Emergency Management and who elect to take the additional courses.

Admission Requirements

Candidates must hold a bachelor’s degree in any field from an approved institution, and meet all University graduate admission requirements. Existing graduate program students must have approval from their graduate program advisor.

Requirements for the Certificate in Security and Emergency Management (SEM)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEM 500</td>
<td>Foundations of Homeland Security and Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Select 15 hours from the following:</strong></td>
<td></td>
</tr>
<tr>
<td>SEM 505</td>
<td>Terrorism and Terrorist Operations</td>
<td>1</td>
</tr>
<tr>
<td>SEM 506</td>
<td>Disaster Response and Recovery</td>
<td>1</td>
</tr>
<tr>
<td>SEM 560</td>
<td>Homeland Security &amp; Emergency Management Seminar/Exercise</td>
<td>1</td>
</tr>
<tr>
<td>SEM 595</td>
<td>Internship/Practicum in Security and Emergency Management</td>
<td>1</td>
</tr>
<tr>
<td>SEM 597</td>
<td>Special Topics In Security and Emergency Management</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

1 SEM courses completed at the undergraduate level may not be completed at the graduate level for credit in the SEM Graduate Certificate program.

Post-baccalaureate Certificate in Creative Writing

The Post-baccalaureate Certificate in Creative Writing is a post-baccalaureate program designed to give students who already hold a B.A. or a B.S. the opportunity to enroll in courses to earn a graduate certificate. The certificate will aid those already enrolled in graduate programs who wish to have more writing in the genres of fiction, nonfiction, and poetry. The certificate will also aid students who wish to prepare for futures in the writing community as publishing writers or as members of terminal degree programs.

This certificate program requires 15 hours of credit. Students may transfer up to 3 hours of credit from another program to apply to the Post-baccalaureate Certificate in Creative Writing. Admission to the certificate program requires a formal application through the Office of Graduate Admissions.

Requirements for a Post-baccalaureate Certificate in Creative Writing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Component</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>EN 555W</td>
<td>Advanced Creative Writing: Fiction and Drama</td>
<td></td>
</tr>
<tr>
<td>EN 556W</td>
<td>Advanced Creative Writing: Poetry and Creative Non-fiction</td>
<td></td>
</tr>
</tbody>
</table>
EN 657  Creative Writing Pedagogy

Elective Component  9
Choose 9 credit hours from the following:
EN 535W  Writing Protest and Dissent
EN 555W  Advanced Creative Writing: Fiction and Drama (if not taken for required component)
EN 556W  Advanced Creative Writing: Poetry and Creative Non-fiction (if not taken for required component)
EN 595W  Selected Topics in Writing 1
EN 635W  Publishing Practicum
EN 645W  Seminar in Creative Writing 1
EN 658W  Creative Writing Craft 1
EN 659W  Creative Writing Genre 1

Total Hours  15

1 EN 595W, EN 645W, EN 658W, and EN 659W may be repeated for credit with professor approval.

Post-baccalaureate Certificate in Remote Sensing

Requirements for the Post-baccalaureate Certificate in Remote Sensing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 554</td>
<td>Remote Sensing</td>
<td>4</td>
</tr>
<tr>
<td>GE 654</td>
<td>Advanced Remote Sensing (Advanced Remote Sensing)</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two from the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 584</td>
<td>Advanced GIS</td>
<td>4</td>
</tr>
<tr>
<td>GE 615</td>
<td>Advanced Quantitative Methods in Geography</td>
<td>3</td>
</tr>
<tr>
<td>GE 624</td>
<td>Applied Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GE 664</td>
<td>GIS Programming (GIS Programming)</td>
<td>3</td>
</tr>
<tr>
<td>GE 674</td>
<td>Web GIS (Web GIS)</td>
<td>3</td>
</tr>
<tr>
<td>GE 684</td>
<td>Spatial Modeling and Analysis in Geographic Information Science</td>
<td>3</td>
</tr>
<tr>
<td>GE 685</td>
<td>GIS Applications - Business Analytics (GIS Applications-Business Analytics)</td>
<td>3</td>
</tr>
<tr>
<td>GE 688</td>
<td>Modeling and Analysis in GIS (Spatial Modeling)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours:  13-14

Post-baccalaureate Certificate in Rhetoric and Composition

The Post-baccalaureate Certificate in Rhetoric and Composition is a post-baccalaureate program designed to give students who already hold a B.A. or a B.S. the opportunity to enroll in courses to earn a graduate certificate. The certificate will aid those already enrolled in graduate programs who wish to have more training in the theory and practice of writing in the workplace.

This certificate program requires 15 hours of credit. Students may transfer up to 3 hours of credit from another program to apply to the Post-baccalaureate Certificate in Rhetoric and Composition. Admission to the certificate program requires a formal application through the Office of Graduate Admissions.

Requirements for a Post-baccalaureate Certificate in Rhetoric and Composition:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN 610W</td>
<td>Composition Theory</td>
<td>6</td>
</tr>
<tr>
<td>EN 575W</td>
<td>Literacy, Culture, and Writing</td>
<td></td>
</tr>
</tbody>
</table>

Elective Component  9
Choose 9 credit hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 542</td>
<td>Survey of Grammar</td>
<td></td>
</tr>
<tr>
<td>EN 534W</td>
<td>Language and Gender</td>
<td></td>
</tr>
<tr>
<td>EN 545W</td>
<td>Multimodal Writing</td>
<td></td>
</tr>
<tr>
<td>EN 572W</td>
<td>Rhetoric: Argument and Style</td>
<td></td>
</tr>
<tr>
<td>EN 609W</td>
<td>Rhetorical Theory and Culture</td>
<td></td>
</tr>
<tr>
<td>EN 616</td>
<td>Composition Pedagogies</td>
<td></td>
</tr>
<tr>
<td>EN 617</td>
<td>Writing Technologies</td>
<td></td>
</tr>
<tr>
<td>EN 691W</td>
<td>Selected Seminar in Writing</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours  15

Post-baccalaureate Certificate in Technical Writing

The Post-baccalaureate Certificate in Technical Writing is a post-baccalaureate program designed to give students who already hold a B.A. or a B.S. the opportunity to enroll in courses to earn a graduate certificate. The certificate will aid those already enrolled in graduate programs who wish to have more training in the theory and practice of writing in the workplace.

This certificate program requires 15 hours of credit. Students may transfer up to 3 hours of credit from another program to apply to the Post-baccalaureate Certificate in Technical Writing. Admission to the certificate program requires a formal application through the Office of Graduate Admissions.

Requirements for a Post-baccalaureate Certificate in Technical Writing:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN 539</td>
<td>Technical Editing</td>
<td>6</td>
</tr>
<tr>
<td>EN 615W</td>
<td>Technical Writing</td>
<td></td>
</tr>
</tbody>
</table>

Elective Component  9
Choose 9 credit hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 540W</td>
<td>Grant Writing</td>
<td></td>
</tr>
<tr>
<td>EN 542</td>
<td>Survey of Grammar</td>
<td></td>
</tr>
<tr>
<td>EN 545W</td>
<td>Multimodal Writing</td>
<td></td>
</tr>
<tr>
<td>EN 572W</td>
<td>Rhetoric: Argument and Style</td>
<td></td>
</tr>
<tr>
<td>EN 575W</td>
<td>Literacy, Culture, and Writing</td>
<td></td>
</tr>
<tr>
<td>EN 595W</td>
<td>Selected Topics in Writing</td>
<td></td>
</tr>
<tr>
<td>EN 609W</td>
<td>Rhetorical Theory and Culture</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>EN 635W</td>
<td>Publishing Practicum</td>
<td></td>
</tr>
<tr>
<td>EN 641</td>
<td>English Linguistics</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 15
Special Programs and Activities

Public History Center

The Public History Center serves as the consulting branch of the Public History Program at the University of North Alabama, and supervises public history graduate students in their fieldwork and project development. Additionally, the Public History Center staff participates in community outreach, research, content development, and historic site strategy, and maintains a close project partnership with the Muscle Shoals National Heritage Area.

Certificates

- Postbaccalaureate Certificate in Public History (p. 54)

Postbaccalaureate Certificate in Public History

The Public History Certificate is a post-baccalaureate program designed to give students who already hold a B.A. or a B.S. the opportunity to enroll in Public History courses to earn a graduate certificate. The certificate will aid those already working with historical agencies in a professional or volunteer capacity in acquiring additional skills to better serve their organization. Courses are designed to give students first-hand field experience through course projects in a variety of areas of Public History, including digital history, historic preservation and cultural resource management, oral history, and museum and archival management. Students can also gain experience working on larger projects with historical organizations, locally and statewide, through completing a 140 hour internship. Distance learning students may make arrangements to complete HI 679 Public History Internship at an appropriate venue in the student’s location.

This certificate program requires 12 hours of graduate credit in Public History. Admission to the certificate program requires a formal application through the Office of Graduate Admissions.

The Post Baccalaureate Certificate in Public History may be completed online.

Requirements for a Post Baccalaureate Certificate in Public History

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 665</td>
<td>Public History</td>
<td>3</td>
</tr>
<tr>
<td>Select 9 hours from the following:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>HI 576</td>
<td>Oral History</td>
<td></td>
</tr>
<tr>
<td>HI 580</td>
<td>Digital History</td>
<td></td>
</tr>
<tr>
<td>HI 670</td>
<td>Historic Preservation and Cultural Resource Management</td>
<td></td>
</tr>
<tr>
<td>HI 671</td>
<td>Historical Administration</td>
<td></td>
</tr>
<tr>
<td>HI 679</td>
<td>Public History Internship</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Application Process

Students are required to submit an application to enroll in the certificate program. Applications are available through the Office of Graduate Admissions.

Additional Required Materials

2. Writing Sample: Minimum of four pages, preferably a research or scholarly essay or paper from previous classes. It may also be a sample of professional or creative writing.
3. Three (3) Letters of Recommendation.
4. Transcripts from all colleges/universities attended during completion of B.A. or B.S. degree, as well as all graduate transcripts.
College of Business and Technology

The College of Business and Technology (https://www.una.edu/business/) offers two degrees at the master’s level and one degree at the doctoral level, plus micro-credentials and certificate programs for post-baccalaureate students. The College is accredited by AACSB International and is a highly respected vehicle for enriching undergraduate study in science and engineering, liberal arts, and the social and behavioral sciences as well as for adding depth to the traditional undergraduate business disciplines.

The Master of Business Administration (MBA) degree has several concentrations and degree delivery options for a 34 semester hour program. Students with undergraduate degrees in business and those from non-business disciplines are equally encouraged to apply.

The Master of Accountancy (MAcc) program consists of 30 semester credit hours and is for students entering the profession of accounting.

The Executive Doctor of Business Administration (EDBA) degree has 54 hours and is for experienced leaders seeking terminal degrees to advance within an organization or transition into a consulting career or higher education.

Graduate Micro-credentials and Certificates are small programs specifically designed to equip professionals with the skills that employers want, in order to stay at the leading edge in a variety of business disciplines.

A Message from the Dean
Dr. Gregory Carnes

Why should you choose the UNA College of Business and Technology? For one important reason: Students are our #1 priority. We are large enough to offer outstanding programs, as you will see below. We also offer some programs that you will not find at the larger universities. We are also small enough to work with each student on an individual basis. We offer small class sizes, and students have many opportunities to interact with our faculty members and build life-long relationships. Our #1 goal is to prepare students for rewarding careers. Business is an excellent career choice and our graduates are placed in excellent jobs throughout the north Alabama region and nationally.

We offer many opportunities for study, including:

- The Bachelor of Business Administration (https://www.una.edu/business/undergraduate/bachelor-of-business-administration-bba/) (B.B.A.) in accounting, computer information systems, data analytics, finance, management, and marketing.
- An online BBA (https://www.una.edu/business/undergraduate/bachelor-of-business-administration-bba-flex/) in professional management for adults seeking a more flexible option to finish a business degree.
- Undergraduate minors (https://www.una.edu/business/undergraduate/business-minors/) and certificates (https://www.una.edu/business/undergraduate/microcredentials-certificates/) in new market niches such as professional sales, user-experience, and innovation engineering.
- The largest MBA (https://www.una.edu/mba/) program in the state of Alabama, offered online, on-campus, and in two locations in Asia.
- The Master of Accountancy (https://www.una.edu/business/graduate/master-of-accountancy-macc/) degree (online and on-campus) for students entering the profession of accounting.
- The Executive Doctor of Business Administration (https://www.una.edu/business/graduate/executive-doctorate-business-administration/) degree for experienced leaders seeking terminal degrees to advance within an organization or transition into a consulting career or higher education.
- The Accounting Career Completion Program (https://www.una.edu/business/accounting-career-program/) for those who desire to change career paths to accounting.
- Graduate Micro-credentials (https://www.una.edu/microcredentials/), which are small programs specifically designed to equip professionals with the skills that employers want, in order to stay at the leading edge in a variety of business disciplines.

All business programs are accredited by AACSB (https://www.aacsb.edu/about/who-we-are/), the premier accreditation for business schools earned by only 5% of business schools in the world. The B.B.A. in Computer Information Systems, the B.S. in Computer Science, and the B.S. in Information Technology are accredited by ABET (https://www.abet.org/accreditation/). While we know we offer high-quality programs and focus on continuous improvement, it is important for you to know that independent accreditors have affirmed the excellent quality of our programs.

The College of Business and Technology is the fastest growing unit of the University. Our undergraduate enrollment has increased over 20% in the last five years (approx. 1,500 in Fall 2020). Our graduate business enrollment has tripled in the last five years to over 1,200 students (Fall 2020). The College has approximately 50 dedicated full-time faculty, most holding PhDs from leading universities.

Innovation is a core component of our mission. Click here (https://www.youtube.com/watch?v=ueM3SdQxvvQ) for more info. We place strong emphasis on experiential learning to prepare you for today’s rapidly changing business world. You will have the opportunity for hands-on learning through:

- The Generator (https://www.una.edu/business/the-generator.html), our student incubator
- The Steele Center for Professional Selling (https://www.steelesalescenter.com/)
- User-Experience lab
- Cybersecurity lab
- Innovation and Entrepreneurship program
- Student groups

The College serves as a platform for economic development in the region through our Institute for Innovation and Economic Development (https://www.una.edu/institute/). We have received national recognition for our leadership of Shoals Shift (http://www.shoalsshift.com/) which brings great opportunities for our students to develop business skills and create new businesses.

The College of Business and Technology is very proud of its alumni and students. Our graduates have an enviable record of success in their professions, and our students are highly successful in statewide and national academic competition.
The College of Business and Technology can get you where you want to be, whether you are a first-time freshman, a transfer student, or a working professional exploring degree completion or graduate degree options.

Best wishes,

Gregory Carnes, PhD, CPA
Dean, College of Business and Technology
Raburn Eminent Scholar of Accounting

Admission

Successful graduate study in business requires a combination of verbal and conceptual skills, quantitative and analytical skills, conscientiousness, and maturity. Students should have or commit to develop an acceptable level of strength in each of these areas in order to be successful in graduate study. Admission standards are established to accept students who possess these skills and traits and thus have a fair probability of success and to encourage those without appropriate academic preparation to pursue developmental work before undertaking graduate study in business. Any MBA or MAcc student whose cumulative GPA in their MBA or MAcc curriculum falls below a 3.0 will be placed on probation for one semester. Students not satisfying the minimum 3.0 GPA requirement after one semester on probation will be automatically dismissed from the MBA or MAcc program.

All students applying for admission to any MBA program or the MAcc program at UNA must submit an official transcript showing the conferral of a degree at the baccalaureate or higher level. Grade point averages on these transcripts are used to determine eligibility for admission. No other transcripts are needed unless subsequent coursework grades are intended to be counted toward the admission decision. In those cases, official transcripts will be required before consideration of those additional grades. Students may be admitted unconditionally or conditionally for graduate study. Conditionally admitted students must earn unconditional admission status by the time they have completed their fourth graduate course. The student must maintain a 3.0 average or higher in the first four courses (with no more than one grade of C or below) as well as satisfy any other conditions that may have been listed on the official admission letter or summary sheet.

A student can enroll in MBA or MAcc courses as an "unclassified" student. Unclassified students can earn no more than seven graduate credit hours (typically including MBA 600 and MBA 601 in the MBA program). Unclassified students must meet all of the requirements for Unconditional or Conditional Admission except for an acceptable GMAT or GRE score or acceptable professional experience. To continue in the program after the completion of seven graduate credit hours, the student must have an acceptable GMAT score or acceptable professional experience and have at least a 3.0 GPA for the four graduate credit hours completed.

A student can enroll in a Graduate Certificate Program in the College of Business and Technology as an “unclassified” certificate program student but is limited to enrolling only in those courses leading to the certificate. Unclassified certificate students must meet all of the requirements for Unconditional or Conditional Admission except for an acceptable GMAT score or acceptable professional experience. To continue in the MBA program after the partial completion of the certificate program, the student must have an acceptable GMAT score or acceptable professional experience and have at least a 3.0 GPA for the graduate certificate credit hours completed. After the successful completion of all requirements for the certificate program with a 3.0 GPA in the certificate courses, students will, upon application, be accepted into the MBA Program.

Admission to MBA Program or MAcc Program

Unconditional Admission

• Hold a graduate or professional degree from a regionally accredited US based institution or an institution recognized by the government of another country (example – J.D., M.D., etc.) or appropriate professional certification approved by MBA Admissions Committee; or
• All three of the following:
  • Bachelor’s degree or equivalent from a regionally-accredited US based institution or an institution recognized by the government of another country and
  • An overall undergraduate grade point average of at least 2.5 on a 4.0 scale, as reported on the transcript of the qualifying degree granting institution, and
  • At least 4 years of demonstrated responsibility in professional or entrepreneurial positions OR GMAT score of 450 or higher, OR membership in Beta Gamma Sigma honor society.

Acceptable (equivalent) GRE or MAT score may be substituted for GMAT with approval of the MBA Admissions Committee.

Conditional Admission

All three of the following:

• Bachelor’s degree or equivalent from a regionally-accredited US based institution or an institution recognized by the government of another country and
• An overall undergraduate grade point average of at least 2.5 on a 4.0 scale or a grade point average of 3.0 on a 4.0 scale in the last 30 hours of undergraduate course work.
• At least 3 years of demonstrated responsibility in professional or entrepreneurial positions, OR GMAT score of 400 or higher, OR membership in Beta Gamma Sigma honor society.

Acceptable (equivalent) GRE or MAT score may be substituted for GMAT with approval of the MBA Admissions Committee.

Note: International students must also submit a sufficient TOEFL or IELTS score.

Admission to Executive MBA Program

Unconditional Admission

• Hold a graduate or professional degree from a regionally-accredited US based institution or an institution recognized by the government of another country (example – J.D., M.D., etc.) or appropriate professional certification approved by MBA Admissions Committee; or
• All three of the following:
  • Bachelor’s degree or equivalent* from a regionally-accredited US based institution or an institution recognized by the government of another country and
  • An overall undergraduate grade point average of at least 3.0 on a 4.0 scale, as reported on the transcript of the qualifying degree granting institution, and
• At least 5-year work history demonstrating increasing responsibility in professional or entrepreneurial positions.

Conditional Admission
All three of the following:

• Bachelor’s degree or equivalent1 from a regionally-accredited US based institution or an institution recognized by the government of another country and

• An overall grade point average of at least 2.5 on a 4.0 scale (GPA requirement is waived for students admitted to Asia MBA degree programs.) and

• At least 5-year work history demonstrating increasing responsibility in professional or entrepreneurial positions.2

Candidates with exceptional business experience including position and length of service may be considered for conditional admission if the above GPA requirement is not satisfied. Approval by the College of Business MBA Admissions Committee is required.

Note: The Executive MBA Admissions Committee or designated faculty representative may request a personal or telephone interview and/or a written statement of professional goals before making a final determination of conditional admission

Note: All grade point average requirements are based on the GPA reported on the official transcript from the qualifying institution as the basis for the awarding of the qualifying degree. Students whose degrees are from non-regionally-accredited US based institutions AND whose grade point average exceeds the requirements listed above may be considered for admission based on exceptional executive level experience or a GMAT score of at least 450.

1 For students applying to the Asia MBA program, 3 year diploma + 1 year bridge program is equivalent to a bachelor’s degree. Note that applicants to the MBA degree program delivered in Asia who hold a three year diploma and otherwise meet admission standards may (with the approval of the MBA Admissions Committee) be admitted conditionally. These students will be required to complete concurrently a 30 semester hour Pre-MBA Bridge program. Additionally, the GPA requirement is waived for these applicants.

2 Note: Official admission test score should typically be no more than five years old.

Advisement
Upon admission to the program, each student is assigned an adviser who, in consultation with the student, will plan the program of studies and provide continued supervision and guidance.

The College of Business and Technology participates in UNA’s graduate Repeat/Recompute policy. Any MBA or MAcc student earning a grade of C, D, or F in a graduate level course(s) may choose up to one course to retake for the purpose of recomputing their GPA. For each course identified and repeated, only the most recent grade, of B or above, will be used in recomputing the overall graduate GPA. However, all grades earned will remain on the official transcript. Credit hours earned per course may be used only one time toward meeting the number of credit hours required from graduation. The Repeat/Recompute policy is available only prior to the degree being conferred. Students must request their GPA be recomputed by completing the form at this link (https://www.una.edu/registrar/student-resources/r_r-graduate_fillable.pdf).

Degrees and Program Options
The College of Business and Technology prides itself on being a leader in providing graduate programs that deliver outstanding quality, a highly relevant curriculum, instructional excellence, and extraordinary convenience at an exceptional value. Students may start their MBA, MAcc, or Micro-credential in the fall, spring, or summer semesters, and have options to start in second 8 week terms as well for fall and spring. The EDBA program starts a new cohort each spring.

• Executive Doctor of Business Administration - EDBA (p. 62)
• Executive MBA (p. 62)
• Master of Accountancy (MAcc) (p. 60)
• MBA Degree (p. 60)
• MBA – Accounting Concentration (p. 61)

1. Master of Business Administration Degree

   MBA. Concentrations are available in accounting, family and community services, finance, health care management, human resources management, information systems, global business, project management, and sales and new business development. All students will take Foundations of Business, a four-credit hour graduate course sequence covering material designed to prepare all students to succeed in the more discipline specific graduate courses regardless of their undergraduate major or the age of their undergraduate degree.

   Executive MBA. The EMBA is designed for rising managers, entrepreneurs, and mid-career professionals. The curriculum focuses on topics relevant to mid-management success. The Executive MBA is delivered online and at our campus in Florence, AL, and a different curriculum is delivered in hybrid format.

2. MAcc Degree. The Master of Accountancy (MAcc) is designed for those desiring more thorough knowledge of accounting theory and practice.

3. Joint Curriculum Two Degrees Program. The Joint Curriculum Two Degrees Program allows students to earn a Master of Business Administration degree and a Master of Science in Family & Community Services degree simultaneously. Students must be eligible to be admitted to both programs and must meet the degree requirements outlined in the joint curriculum.

4. Executive Doctor of Business Administration (EDBA). The Executive Doctor of Business Administration (EDBA) degree program at the University of North Alabama is a professional degree program for leaders seeking to go beyond the master’s level and differentiate themselves by developing applied research skills for solving complex organizational problems and developing innovative business solutions based on the most current evidence-based practices. These qualities make the program an ideal fit for experienced leaders who may be changing roles or positions within an organization, moving into a consulting career, or wishing to transition to an academic position. As a doctoral program, the degree requires a dissertation and the requisite statistical and methodological skills necessary to complete such a project. However, the coursework and research are applied in nature with an intentional focus on how to leverage analytical tools and methods to solve real-world problems, address contemporary issues, and navigate disruptive trends that may not have existed even five years ago.
Special Programs and Activities
Micro-Credentials
  • Micro-Credential in Financial Analysis (p. 95)
  • Micro-Credential in Global Business (p. 95)
  • Micro-Credential in Health Care Management (p. 95)
  • Micro-Credential in Human Resource Management (p. 96)
  • Micro-Credential in Information Systems (p. 96)
  • Micro-Credential in Leadership (p. 96)
  • Micro-Credential in Professional Selling (p. 96)

Certificates
  • Graduate Certificate in Project Management (p. 59)
Graduate Certificate in Project Management

The College of Business and Technology offers a Graduate Certificate in Project Management. This graduate certificate is designed for professionals wishing to increase their job skills through the knowledge of formal project management methodology as demonstrated through a mastery of the Project Management Institute’s Project Management Body of Knowledge (PMBOK®), MBA students wishing to broaden their skills or to have their skills recognized through a certificate program, and students from other disciplines interested in broadening their knowledge of the use of project management within organizations. Courses focus on the application of project management methodology within public and private sector organizations. This certificate program requires 18 hours of graduate credit. Admission to the certificate program is required or current enrollment in the MBA program at UNA. Admitted MBA students may apply for the certificate program through the MBA Coordinator. Applicants not currently enrolled in the MBA program who would like to pursue the certificate will be required to meet the admission criteria of the MBA Program or the Executive MBA at UNA. Admission requires formal application through the standard University procedures before applying for the certificate program.

Requirements for a Graduate Certificate in Project Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>MG 545</td>
<td>Microsoft Project</td>
<td>3</td>
</tr>
<tr>
<td>MG 585</td>
<td>Project Management ¹</td>
<td>3</td>
</tr>
<tr>
<td>MG 602</td>
<td>Leadership</td>
<td>2</td>
</tr>
<tr>
<td>MG 670</td>
<td>Leading High Performance Teams</td>
<td>3</td>
</tr>
<tr>
<td>MG 685</td>
<td>Cases in Applied Project Management</td>
<td>3</td>
</tr>
<tr>
<td>EMB 698</td>
<td>MBA Capstone Project ²</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 18

¹ MG 545 is recommended before MG 585.
² Student will complete a real world capstone project based on project management principles within their discipline; to be taken after completing Cases in Applied Project Management (MG 685).
Master of Accountancy (MAcc)

The Master of Accountancy (MAcc) is a 30 semester hour program designed to provide individuals with a more thorough knowledge of accounting theory and practice. In addition to meeting the admission requirements for graduate study in the College of Business and Technology, one should have the equivalent of a bachelor’s degree in accounting or successfully complete undergraduate accounting prerequisites as prescribed by an Accounting-MBA/MAcc Coordinator.

In most states, including Alabama, one must complete 150 semester hours of education in order to be eligible to sit for the CPA exam. The UNA MAcc Program provides the remaining courses required for the CPA exam for students who have the equivalent of a bachelor’s degree in accounting.

Undergraduate Accounting Prerequisites for the MAcc

A MAcc Coordinator will evaluate a student’s academic record and determine which, if any, of the following undergraduate accounting courses are required for admission to the MAcc Program:

- Intermediate Accounting I (AC 391)
- Intermediate Accounting II (AC 392)
- Cost Accounting (AC 471)
- Tax Accounting (AC 472)
- Auditing (AC 473)

MAcc Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 600</td>
<td>MAcc Essentials</td>
<td>1</td>
</tr>
<tr>
<td>CIS 622</td>
<td>Information Systems Design and Project Management</td>
<td>2</td>
</tr>
<tr>
<td>EMB 612</td>
<td>Business Ethics and Responsibility in a Global Economy</td>
<td>2</td>
</tr>
<tr>
<td>AC 630</td>
<td>Research in Accounting</td>
<td>2</td>
</tr>
<tr>
<td>AC 674</td>
<td>Advanced Accounting Theory</td>
<td>3</td>
</tr>
<tr>
<td>AC 675</td>
<td>Advanced Tax Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 697</td>
<td>Advanced Auditing</td>
<td>3</td>
</tr>
<tr>
<td>MG 630</td>
<td>Strategic Management and Competitive Analysis</td>
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<td>Select 12 hours from the following:</td>
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<tr>
<td>AC 581</td>
<td>Financial Statement Analysis (Cannot earn credit if completed equivalent undergraduate course)</td>
<td></td>
</tr>
<tr>
<td>AC 595</td>
<td>Advanced Cost Accounting (Cannot earn credit if completed equivalent undergraduate course)</td>
<td></td>
</tr>
<tr>
<td>AC 601</td>
<td>AC Issues - Business Environments</td>
<td>1</td>
</tr>
<tr>
<td>AC 602</td>
<td>AC Issues - Regulation</td>
<td>1</td>
</tr>
<tr>
<td>AC 603</td>
<td>AC - Issues: Auditing</td>
<td>1</td>
</tr>
<tr>
<td>AC 604</td>
<td>AC Issues - Financial Reporting</td>
<td>1</td>
</tr>
<tr>
<td>AC 620</td>
<td>Accounting Business Concepts</td>
<td></td>
</tr>
<tr>
<td>AC 650</td>
<td>Fraud Examination</td>
<td></td>
</tr>
<tr>
<td>AC 651</td>
<td>Special Topics</td>
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</tr>
<tr>
<td>AC 686</td>
<td>Controllership</td>
<td></td>
</tr>
<tr>
<td>AC 694</td>
<td>Business Combinations</td>
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Select 12 hours from the following:

1. To count toward degree requirements, students will be required to complete a total of three courses (a total of three hours) from among AC 601, AC 602, AC 603, and AC 604. There is no requirement that each of these courses be taken during the same semester.

Information for Alabama CPA Exam Candidates

http://www.asbpa.alabama.gov (http://www.asbpa.alabama.gov/)

MBA Degree

MBA Core Courses and Concentrations

The MBA program is 34 semester hours, which consists of a 25 semester hour core and 9 semester hours of electives (see MBA– Accounting Concentration for specific requirements for the MBA– Accounting Concentration AND see Joint Curriculum Two Degree Program with a Family and Community Services Concentration for specific requirements in this 45 semester hours program).

Only one concentration can be earned in 34 graduate hours. To earn an additional concentration, at least six additional credit hours must be taken in the second concentration before MBA degree is conferred.

MBA Core and Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MBA 600</td>
<td>Foundations of Business, Part 1</td>
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<tr>
<td>MBA 601</td>
<td>Foundations of Business, Part 2</td>
<td>2</td>
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<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>AC 642</td>
<td>Accounting Information for Strategic Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>CIS 622</td>
<td>Information Systems Design and Project Management</td>
<td>2</td>
</tr>
<tr>
<td>DA 662</td>
<td>Analytical Tools for Strategic Decision Making</td>
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</tr>
<tr>
<td>EC 692</td>
<td>Strategic Microeconomic Analysis for Managers</td>
<td>2</td>
</tr>
<tr>
<td>EMB 612</td>
<td>Business Ethics and Responsibility in a Global Economy</td>
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<tr>
<td>EMB 682</td>
<td>Global Business</td>
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<tr>
<td>FI 632</td>
<td>Corporate Financial Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MG 602</td>
<td>Leadership</td>
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<tr>
<td>MG 630</td>
<td>Strategic Management and Competitive Analysis</td>
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<tr>
<td>MK 672</td>
<td>Strategic Marketing Analysis</td>
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</tr>
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<td>Electives</td>
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Total Hours 34

1. These courses may be selected to complete one of the concentrations below or other combinations of courses may be selected to meet the student’s career objectives.
Concentration Electives

- Accounting ¹ See MBA Accounting Concentration (p. 61)
- Family and Community Services See Joint Curriculum Two Degrees Program-MBA and Family and Community Services (p. 39)

Finance ¹

<table>
<thead>
<tr>
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<td>FI 593</td>
<td>Advanced Financial Management</td>
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<tr>
<td>FI 631</td>
<td>Seminar in Finance</td>
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<td>FI 635</td>
<td>Security and Portfolio Analysis</td>
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<td>FI 698</td>
<td>Independent Study/Research</td>
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Global Business ¹

<table>
<thead>
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<tbody>
<tr>
<td>MG 632</td>
<td>Advanced Concepts in Global Business</td>
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Select two from the following:

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<tbody>
<tr>
<td>MG 662</td>
<td>Global Entrepreneurship and Business Expansion</td>
<td>6</td>
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<tr>
<td>BL 642</td>
<td>Global Business Structures, Mergers, and Acquisitions</td>
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</tr>
<tr>
<td>MG 680</td>
<td>International Experience/Internship</td>
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Health Care Management ¹

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<th>Hours</th>
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<tbody>
<tr>
<td>MG 665</td>
<td>Issues in Health Care Management</td>
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<tr>
<td>MG 695</td>
<td>Strategic Planning for Health Care Management</td>
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<td>MK 671</td>
<td>Marketing for Health Care Management</td>
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Human Resource Management ¹

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<td>Human Resources Management</td>
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<td>MG 658</td>
<td>Strategic HR Planning and Development</td>
<td>3</td>
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<tr>
<td>MG 668</td>
<td>Advanced Personnel Management</td>
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Information Systems ¹

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<td>CIS 615</td>
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<tr>
<td>CIS 636</td>
<td>Information Systems Management</td>
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<tr>
<td>CIS 644</td>
<td>Business Process Integration with ERP Systems</td>
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<td>CIS 660</td>
<td>Electronic Commerce</td>
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Project Management ¹

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<tbody>
<tr>
<td>MG 585</td>
<td>Project Management</td>
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<tr>
<td>MG 670</td>
<td>Leading High Performance Teams</td>
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</tr>
<tr>
<td>MG 685</td>
<td>Cases in Applied Project Management</td>
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Sales and New Business Development ¹

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MK 620</td>
<td>Sales Techniques for New Business Development</td>
<td>3</td>
</tr>
<tr>
<td>MK 625</td>
<td>Sales Management Strategies for New Business Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 633</td>
<td>Category Management</td>
<td>3</td>
</tr>
<tr>
<td>MK 643</td>
<td>Private and Government Contract Business</td>
<td></td>
</tr>
</tbody>
</table>

MBA – Accounting Concentration

The Accounting MBA is a 34 semester hour program designed to provide individuals with the professional skills and business knowledge essential for success in contemporary professional accounting and business careers. In addition to meeting the admission requirements for graduate study in the College of Business and Technology, one should have the equivalent of a bachelor’s degree in accounting or successfully complete undergraduate accounting prerequisites as prescribed by an Accounting-MBA Coordinator. In most states, including Alabama, one must complete 150 semester hours of education in order to be eligible to sit for the CPA exam. The UNA Accounting MBA Program provides the remaining courses required for the CPA exam for students who have the equivalent of a bachelor’s degree in accounting.

Undergraduate Accounting Prerequisites for the MBA – Accounting Concentration

An Accounting MBA Coordinator will evaluate a student’s academic record and determine which, if any, of the following undergraduate accounting courses are required for admission to the Accounting MBA Program:

- Intermediate Accounting I (AC 391)
- Intermediate Accounting II (AC 392)
- Cost Accounting (AC 471)
- Tax Accounting (AC 472)
- Auditing (AC 473)

Accounting Concentration Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 630</td>
<td>Research in Accounting</td>
<td>2</td>
</tr>
<tr>
<td>AC 674</td>
<td>Advanced Accounting Theory</td>
<td>3</td>
</tr>
<tr>
<td>AC 675</td>
<td>Advanced Tax Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC 697</td>
<td>Advanced Auditing</td>
<td>3</td>
</tr>
<tr>
<td>EMB 612</td>
<td>Business Ethics and Responsibility in a Global Economy</td>
<td>2</td>
</tr>
<tr>
<td>MI 622</td>
<td>Information Systems Design and Project Management</td>
<td></td>
</tr>
<tr>
<td>FI 632</td>
<td>Corporate Financial Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MBA 600</td>
<td>Foundations of Business, Part 1</td>
<td>2</td>
</tr>
<tr>
<td>MBA 601</td>
<td>Foundations of Business, Part 2</td>
<td>2</td>
</tr>
<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>MG 602</td>
<td>Leadership</td>
<td>2</td>
</tr>
<tr>
<td>MG 630</td>
<td>Strategic Management and Competitive Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MK 672</td>
<td>Strategic Marketing Analysis</td>
<td>2</td>
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<tr>
<td>Select 6 hours from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 581</td>
<td>Financial Statement Analysis (Cannot earn credit if completed equivalent undergraduate course.)</td>
<td></td>
</tr>
<tr>
<td>AC 595</td>
<td>Advanced Cost Accounting (Cannot earn credit if completed equivalent undergraduate course.)</td>
<td></td>
</tr>
<tr>
<td>AC 601</td>
<td>AC Issues - Business Environments ¹</td>
<td></td>
</tr>
</tbody>
</table>

¹ No more than one 500-level course may be applied toward the MBA degree.
Executive MBA


Executive MBA

The Executive MBA is available for individuals with substantive business experience. This program is 34 semester hours. As shown below, the Online and On-Campus in Florence, AL, option has a prescribed curriculum which is different from that of the Hybrid in Asia option.

MBA Executive Curriculum (Online and On-Campus)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 600</td>
<td>Foundations of Business, Part 1</td>
<td>2</td>
</tr>
<tr>
<td>MBA 601</td>
<td>Foundations of Business, Part 2</td>
<td>2</td>
</tr>
<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>AC 642</td>
<td>Accounting Information for Strategic Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>CIS 622</td>
<td>Information Systems Design and Project Management</td>
<td>2</td>
</tr>
<tr>
<td>DA 662</td>
<td>Analytical Tools for Strategic Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>EC 692</td>
<td>Strategic Microeconomic Analysis for Managers</td>
<td>2</td>
</tr>
<tr>
<td>EMB 602</td>
<td>Management Mentoring</td>
<td>1</td>
</tr>
<tr>
<td>EMB 603</td>
<td>Corporate Governance</td>
<td>1</td>
</tr>
<tr>
<td>EMB 612</td>
<td>Business Ethics and Responsibility in a Global Economy</td>
<td>2</td>
</tr>
<tr>
<td>EMB 625</td>
<td>Leading Complex Collaborations</td>
<td>3</td>
</tr>
<tr>
<td>EMB 680</td>
<td>Career Management and Professional Development</td>
<td>1</td>
</tr>
<tr>
<td>EMB 682</td>
<td>Global Business</td>
<td>2</td>
</tr>
<tr>
<td>FI 632</td>
<td>Corporate Financial Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MG 585</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 602</td>
<td>Leadership</td>
<td>2</td>
</tr>
<tr>
<td>MG 630</td>
<td>Strategic Management and Competitive Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MK 672</td>
<td>Strategic Marketing Analysis</td>
<td>2</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

1 To count toward degree requirements, students will be required to complete a total of three courses (a total of three hours) from among AC 601, AC 602, AC 603, and AC 604. There is no requirement that each of these courses be taken during the same semester.

Executive Doctor of Business Administration - EDBA

Overview

The Executive Doctor of Business Administration (EDBA) degree program at the University of North Alabama is a professional degree program for leaders seeking to go beyond the master’s level and differentiate themselves by developing applied research skills for solving complex organizational problems and developing innovative business solutions based on the most current evidence-based practices. These qualities make the program an ideal fit for experienced leaders who may be changing roles or positions within an organization, moving into a consulting career, or wishing to transition to an academic position. As a doctoral program, the degree requires a dissertation and the requisite statistical and methodological skills necessary to complete such a project. However, the coursework and research are applied in nature with an intentional focus on how to leverage analytical tools and methods to solve real-world problems, address contemporary issues, and navigate disruptive trends that may not have existed even five years ago.

This non-resident, cohort-based program employs an online learning platform and requires a limited number of weekend on-campus visits over a three-year period where students will engage with each other and with professors in an executive classroom format. The program requires 54 post-master’s credit hours and students are expected to complete their coursework in the first two years and their dissertation in year three.

Admission

Applicants should have previously earned an MBA or master’s degree in a related field from an accredited academic institution. Because of this requirement, no GMAT will be required for admission into the program.

Applicants should possess at least 7 years of substantive work experience. Experience that includes high levels of responsibility, expertise, and leadership is preferred. This experience should be highlighted in the application materials.

Qualified applicants should submit the following:
• Completed application
• Application fee of $50
• Resume
• Official transcripts from all previously attended universities
• Two letters of recommendation from professionals in academia or industry who can comment on accomplishments and contributions, leadership, and other potential success factors.
• One essay outlining goals and motivations for pursuing an EDBA. Expected length 2-3 pages.

Interviews will be required prior to candidates being formally accepted into the program.

Curriculum Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDBA 800</td>
<td>Discovering Applied Research</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 805</td>
<td>Project Management for Applied Research</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 810</td>
<td>Exploring Statistical Relationships in Business</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 811</td>
<td>Engaging with Applied Statistics Lab</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 815</td>
<td>Prediction and Planning for Business Futures</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 820</td>
<td>Organizational Problem Solving; Design and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 825</td>
<td>Innovation System Solutions</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 830</td>
<td>Advanced Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 835</td>
<td>Designing Technology for User Experience</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 840</td>
<td>Advanced Qualitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 845</td>
<td>Emerging Methodologies for Organizations</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 855</td>
<td>Integrating GIS to Optimize Business Performance</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 861</td>
<td>Becoming Data Smart</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 862</td>
<td>Creative and Innovative Thinking</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 863</td>
<td>Emerging Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 864</td>
<td>Exploring Trends in the Global Economy</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 865</td>
<td>Applied Decision Making and Optimization</td>
<td>2</td>
</tr>
<tr>
<td>EDBA 866</td>
<td>Applications of Disruptive Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 900</td>
<td>Developing Applied Research Skills</td>
<td>2</td>
</tr>
<tr>
<td>EDBA 901</td>
<td>Dissertation Design</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 902</td>
<td>Dissertation</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 902</td>
<td>Dissertation</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 902</td>
<td>Dissertation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 54

Course Transfer/Waiver

Due to the cohort nature of the program, course waivers, transfers, or substitutions are not allowed in this EDBA program.

Attendance

Residency weekends are scheduled on a monthly basis during each academic term, and attendance is mandatory. These residency weekends are the primary instructional time, with online learning being utilized between the residency weekend sessions. Residency weekends are announced many months in advance so students can plan and prioritize their time appropriately.

Grading

All EDBA students are expected to maintain a high quality of academic performance in their courses, which includes appropriate standards of conduct and academic honesty. Students must maintain a GPA of 3.00 at all times. Students are subject to dismissal from the program if they receive a ‘C’ or lower in any course or violate academic honesty standards.

Withdrawal

Due to the cohort design of the program, students who wish to withdraw from a course may be required to withdraw from all courses in that academic term. Students who withdraw from the program must reapply for admission in a future year if still interested in completing the degree. Students should consult with the EDBA Coordinator before considering any course withdrawals.

Incomplete

An ‘Incomplete’ in a course is granted only under extenuating circumstances.

Academic Conference Requirement

To prepare students for the dissertation process and possible careers in academia, EDBA students are required to submit a research project or paper to an academic conference and attend at least one academic conference prior to graduation. Students are not required to have a conference acceptance/presentation.

Dissertation

Completing a dissertation is the defining qualification for conveying the doctoral degree, as it is evidence of the ability to conduct independent research. The dissertation requires the integration of various skills developed throughout the program including: 1) high level expertise and content knowledge 2) statistical and methodological skills, 3) problem solving competencies and 4) effective scientific writing. The subject of the dissertation must be approved by the student’s dissertation committee.

The EDBA 902 course is designated for the dissertation, and students will be registered for 12 hours of this course over three academic terms. If a student does not finish the dissertation and graduate by the end of the 3rd year of the program, the student will need to register for an additional 3 hours of EDBA 902 for each academic term following until the student completes the dissertation.

Information regarding the dissertation process and requirements will be provided.

Time Limit

It is anticipated that most students will complete the requirements within the intended three years of study. All requirements for the EDBA degree, including the dissertation, must be completed within five years from the semester of entry into the EDBA program.

3 Year Plan of Study

Students in the EDBA program complete the required coursework with their cohort by following the 3 year plan as shown in the catalog and provided by the EDBA Coordinator. Students will be registered for these courses as shown. This schedule is subject to amendment by the Director of Graduate Business Programs.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong>&lt;br&gt;1st Term&lt;br&gt;Spring&lt;br&gt;EDBA 800</td>
<td>Discovering Applied Research</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 805</td>
<td>Project Management for Applied Research</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 810</td>
<td>Exploring Statistical Relationships in Business</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 811</td>
<td>Engaging with Applied Statistics Lab</td>
<td>1</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
<tr>
<td>2nd Term&lt;br&gt;Summer&lt;br&gt;EDBA 815</td>
<td>Prediction and Planning for Business Futures</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 820</td>
<td>Organizational Problem Solving; Design and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 825</td>
<td>Innovation System Solutions</td>
<td>1</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>5</strong></td>
<td></td>
</tr>
<tr>
<td>3rd Term&lt;br&gt;Fall&lt;br&gt;EDBA 830</td>
<td>Advanced Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 840</td>
<td>Advanced Qualitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 900</td>
<td>Developing Applied Research Skills</td>
<td>2</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong>&lt;br&gt;1st Term&lt;br&gt;Spring&lt;br&gt;EDBA 835</td>
<td>Designing Technology for User Experience</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 845</td>
<td>Emerging Methodologies for Organizations</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 861</td>
<td>Becoming Data Smart</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 863</td>
<td>Emerging Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>8</strong></td>
<td></td>
</tr>
<tr>
<td>2nd Term&lt;br&gt;Summer&lt;br&gt;EDBA 855</td>
<td>Integrating GIS to Optimize Business Performance</td>
<td>1</td>
</tr>
<tr>
<td>EDBA 862</td>
<td>Creative and Innovative Thinking</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 864</td>
<td>Exploring Trends in the Global Economy</td>
<td>1</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>5</strong></td>
<td></td>
</tr>
<tr>
<td>3rd Term&lt;br&gt;Fall&lt;br&gt;EDBA 865</td>
<td>Applied Decision Making and Optimization</td>
<td>2</td>
</tr>
<tr>
<td>EDBA 901</td>
<td>Dissertation Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year Three</strong>&lt;br&gt;1st Term&lt;br&gt;Spring&lt;br&gt;EDBA 866</td>
<td>Applications of Disruptive Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDBA 902</td>
<td>Dissertation</td>
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</tr>
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<tr>
<td>2nd Term&lt;br&gt;Summer&lt;br&gt;EDBA 902</td>
<td>Dissertation</td>
<td>3</td>
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<td>EDBA 902</td>
<td>Dissertation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>6</strong></td>
<td></td>
</tr>
<tr>
<td>3rd Term&lt;br&gt;Fall&lt;br&gt;EDBA 902</td>
<td>Dissertation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>3</strong></td>
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</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>54</strong></td>
<td></td>
</tr>
</tbody>
</table>
College of Education and Human Sciences

The College of Education and Human Sciences (https://www.una.edu/education/) offers the following degree and certification programs:

Master of Arts in Education degree in early childhood education P-3, elementary education K-6, secondary education (including P-12 education), instructional leadership, and special education collaborative teacher K-6 and/or 6-12. For persons who hold the appropriate Alabama Class B professional certificate and who have completed the teaching experience as specified, program completion may qualify them for recommendation for the Alabama Class A professional certificate.

Students in the process of earning a degree on one level who meet specified institutional criteria shall be allowed to take a limited number of courses at the next higher degree level with appropriate approval from the Dean. Students desiring to take higher-level courses must request consideration through their academic advisor. Coursework used to meet requirements for certification at one level may not be used to meet certification requirements for a higher-level certification in any teaching field or area of instructional support.

Master of Arts in Education degree for alternative Class A candidates in early childhood P-3, P-12 education and secondary education.

Master of Arts in Education degree in School Counseling P-12 accredited by CACREP. For persons who hold the appropriate Alabama Class B professional certificate, or who qualify under the Track 2 CACREP Approach, program completion may qualify them for recommendation for the Alabama Class A professional certificate.

Master of Arts degree in Clinical Mental Health Counseling is appropriate for persons who plan to counsel in mental health and agency settings and who may wish to become Licensed Professional Counselors.

Master of Science degree in Exercise Science and Health Promotion is designed for students interested in the exercise and health sciences professions. This program provides opportunities for advanced study for those individuals whose careers or personal interests require additional knowledge or research skills. The Exercise Science and Health Promotion degree offers four concentrations: exercise science, kinesiology, sport management, and wellness and health promotion.

Education Specialist degree for persons seeking Class AA professional certificate in elementary education, instructional leadership, and teacher leader must hold a valid Class A level certificate in an appropriate, approved Alabama State Department of Education teaching field or instructional support area.

Post Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL) consists of 18 semester hours of graduate coursework for individuals who wish to have training in working with English language learners but who do not wish to pursue the Master of Arts in Education degree or Alabama professional educator certification. Please refer to the College of Education and Human Sciences section on Special Programs and Activities for requirements.

All College of Education and Human Sciences graduate program course requirements must be completed with a grade of "C" or higher while maintaining all other existing academic/GPA requirements.

Graduate degree programs and graduate courses of study in education are subject to change without further notice in order to follow federal or state guidelines for professional educator certification, accreditation standards, or licensure requirements. Candidates should consult their advisor in education to obtain a description of the most current offerings.

Educator preparation candidates must provide proof of personal liability insurance prior to admission to internship.

Candidates will not be permitted to receive credit for a 500-level course if they have received credit for the comparable senior-level undergraduate course.

Candidates interested in using PRAXIS II test results for program admission should refer to the Alabama State Department of Education for appropriate codes and minimum score requirements (http://www.alsde.edu).

All teacher certification programs are approved by the Alabama State Board of Education. The College of Education and Human Sciences at the University of North Alabama is accredited by the Council for the Accreditation of Educator Preparation (CAEP), http://www.caepnet.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the University of North Alabama. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure or other purposes. Degree requirements are subject to change in order to comply with state and/or federal guidelines. Students/candidates should consult with their academic advisor throughout their program to ensure all requirements are met.

The College of Education and Human Sciences has the responsibility to ensure all candidates are formally admitted to the graduate Educator Preparation Program (EPP) and remain in good standing throughout their program. Educator Preparation candidates may be placed on probation, suspended, or removed from EPP by the College for issues including but not limited to grade point average deficiencies, dispositions, academic dishonesty, or institutional sanctions. Educator Preparation candidates must be in good standing in EPP to enroll in restricted courses including the internship.

Students pursuing non-educator preparation degrees in the College of Education and Human Sciences may be placed on probation, suspended, or removed from a program by the departmental faculty for issues including but not limited to grade point average deficiencies, dispositions, academic dishonesty, or institutional sanctions.

In rare cases in which assigning a grade of I or IP is not the most appropriate course of action for incomplete coursework, COEHS students who continue to use University resources, including faculty, facilities, library resources, etc., must maintain continuous enrollment status until the coursework has been completed and a final grade has been assigned. The continuous enrollment requirement includes but is not limited to practicum and research courses. Course numbers 479/679/779 are discipline specific and are reserved to provide a means of maintaining such continued enrollment. Course credit will not count toward degree requirements or a student’s GPA calculation. A grade of S or U will be assigned. Students will be allowed to use this option up to two times per incomplete course. No prerequisite required.
A Message from the Dean
Dr. Katie Cole Kinney
Welcome to the College of Education and Human Sciences at the University of North Alabama! With roots tracing back to 1872 as the first state-supported teachers college south of the Ohio River, UNA has a rich history of preparing high-quality educators. Our work has expanded to include preparing high-quality practitioners and researchers in the fields of education, health, and wellness. We believe that healthy minds and healthy bodies coupled with a desire for knowledge can nurture individuals who are game-changers for the communities of Northwest Alabama, the Southeast Region of the United States, and the world.

As Dean of the College of Education and Human Sciences, I have experienced firsthand that our greatest asset is our faculty and students. Our dedicated faculty provide not only a relevant curriculum for the various fields of study in our College, but they work tirelessly to provide rich experiences outside the classroom for students to develop knowledge, skills, and dispositions that will help them be ready to make a positive impact in their communities. Our students—while balancing work, extra-curricular activities, and families—go beyond the academic expectations set by the faculty to shine as leaders in their fields of study.

The College of Education and Human Sciences is quickly developing a reputation for innovative practitioners and researchers. The Human Performance Lab in the Department of Kinesiology, Kilby Laboratory School, and the Education Research and Inservice Center provide unique opportunities for undergraduate and graduate research in the College of Education and Human Sciences. Our partners in the field collaborate with us to tackle the problems facing our communities and to apply our research to support a better life for the individuals in the communities we serve.

Whether you are a prospective student, current student, or an alumni or friend seeking to engage in our work, I hope you will find the resources on our website helpful. The faculty and staff of the College of Education and Human Sciences would be honored to help you find your place in our Pride.

Roar Lions!
Katie Cole Kinney, Ph.D.
Dean and Professor

Degree Programs
• Ed Specialist- Elementary Education-Class AA (p. 72)
• Ed Specialist- Instructional Leadership-Class AA (p. 72)
• Ed Specialist- Teacher Leader-Class AA (p. 73)
• Master of Arts in Clinical Mental Health Counseling (p. 73)
• Master of Arts in Education Alternative Plan (p. 74)
• Master of Arts in Education Degree in Collaborative Special Education (p. 75)
• Master of Arts in Education Degree in Early Childhood Education P-3 (p. 76)
• Master of Arts in Education Degree in Elementary Education K-6 (p. 76)
• Master of Arts in Education Degree in Instructional Leadership P-12 (p. 77)
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Admission
In addition to the general requirements for admission to graduate studies (see General Regulations and Procedures (p. 29)), each program within the College of Education and Human Sciences has specific requirements for admission. Teacher education programs require the submission of the following: undergraduate and graduate official transcript(s) from degree-conferring institutions; a copy of each valid Alabama Professional Educator Certificate; and, if applicable, verification of successful full-time P-12 teaching experience from an employing Alabama superintendent’s office (ALSDE Supplement EXP Form). Please refer to each program for a listing of specific admission requirements.

International Transcripts
All graduate students who attended a college or university outside the United States must have their transcripts evaluated by a university-approved international credentials evaluator. Students applying for admission to any program that leads to certification as a teacher, school
leader, or school counselor must have their international transcripts evaluated by one of the foreign-credential evaluation services recognized by the Alabama State Department of Education. Certification program applicants should contact the UNA Certification Officer or Office of International Affairs for a current listing of approved evaluators. Candidates for admission to non-certification programs should contact the appropriate department chair for approved transcript evaluation options and procedures.

Master of Arts in Education

**Curriculum and Instruction (non certification)**

1. Scholastic achievement: minimum overall grade point average (GPA) of 3.0 (4.0 scale) on undergraduate work for unconditional admission.
2. Preparation: must hold a bachelor's degree or equivalent in an appropriate field of study from an institution that meets the general admission requirements for graduate study at UNA.
3. Candidates with an overall grade point average of 2.5 (4.0 scale) on undergraduate coursework may be conditionally admitted, but must successfully complete 12 hours achieving a GPA of 3.0 or above (with no grades below “B”) in order to be moved to unconditional status.
4. International candidates must submit WES, ECE, or an approved international credential evaluation to determine if any additional prerequisite courses are needed. International candidates must also meet English language proficiency requirements with appropriate TOEFL/IELTS score or successful completion of UNA Academic English Program (AEP).

**Early Childhood Education (P-3)**

1. Scholastic achievement: a bachelor's or higher degree from a regionally accredited institution.
2. Preparation: hold valid baccalaureate-level professional educator certification in early childhood education and satisfy the requirements for the Alabama Class B professional certificate.
3. ASBI/FBI background clearance.
4. Graduate coursework: candidates are limited to a total of five graduate courses prior to unconditional admission to the program. Any coursework exceeding the five-course rule may not be used for certification purposes.
5. If a survey of special education course was completed for prior level certification, another approved diversity course is required.
6. Unconditional admission: candidates should consult with their education advisor regarding unconditional admission requirements specific to their program.

**Elementary Education (K-6)**

1. Scholastic achievement: a bachelor's or higher degree from a regionally accredited institution.
2. Preparation: hold valid baccalaureate-level professional educator certification in elementary education and satisfy the requirements for the Alabama Class B professional certificate.
3. ASBI/FBI background clearance.
4. Graduate coursework: candidates are limited to a total of five graduate courses prior to unconditional admission to the program. Any coursework exceeding the five-course rule may not be used for certification purposes.
5. If a survey of special education course was completed for prior level certification, another approved diversity course is required.
6. Unconditional admission: candidates should consult with their education advisor regarding unconditional admission requirements specific to their program.

International ESOL (non certification)

1. Scholastic achievement: minimum overall grade point average (GPA) of 3.0 (4.0 scale) on undergraduate work for unconditional admission.
2. Preparation: must hold a bachelor's degree or equivalent in an appropriate field of study from an institution that meets the general admission requirements for graduate study at UNA.
3. Candidates with an overall grade point average of 2.5 (4.0 scale) on undergraduate coursework may be conditionally admitted, but must successfully complete 12 hours achieving a GPA of 3.0 or above (with no grades below “B”) in order to be moved to unconditional status.
4. International candidates must submit WES, ECE, or an approved international credential evaluation to determine if any additional prerequisite courses are needed. International candidates must also meet English language proficiency requirements with appropriate TOEFL/IELTS score or successful completion of UNA Academic English Program (AEP).

Special Education: Collaborative Teacher K-6 and/or 6-12

1. Scholastic achievement: a bachelor’s or higher degree from a regionally accredited institution.
2. Preparation: hold valid baccalaureate-level professional educator certification in an appropriate teaching field and satisfy the requirements for the Alabama Class B professional certificate.
3. ASBI/FBI background clearance.
4. Graduate coursework: candidates are limited to a total of five graduate courses prior to unconditional admission to the program. Any coursework exceeding the five-course rule may not be used for certification purposes.
5. If a survey of special education course was completed for prior level certification, another approved diversity course is required.
6. Unconditional admission: candidates should consult with their education advisor regarding unconditional admission requirements specific to their program.

Secondary Education, including P-12 Education

1. Scholastic achievement: a bachelor's or higher degree from a regionally accredited institution.
2. Preparation: hold valid baccalaureate-level professional educator certification in the appropriate teaching field and satisfy the requirements for the Alabama Class B professional certificate.
3. ASBI/FBI background clearance.
4. Graduate coursework: candidates are limited to a total of five graduate courses prior to unconditional admission to the program. Any coursework exceeding the five-course rule may not be used for certification purposes.
5. If a survey of special education course was completed for prior level certification, another approved diversity course is required.
6. Unconditional admission: candidates should consult with their education advisor regarding unconditional admission requirements specific to their program.

School Counseling (P-12)

1. Scholastic achievement: a bachelor’s or higher degree from a regionally accredited institution. Submission of the following
is required: undergraduate transcripts from degree-conferring institutions and transcripts for all graduate work. A cumulative undergraduate grade point average (GPA) of at least 3.0 is recommended. Candidates who have completed an advanced degree or whose undergraduate GPA is 3.0 or above are not required to submit test scores. Candidates whose undergraduate GPA is between 2.75 and 3.0 may be considered for admission by submitting test scores.

2. Test scores: submission of satisfactory scores prior to admission on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or an appropriate Praxis II subject area test; recommended minimum score of 388 on the MAT, recommended minimum GRE scores of 146 on the Verbal and 140 on the Quantitative portions, or a passing score on an appropriate Praxis II subject area test. (See website for sliding scale of acceptable test scores and grades.)

3. International credentials: candidates holding a bachelor's degree, a graduate degree or the equivalent from an institution outside the United States of America must submit a WES, ECE, or other ALSDE-approved credential evaluation.

4. Prerequisite: hold valid Class B or Class A professional educator certification in a teaching field and complete two full years of full-time, satisfactory education experience at the P-12 level. Candidates without teacher certification and/or teaching experience may be admitted to the School Counseling major under the Track 2 CACREP Approach by meeting the following additional requirement: successful completion of the ASBI/FBI background clearance required of school personnel in Alabama.

5. References: submit three (3) completed Recommendation for Admission forms (current/former instructors or supervisors preferred). Recommendation forms are available at counselored@una.edu or by calling the Department of Counselor Education at 256-765-4763.

6. Employment and volunteer activities: submit a personal resume that includes a record of employment and volunteer activities.

7. Interview: successfully complete an interview with members of the Counselor Education faculty. When all required application documents have been received, the applicant will be contacted to schedule an interview.

8. Candidates must be either accepted into the Accelerated Bachelor's/Master’s Program (AMP) or unconditionally admitted to the School Counseling program prior to enrolling in any coursework in the program.

9. If a survey of special education course was completed for prior level certification, another approved diversity course is required.

10. For program graduation, all School Counseling candidates must achieve a passing score on the PRAXIS II Professional School Counselor Examination (0421) and a minimum 3.25 grade point average. For certification, in addition to passing the PRAXIS II and achieving a minimum 3.25 grade point average, Track 2 CACREP Approach candidates must pass the National Counselor Examination (NCE).

11. The Master of Arts in Education in School Counseling follows the University Graduate Grading Policy (https://catalog.una.edu/graduate/general-regulations-procedures/special-regulations/graduate-grading-policy/) in regard to satisfactory academic progress as a graduate student except for the overall grade average. A minimum grade point average of 3.25 on all courses in the Alabama State Board of Education approved School Counseling program is required for program graduation.

**Instructional Leadership (P-12) Degree Program**

1. Scholastic achievement: a bachelor's or higher degree from a regionally accredited institution.

2. Preparation: hold valid Class B or Class A professional educator certification in a teaching field or instructional support area.

3. Preparation: have a minimum of three full years (or six full semesters) of full-time professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 teaching experience. This should be demonstrated via the Alabama Supplemental EXP form. The Supplemental EXP form can be found at this site: https://www.alsde.edu/sec/ec/Pages/aleducatorpreparationprograms-all.aspx?tab=Forms. The form(s) should be completed by district central office and can be emailed to coehsgrad@una.edu or to the COEHS Graduate Coordinator.

4. ASBI/FBI background clearance.

5. Portfolio: submit an admission portfolio. See link for portfolio requirements: https://una.edu/secondary-education/docs/Instructional%20Leadership%20Portfolio%20Interview%20Instructions.pdf

6. Interview: successfully complete an individual interview with University department faculty.

7. Graduate coursework: candidates must be unconditionally admitted to a Class A Instructional Leadership program prior to enrolling in any Instructional Leadership (IL) coursework in the program.

8. If a survey of special education course was completed for prior level certification, another approved diversity course is required.

9. Unconditional admission: candidates should consult with their education advisor regarding unconditional admission requirements specific to their program.

**Alternative Class A Program**

1. Entrance exam requirement: A passing score on the appropriate Praxis II exam. (More information can be found at this site: https://www.ets.org/praxis/al/)

2. Degree and grade point average (GPA) requirement: a bachelor's or higher degree from a regionally accredited academic institution with a minimum overall GPA of 2.75 (4.0 scale) documented on the official transcript from the degree-granting institution and must be the GPA that was used as the basis for granting the degree. If a graduate degree is used as the basis for admission to the Alternative Class A program, no graduate credit from that degree may be applied to the Alternative Class A program for certification purposes.

3. For candidates with less than the recommended grade point average or test score, the Alabama State Department of Education may have an alternative test score requirement. Applicants are encouraged to contact the Department Advisor and/or Graduate Enrollment Coordinator to determine specifics on whether alternate requirements are available.

4. Individuals applying for admission to the Alternative Class A program in Early Childhood Education shall have a passing score on the Elementary Education Multiple Subjects Praxis Exams (5001, 5002, 5003, 5004, & 5005) in order to meet the ALSDE 4x12 requirement for admission to the program.

5. The grade point average required for certification in the Alternative Class A program (upon graduating) is a 3.25 or above.

6. ASBI/FBI background clearance.

7. Graduate coursework: candidates are limited to a total of five graduate courses prior to unconditional admission. Any coursework
Clinical Mental Health Counseling

Unconditional admission: candidates should consult with their education advisor regarding unconditional admission requirements specific to their program.

Master of Arts Degree

Clinical Mental Health Counseling

1. Scholastic achievement: a bachelor's degree or higher. Submission of the following is required: undergraduate transcripts from degree-conferring institutions and transcripts for all graduate work. A cumulative undergraduate grade point average (GPA) of at least 3.0 is recommended. Candidates who have completed an advanced degree or whose undergraduate GPA is 3.0 or above are not required to submit test scores. Candidates whose undergraduate GPA is below a 3.0 may be considered for admission by submitting test scores.

2. Test scores: submission of satisfactory scores prior to admission on either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE); recommended minimum score of 388 on the MAT or a minimum GRE score of 146 on the Verbal and 140 on the Quantitative portions of the exam. (See website for sliding scale of acceptable test scores and grades.)

3. Candidates whose undergraduate GPA is below a 3.0 may be conditionally admitted if their test scores meet or exceed the recommended minimums noted in item 2 above. The candidate who is conditionally admitted may take no more than two courses per semester, and must successfully complete 12 hours of graduate credit achieving a grade point average of 3.0 or above in order to be moved to unconditional status. All courses must be in the Department of Counselor Education. After completing a minimum of 12 credit hours and no more than 15 credit hours in Counselor Education coursework, the student must have an overall grade point average of 3.0 or better. Failure to obtain this grade point average will result in the student being dismissed from the program.

4. International credentials: candidates holding a bachelor's degree, a graduate degree, or the equivalent from an institution outside the United States of America must submit a WES, ECE, or other approved international credential evaluation.

5. References: submit three (3) completed Recommendation forms required for the University Graduate Grading Policy (https://catalog.una.edu/graduate/general-regulations-procedures/special-regulations/graduate-grading-policy/) in regard to satisfactory academic progress as a graduate student.

Exercise Science and Health Promotion

1. Scholastic achievement: minimum overall grade point average (GPA) of 3.0 (4.0 scale) on undergraduate work for unconditional admission.

2. Preparation: must hold a bachelor's degree or higher from an institution that meets the general admission requirements for graduate study at UNA.

3. Conditional admission: minimum overall GPA of 2.75 (4.0 scale) with a minimum overall GPA of 3.0 in undergraduate major work.

4. Must have departmental approval.

5. In addition, students may earn no more than six hours of "C" work or below. A third grade of "C" or below will result in dismissal from the program.

6. Recommendations: three letters of recommendation to be addressed to the Chair or Graduate Program Coordinator of Department of Kinesiology from professionals that can attest to the candidate's academic ability and potential for success as a graduate student.

7. Essay: typed, maximum two pages, addressing these three questions:
   a. Why the candidate wishes to be considered for admission to the graduate program;
   b. How completion of a graduate degree supports the candidate's career goals; and
   c. What the candidate can bring to this graduate program.

Instructional Technology and Design

Unconditional Admission

• Hold a Bachelor's degree from an accredited US based institution or an institution recognized by the government of another country and
• An overall undergraduate grade point average of at least a 3.0 on a 4.0 scale, as reported on the transcript of the qualifying degree granting institution.
• Submission of resume.

Conditional Admission

• Hold a Bachelor's degree or equivalent from a regionally-accredited US based institution or an institution recognized by the government of another country and
• An overall undergraduate grade point average of at least 2.0 on a 4.0 scale, as reported on the transcript of the qualifying degree granting institution.
• Submission of Resume.

Sport and Recreation Management

1. Scholastic achievement: minimum overall grade point average (GPA) of 3.0 (4.0 scale) on undergraduate work for unconditional admission.

2. Preparation: must hold a bachelor's degree or higher from an institution that meets the general admission requirements for graduate study at UNA.

3. Conditional admission: minimum overall GPA of 2.50 (4.0 scale) with a minimum overall GPA of 3.0 in undergraduate major work or overall GPA of 2.50 if the applicant has at least three years of full-time experience in the sport and recreation management field.

4. Must have departmental approval.
5. In addition, students may earn no more than six hours of "C" work or below. A third grade of "C" or below will result in dismissal from the program.

6. Recommendations: three letters of recommendation to be addressed to the Chair or Graduate Program Coordinator of Department of Kinesiology from professionals that can attest to the candidate’s academic ability and potential for success as a graduate student.

7. Essay: typed, maximum two pages, addressing these three questions:
   a. Why the candidate wishes to be considered for admission to the graduate program;
   b. How completion of a graduate degree supports the candidate’s career goals; and
   c. What the candidate can bring to this graduate program.

**Education Specialist Degree**

**Elementary Education**

1. Scholastic achievement: a master's or higher degree from a regionally accredited institution.

2. Preparation: candidates must be unconditionally admitted to the Education Specialist Program in Elementary Education. Requirements for admission shall include a valid master’s-level professional educator certificate in the same teaching field(s) in which the Class AA Professional Educator Certificate is sought, except as prescribed below:
   a. A teacher with a valid bachelor’s-level professional educator certificate in elementary education and a valid master’s-level professional educator certificate in reading may be admitted to a Class AA program in elementary education.
   b. A teacher with a valid bachelor’s-level professional educator certificate in any teaching field and a valid master’s-level professional educator certificate in English for speakers of other languages may be admitted to a Class AA program in the same teaching field for which the teacher holds a valid bachelor’s-level professional educator certificate.

3. ASBI/FBI background clearance.

4. Interview: successfully complete an individual interview with university faculty.

5. Graduate coursework: candidates are limited to a total of five graduate courses prior to unconditional admission to the program. Any coursework exceeding the five-course rule may not be used for certification purposes.

6. If a survey of special education course was completed for prior level certification, another approved diversity course is required.

7. Unconditional admission: candidates should consult with their education advisor regarding unconditional admission requirements specific to their program.

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

**Instructional Leadership**

1. Scholastic achievement: a master’s or higher degree from a regionally accredited institution.

2. Candidates must hold a valid Class A Professional Educator Certificate in Instructional Leadership or a valid Class A Professional Leadership Certificate.

3. Candidates must meet one of the following criteria:
   a. Be currently serving as a superintendent, assistant or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator.
   b. Document three years of employment in an Instructional Leadership position for which one of the certificates is proper certification according to the current edition of the Subject and Personnel Codes of the Alabama State Department of Education.
   c. Demonstrate each of the abilities in the Class A Instructional Leadership standards prior to admission to the Class AA Instructional Leadership program or prior to completion of the Class AA Instructional Leadership program.

4. ASBI/FBI background clearance.

5. Applicants who completed a Class A program other than one approved by the State Board of Education on or after September 8, 2005, must submit a portfolio. Instructions can be located at this link: https://una.edu/secondary-education/docs/EDS%20L%20Portfolio%20Interview%20Instructions.pdf

6. Interview: applicants who completed a Class A program other than one approved by the State Department of Education on or after September 8, 2005, must pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and Instructional Leadership faculty.

7. Graduate coursework: candidates must be unconditionally admitted to the Class AA Instructional Leadership program or the Class AA teacher leader program prior to enrolling in any leadership courses in the program.

8. If a survey of special education course was completed for prior level certification, another approved diversity course is required.

9. Unconditional admission: candidates should consult with their education advisor regarding unconditional admission requirements specific to their program.

**Teacher Leader**

1. Scholastic achievement: a master’s or higher degree from a regionally accredited institution.

2. ASBI/FBI background clearance.

3. A minimum of three full years of full-time teaching experience in a P-12 setting. This should be demonstrated via the Alabama Supplemental EXP form. The Supplemental EXP form can be found at this site: https://www.alsde.edu/sec/ec/Pages/aleducatorpreparationprograms-all.aspx?tab=Forms. The form(s) should be completed by district central office and can be emailed to coehsgrad@una.edu, or to the COEHS Graduate Coordinator.

4. Portfolio: submit an admission portfolio. See link for portfolio requirements: https://una.edu/secondary-education/docs/EDS%20Teacher%20Leader%20Portfolio%20Instructions.pdf

5. Graduate coursework: candidates who have not met requirements for unconditional admission to a Class AA teacher leader program prior to August 1, 2012, may not complete more than five courses in the Class AA teacher leader program prior to unconditional admission. Any coursework exceeding the five-course rule may not be used for certification purposes.
6. If a survey of special education course was completed for prior level certification, another approved diversity course is required.

7. Unconditional admission: candidates should consult with their education advisor regarding unconditional admission requirements specific to their program.

8. Note: If an individual is admitted to an Alabama Class AA teacher leader program based on a valid master’s level professional educator certificate in a teaching field or area of instructional support from another state, completes the Class AA teacher leader program, and subsequently applies for Class AA teacher leader certification, then the individual must earn at least a Class A Professional Educator Certificate in a teaching field or area of instructional support before applying for Class AA certification.

Advisement

Upon admission to programs in education, each candidate is assigned a major field advisor who will assist the candidate in planning the program of study, approve the program, and provide continuing supervision and guidance. Candidates admitted to secondary education programs are also assigned a teaching field advisor who will assist in planning the teaching field program.

Certification

The issuance of professional certificates for teachers and other public school personnel is a function of the Alabama State Department of Education under the authority of and according to regulations and procedures approved by the Alabama State Board of Education and contained in the Administrative Code. The University of North Alabama cannot assume responsibility for changes in certification requirements due to the changes in the State Board of Education policy.

Students successfully completing the approved programs described in this catalog must also meet all Alabama State Department of Education regulations for the appropriate certificate including experience, background clearance and testing requirements. Completion GPA is 3.25 for Class A Certification and 3.50 for Class AA Certification.

Graduates are encouraged to apply for certification upon program completion. If graduates apply for certification at a later date, all certification requirements in place at the time that the application is filed must be met, even if they are different from those in place at the time of program completion.

Application for certification is made through the Office of Educator Preparation and must be accompanied by the required application fee. Students who intend to use graduate work at the University of North Alabama to apply for certification in another state should apprise themselves in advance of the requirements and procedures of the particular state.

If an individual admitted to a Class A program based on a bachelor’s level professional educator certification from another state completes a Class A program and subsequently applies for Alabama certification at the Class A level, then the individual must earn Alabama Class B certification before applying for Class A certification.

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

Examinations

In addition to other course and program requirements, satisfaction of requirements for a degree or certification program includes the passing of a final comprehensive College of Education and Human Sciences assessment completed during the final term of the program. Secondary and P-12 candidates must also earn a passing score on a comprehensive assessment in the specific teaching field(s). Candidates should see the assigned teaching field advisor to obtain information regarding the comprehensive assessment.
Dual Degree Counselor Education Program (DDCEP)

The Dual Degree Counselor Education Program allows students to earn a Master’s degree (MAED) in School Counseling and a Master’s degree (MA) in Clinical Mental Health Counseling. Students must be eligible to be admitted to both programs simultaneously, must meet the degree requirements for both CACREP accredited specialties, and must work on the degree requirements concurrently. This includes a minimum of a 600 clock hour internship for each specialty, and any differences in the core curriculum. When all course work is completed the degrees will be awarded concurrently. Approximately 72 – 75 credit hours are required to complete both degrees, and a student may not add on the other degree once a degree has been awarded.

Ed Specialist - Instructional Education - Class AA

https://www.una.edu/education/

The Education Specialist degree is awarded in the fields of instructional leadership, elementary education, and teacher leader. Course requirements range from 30-36 semester hours of credit. 700-level courses are restricted to candidates admitted to the Education Specialist program through the Office of Graduate Admissions. See specific program requirements.

Elementary Education — Class AA

(ALSDE/NCATE Approved)

General Admission Requirements

1. Valid master’s-level professional educator certificate in elementary education; or valid bachelor’s-level certificate in reading; or valid bachelor’s-level certificate in elementary education and a master’s level certificate in ESOL, or a valid bachelor's-level certificate in elementary education and a master’s-level professional certificate in reading.
2. Satisfactory completion of all testing requirements set forth by the Alabama State Department of Education. Contact UNA certification officer for details.
3. Minimum GPA of 3.0 (4.0 scale) on all courses in ASBE approved educator preparation master’s program.
4. ASBI/FBI background clearance.

Code | Title | Hours
---|---|---
EDS 701 | Professionalism and Ethics in the School Culture | 3
EDS 702 | Applied Research I | 3
EDS 704 | Culturally Proficient Leadership | 3
EDT/EDS 703 | Digital-Age Leadership to Enhance Student Learning | 3
EDS/EED 709 | Applied Research II | 3
EEX 605 | Survey of Students with Disabilities (if not previously completed) | 3
EED 705 | NBPTS: Issues and Trends | 3

1. Or hold a National Board of Professional Teaching Standards Certificate (in Elementary Education).

Hours of advisor approved graduate coursework appropriate for elementary education 15

Total Hours 36

Instructional Leadership — Class AA

(ALSDE/NCATE Approved)

General Admission Requirements

1. Candidates must meet all testing requirements set forth by the Alabama State Department of Education. Contact the UNA certification officer for details.
2. Minimum grade point average of 3.0 (4.0 scale) on all master’s level coursework.
3. All candidates must hold a Class A Professional Educator Certificate in Instructional Leadership or one of the other Class A leadership certificate designations [Instructional Leader, Principal, Superintendent, Superintendent-Principal, Educational Administrator, Supervisor (any subject and/or grade level), Administrator of Career and Technical Education].
4. ASBI/FBI background clearance.
5. Candidates must also meet one of the following criteria:
   a. Hold a Class A Instructional Leadership certificate earned after completing a redesigned program at an Alabama university.
   b. Be currently serving as a superintendent, assistant or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator.
   c. Document three years of employment in an instructional leadership position for which one of the certificates is proper certification according to the current edition of the Subject and Personnel Codes of the Alabama State Department of Education.
   d. Demonstrate each of the abilities in the Class A Instructional Leadership standards prior to admission to the Class AA Instructional Leadership program.
6. Applicants who completed a Class A program other than one approved by the State Board of Education on or after September 8, 2005, must submit a portfolio which includes:
   a. Three letters of recommendation
   b. Most recent performance appraisals
   c. Evidence of ability to lead student achievement
   d. Evidence of leadership and management potential
e. Reasons for pursuing the Class AA certificate in Instructional Leadership.

7. Applicants who completed a Class A program other than one approved by the State Department of Education on or after September 8, 2005, must pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and instructional leadership faculty.

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 701</td>
<td>Professionalism and Ethics in the School Culture</td>
<td>3</td>
</tr>
<tr>
<td>EDS 702</td>
<td>Applied Research I</td>
<td>3</td>
</tr>
<tr>
<td>EDT/EDS 703</td>
<td>Digital-Age Leadership to Enhance Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDS 704</td>
<td>Culturally Proficient Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDS 708</td>
<td>Advanced Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDS 709</td>
<td>Applied Research II</td>
<td>3</td>
</tr>
<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities (if not previously completed)</td>
<td>0-3</td>
</tr>
<tr>
<td>IL 705</td>
<td>Professional Development and Mentoring</td>
<td>3</td>
</tr>
<tr>
<td>IL 706</td>
<td>Management of the Learning Organization</td>
<td>3</td>
</tr>
<tr>
<td>IL 707</td>
<td>Law, Policy and Governance</td>
<td>3</td>
</tr>
<tr>
<td>IL 710</td>
<td>Community and Stakeholder Relationships</td>
<td>3</td>
</tr>
<tr>
<td>or ED 640</td>
<td>Statistical Methods in Education</td>
<td></td>
</tr>
<tr>
<td>IL 711</td>
<td>Professional Standards for Instructional Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 33-36

Or, hold a National Board of Professional Teaching Standards Certification.

### Master of Arts in Clinical Mental Health Counseling

The Master of Arts degree in Clinical Mental Health Counseling is appropriate for persons who plan to counsel in mental health and agency settings and who may wish to become Licensed Professional Counselors.

**Additional Admissions Requirements:**

1. Student must be recommended for admission by counselor education faculty.

**Additional Graduation Requirements:**

1. Clinical Mental Health Counseling students must have a passing score on the Counselor Preparation Comprehensive Exam (CPCE).
2. The Master of Arts in Clinical Mental Health Counseling follows the University Graduate Grading Policy ([https://catalog.una.edu/graduate/general-regulations-procedures/special-regulations/graduate-grading-policy/](https://catalog.una.edu/graduate/general-regulations-procedures/special-regulations/graduate-grading-policy/)) in regard to satisfactory academic progress as a graduate student.

**Required Courses for Master of Arts in Clinical Mental Health Counseling**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 000</td>
<td>Counselor Education Orientation</td>
<td>0</td>
</tr>
<tr>
<td>CHD 001</td>
<td>Counseling Comprehensive Examination</td>
<td>0</td>
</tr>
<tr>
<td>CHD 600</td>
<td>Professional Identity and Ethics for Clinical Mental Health Counselors</td>
<td>3</td>
</tr>
<tr>
<td>CHD 601</td>
<td>Research Methods &amp; Program Evaluation in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 602</td>
<td>Fundamentals of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 604</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>CHD 606</td>
<td>Theories and Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 608</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 615</td>
<td>Social and Cultural Diversity in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 621</td>
<td>Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 625</td>
<td>Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 631</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>CHD 634</td>
<td>Wellness Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 638</td>
<td>Crisis Intervention in Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
Admission requirements are listed below.

A baccalaureate degree from a regionally accredited institution. A professional certification is offered to individuals who have completed the alternative Class A program leading to the M.A.Ed. degree and Class A professional certification is offered to individuals who have completed the alternative Class A program if the alternate score on the Alabama Subject Assessments- Successful completion of Praxis II exams. Individuals applying for admission to an Alternative Class A program in Early Childhood Education must have the Teaching Reading Elementary Praxis completed before the beginning of internship. A passing score of all other Praxis II exams is required for GTEP Unconditional Admission.

1. Conditional Admission: All Alternative A candidates are conditionally admitted to the program and must complete a formal application for unconditional admission through the Office of Educator Preparation.
   a. Entrance Exam Requirement: a passing score on the appropriate Praxis II exam(s) is required for unconditional admission.
   b. Degree and Grade Point Average (GPA) Requirement: a bachelor's or higher degree from a regionally accredited university with a minimum GPA overall of 2.75 (4.0) for a bachelor's and at least a 3.0 on master's or higher degree documented on the official transcript from the degree granting institution and must be the GPA that was used as the basis for granting the degree. If a graduate degree is used as the basis for admission to the Alternative A program, no graduate credit from that degree may be applied to the Alternative A program for certification purposes. Exception: individuals who have earned a bachelor's degree from a senior institution that was regionally accredited at the time the degree was earned and do not meet the minimum overall undergraduate GPA of 2.75, but have at least a 2.0 overall undergraduate GPA, may seek unconditional admission to an Alternative Class A program if the alternate score on the Alabama Praxis subject-area test(s) are obtained. The alternate scores can be found on the Alternate Score Requirements document at www.alsde.edu (Department Offices: Educator Assessment: Educator Assessment Policies). The ONLY tests and scores accepted are those listed on the Alternate Score Requirements document. All other requirements for unconditional admission must also be met.
   c. Background Clearance: ASBI/FBI clearance secured during the first semester of enrollment prior to any school-based observations or field experiences.

2. Unconditional admission: Candidates are limited to a total of five graduate courses prior to unconditional admission. Any coursework exceeding the five-course rule may not be used for certification purposes.
   a. Admission to the university
   b. Major: An appropriate major should be declared

c. Background Clearance: ASBI/FBI clearance secured during the first semester of enrollment prior to any school-based observations or field experiences.
d. GTEP Application
e. Application: a formal application for unconditional admission to the Alternative A program processed through the Office of Educator Preparation.
f. Successful completion of Materials and Methods of High School Teaching (ED 585)/Successful completion of Seminar for Early Childhood Education (ECE500)
g. Graduate Teacher Education Program (GTEP) Interview: successful completion of the GTEP Interview. Candidates are limited to two attempts to successfully complete the GTEP interview.
h. Liability Coverage- Liability insurance is a mandatory requirement for all teacher candidates enrolled in courses that have a field or clinical experiences component at the University of North Alabama.
i. Praxis Subject Assessments- Successful completion of Praxis II exams. Individuals applying for admission to an Alternative Class A program in Early Childhood Education must have the Teaching Reading Elementary Praxis completed before the beginning of internship. A passing score of all other Praxis II exams is required for GTEP Unconditional Admission.

3. Internship: Application forms for admission to student internship are to be secured from and filed with the Office of Educator Preparation according to the specified deadlines. Late applications will not be accepted.
   a. The intern shall not be enrolled in other courses during the internship.
   b. All required coursework must be completed before enrollment in the internship is permitted.
   c. A passing score on the PRAXIS II Subject Assessment is required before enrollment in internship is permitted.
   d. A grade point average of 3.25 or better on all graduate work is required to enroll in the internship.

Completion requirements include: a grade point average of 3.25 on a 4.0 scale for all work completed on the degree program and successful completion of a comprehensive assessment.

The major areas of study include early childhood, P-12 English for speakers of other languages (ESOL), instrumental music, P-12 choral music, and P-12 physical education; secondary education programs in biology, business and marketing education, chemistry, English/Language arts, general science, history, mathematics, Spanish, and social science.

**Additional Program Requirements for All Alternative A Candidates**

Alternative A candidates are required to submit documentation of a completed multicultural experience that may include a foreign language taken at the high school or college level, a continuing studies course, or other experiences as approved by the College.
Secondary Education, P-12 English for speakers of other languages (ESOL), Music and Physical Education

**Required courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 585</td>
<td>Materials and Methods of High School Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED 601</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ED 605</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 655</td>
<td>Evaluation in Modern Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 675</td>
<td>Content Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities (If a survey of special education course was completed prior to unconditional admission to the Alt A Program, another approved diversity course is required.)</td>
<td>3</td>
</tr>
</tbody>
</table>

One content-specific methods course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 580</td>
<td>Teaching Science in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>BE 575</td>
<td>Teaching Career-Technical Business and Marketing Education</td>
<td></td>
</tr>
<tr>
<td>ED 540</td>
<td>Methods and Materials for Teaching English/Language Arts</td>
<td></td>
</tr>
<tr>
<td>ED 515</td>
<td>Methodology and Assessment of Teaching English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>HI 603</td>
<td>Teaching Methodology</td>
<td></td>
</tr>
<tr>
<td>MA 525</td>
<td>Methods and Materials for Teaching Secondary Mathematics</td>
<td></td>
</tr>
<tr>
<td>MU 661</td>
<td>Methods and Materials in Music Education</td>
<td></td>
</tr>
<tr>
<td>HPE 634</td>
<td>Advanced Methods of Teaching in Physical Education or Health Education</td>
<td></td>
</tr>
<tr>
<td>FL 597</td>
<td>Methods in Foreign Language Instruction</td>
<td></td>
</tr>
</tbody>
</table>

A minimum of 15 semester hours of major field advisor-approved graduate courses of which at least six hours must be at the 600-level

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 582</td>
<td>Internship Grades 6-12 (6-12 majors)</td>
<td>9</td>
</tr>
<tr>
<td>ED 584</td>
<td>Internship Grades P-12 (P-12 majors)</td>
<td>6-9</td>
</tr>
</tbody>
</table>

**Additional Requirements for Comprehensive Fields**

1. **English Language Arts:** An academic major in an area included in English language arts e.g. English speech, drama/theatre, and journalism – and at least one course in each of the other listed areas of English language arts. At a minimum, coursework must include courses in English, speech, drama/theatre, print, or broadcast journalism.

2. **General Science:** An academic major in an area included in the sciences e.g. biology, chemistry, Earth or space science, and physics – and at least one course in each of the other listed areas of general science, and

3. **General Social Science:** An academic major in an area included in the social studies – e.g. economics, geography, history, and political science – and at least one course in each of the other areas listed in the social studies.

Coursework in at least two disciplines must be completed at the graduate level.

**Early Childhood Education (P-3)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 500</td>
<td>Seminar in Early Childhood Education</td>
<td>1</td>
</tr>
<tr>
<td>ECE 673</td>
<td>Methods and Materials in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Arts in Education Degree in Collaborative Special Education

**Master of Arts in Education Degree**

The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

**Special Education: Collaborative Teacher K-6 and/or 6-12 (ALSDE/NCATE Approved)**

1. **Prerequisite:** valid Class B professional educator certificate in any field or level.

2. **Graduate students pursuing a MAED in Special Education, leading to recommendation of a Class A Alabama Professional Educator Certificate, must select one of the following paths:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 640</td>
<td>High-Incidence Exceptional Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>EEX 642</td>
<td>Low-Incidence Exceptional Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>EEX 635</td>
<td>Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EEX 650</td>
<td>Special Education Law</td>
<td>3</td>
</tr>
<tr>
<td>EEX 678</td>
<td>Practicum in Area of Specialty</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours:** 15

**Required Coursework for 6-12:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 640</td>
<td>High-Incidence Exceptional Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>EEX 642</td>
<td>Low-Incidence Exceptional Learning Needs</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Arts in Education Degree in Early Childhood Education P-3

Master of Arts in Education Degree

The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.
Master of Arts in Education Degree in Instructional Leadership P-12
Master of Arts in Education Degree
The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

Instructional Support Programs (P-12)
Required courses for P-12 Instructional Leadership (Master’s degree program)
Prerequisite: valid Class B or Class A professional educator certification in teaching field or instructional support area.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL 690</td>
<td>Development of Educational Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>IL 691</td>
<td>Financial and Material Resources for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>IL 694</td>
<td>Differentiated Instruction for Diverse Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>IL 695</td>
<td>Legal and Ethical Responsibilities</td>
<td>3</td>
</tr>
<tr>
<td>IL 696</td>
<td>Internship and Residency for Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>IL 697</td>
<td>Leadership for Successful Schools and Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities ¹</td>
<td>0-3</td>
</tr>
<tr>
<td>Advisor approved electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 30-33

¹ If requirement has been satisfied, a three-hour state approved diversity course is required.

Instructional Leadership candidates must have a passing score on the appropriate Praxis II exam. See Certification Officer for exam requirements.

Teaching field requirements listed according to each major below. See academic advisor for specific requirements.

Master of Arts in Education Degree in School Counseling P-12
Master of Arts in Education Degree
The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

Additional Admission Requirements
1. Preparation: hold a bachelor’s degree or higher from a regionally accredited institution.

2. Prerequisite: hold valid Class B professional educator certificate in any teaching field and two full years of full-time satisfactory educational experience at the P-12 level or qualify for the Track 2 CACREP Approach.

3. Recommended for admission by the Counselor Education faculty based upon GPA; MAT, GRE, or Praxis II subject area scores; recommendations; resume; and interview.

Additional Graduation Requirements
1. A passing score on the PRAXIS II Professional School Counselor Examination (0421) and a minimum grade point average of 3.25 on all courses in the Alabama State Board of Education approved School Counseling program.

2. The Master of Arts in Education in School Counseling follows the University Graduate Grading Policy (https://catalog.una.edu/graduate/general-regulations-procedures/special-regulations/graduate-grading-policy/) in regard to satisfactory academic progress as a graduate student except for the overall grade point average requirement of 3.00. As stated above, a minimum grade point average of 3.25 on all courses in the Alabama State Board of Education approved School Counseling program is required for program graduation.

Required courses for Instructional Support Programs (P-12) School Counseling (P-12) (SBE Approved)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 000</td>
<td>Counselor Education Orientation</td>
<td>0</td>
</tr>
<tr>
<td>CHD 001</td>
<td>Counseling Comprehensive Examination</td>
<td>0</td>
</tr>
<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities</td>
<td>0-3</td>
</tr>
<tr>
<td>CHD 601</td>
<td>Research Methods &amp; Program Evaluation in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 602</td>
<td>Fundamentals of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 604</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>CHD 606</td>
<td>Theories and Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 608</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 615</td>
<td>Social and Cultural Diversity in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 621</td>
<td>Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 631</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>CHD 641</td>
<td>Development and Management of School Counseling Programs</td>
<td>3</td>
</tr>
<tr>
<td>CHD 642</td>
<td>Professional Identity and Ethics for School Counselors</td>
<td>3</td>
</tr>
<tr>
<td>CHD 645</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CHD 678</td>
<td>Practicum in Counseling</td>
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</tr>
<tr>
<td>CHD 688</td>
<td>Internship in Counseling</td>
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</tr>
<tr>
<td>CHD 689</td>
<td>Internship in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Select six credits Counseling (CHD) electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 48-51

Master of Arts in Education Degree in Secondary Education-Biology
Master of Arts in Education Degree
The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

Additional Admission Requirements
1. Preparation: hold a bachelor’s degree or higher from a regionally accredited institution.
education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

**Secondary Education (6-12) (ALSDE/NCATE Approved)**

**Secondary Education - Biology**

Prerequisite: valid Class B professional educator certificate in the field of study.

See academic advisor for specific teaching field requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 000</td>
<td>Graduate Capstone</td>
<td>2</td>
</tr>
<tr>
<td>ED 601</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ED 603</td>
<td>Trends, Issues, and Diversity in Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 605</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 634</td>
<td>Advanced Methods of Teaching in Grades 6-12</td>
<td>3</td>
</tr>
<tr>
<td>ED 655</td>
<td>Evaluation in Modern Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities²</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 604</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 610</td>
<td>Multicultural Issues of Teaching ESOL</td>
<td>3</td>
</tr>
<tr>
<td>ED 625</td>
<td>Digital Literacy Instructional Context</td>
<td>3</td>
</tr>
<tr>
<td>ED 643</td>
<td>History and Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 644</td>
<td>Ethics and Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 697</td>
<td>Special Topics in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Advisor-approved graduate coursework in specialty area; six hours must be at the 600-level

| Total Hours | 33 |

1 If requirement has been satisfied, a three-hour state approved diversity course is required.

2 ED 000 is taken in the final semester.

**Master of Arts in Education Degree**

**Master of Arts in Education Degree in Secondary Education-Chemistry**

The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

**Secondary Education (6-12) (ALSDE/NCATE Approved)**

**Secondary Education - Business/Marketing**

Prerequisite: valid Class B professional educator certificate in the field of study.

See academic advisor for specific teaching field requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 000</td>
<td>Graduate Capstone</td>
<td>0</td>
</tr>
<tr>
<td>ED 601</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ED 603</td>
<td>Trends, Issues, and Diversity in Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 605</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 634</td>
<td>Advanced Methods of Teaching in Grades 6-12</td>
<td>3</td>
</tr>
<tr>
<td>ED 655</td>
<td>Evaluation in Modern Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 604</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 610</td>
<td>Multicultural Issues of Teaching ESOL</td>
<td>3</td>
</tr>
<tr>
<td>ED 625</td>
<td>Digital Literacy Instructional Context</td>
<td>3</td>
</tr>
</tbody>
</table>

Advisor-approved graduate coursework in specialty area; six hours must be at the 600-level

| Total Hours | 33 |

1 If requirement has been satisfied, a three-hour state approved diversity course is required.

2 ED 000 is taken in the final semester.
ED 643  History and Philosophy of Education
ED 644  Ethics and Education
ED 697  Special Topics in Education

Advisor-approved graduate coursework in specialty area; six hours must be at the 600-level

Total Hours 33

1  If requirement has been satisfied, a three-hour state approved diversity course is required.
2  ED 000 is taken in the final semester.

Master of Arts in Education Degree in Secondary Education-Curriculum and Instruction Option (Non-Certification Plan)

*The Curriculum and Instruction option does not meet the requirements for the Class A Professional Educator Certification in Alabama.

The Master of Arts in Education Degree in Secondary Education - Curriculum and Instruction Option is an online program designed for individuals who wish to have professional development training in Instructional Design or who wish to work as educators outside of the traditional school environment. Students will take a 15 hour core in Education and an 15 hour focus area which will be created based on the career goals of the student. Focus areas will be chosen with the assistance of the graduate advisor. The flexibility of the focus areas is important due to the wide range of applications in the field of Education. The Curriculum and Instruction option requires 30 hours of course work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
</table>
| ED 000 | Graduate Capstone  
1 | 0     |
| ED 601 | Methods of Educational Research        | 3     |
| ED 605 | Curriculum Development                | 3     |
| ED 615 | Introduction to Education              | 3     |
| ED 625 | Digital Literacy Instructional Context | 3     |

Select one course from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 603</td>
<td>Trends, Issues, and Diversity in Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 610</td>
<td>Multicultural Issues of Teaching ESOL</td>
<td>3</td>
</tr>
<tr>
<td>ED 634</td>
<td>Advanced Methods of Teaching in Grades 6-12</td>
<td>3</td>
</tr>
<tr>
<td>ED 643</td>
<td>History and Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>ED 644</td>
<td>Ethics and Education</td>
<td></td>
</tr>
<tr>
<td>ED 655</td>
<td>Evaluation in Modern Education</td>
<td></td>
</tr>
<tr>
<td>ED 697</td>
<td>Special Topics in Education</td>
<td></td>
</tr>
</tbody>
</table>

Focus Area

15 hours from content area teaching field (i.e. English, Biology, Math), Instructional Design or additional courses in Education.

Total Hours 30

1  ED 000 is taken in the final semester.

Curriculum and Instruction Option Prerequisites

1. Preparation: must hold a bachelor’s degree or equivalent in an appropriate field of study from an institution that meets the general admission requirements for graduate study at UNA.
2. Scholastic achievement: minimum overall grade point average of 3.0 (4.0 scale) on undergraduate work for unconditional admission.
3. Candidates with an overall grade point average of 2.5 (4.0 scale) on undergraduate coursework may be conditionally admitted, but must successfully complete 12 hours achieving a GPA of 3.0 or above (with no grades below “B”) in order to be moved to unconditional status.
4. International candidates must submit WES, ECE, or an approved international credential evaluation to determine if any additional prerequisite courses are needed. International candidates must also meet English language proficiency requirements with appropriate TOEFL/IELTS score or successful completion of UNA Academic English Program (AEP).

Master of Arts in Education Degree in Secondary Education-English/Language Arts

Master of Arts in Education Degree

The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

Secondary Education (6-12) (ALSDE/NCATE Approved)

Secondary Education - English/Language Arts

Prerequisite: valid Class B professional educator certificate in the field of study.

See academic advisor for specific teaching field requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
</table>
| EED 000 | Graduate Capstone  
2 | 0     |
| ED 601 | Methods of Educational Research        | 3     |
| ED 603 | Trends, Issues, and Diversity in Learning | 3     |
| ED 605 | Curriculum Development                | 3     |
| ED 634 | Advanced Methods of Teaching in Grades 6-12| 3     |
| ED 643 | History and Philosophy of Education       |       |
| ED 644 | Ethics and Education                       |       |
| EEX 605 | Survey of Students with Disabilities  
1 | 3     |

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHD 604</td>
<td>Human Growth and Development</td>
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<td>ED 610</td>
<td>Multicultural Issues of Teaching ESOL</td>
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<tr>
<td>ED 625</td>
<td>Digital Literacy Instructional Context</td>
<td></td>
</tr>
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<tr>
<td>ED 644</td>
<td>Ethics and Education</td>
<td></td>
</tr>
<tr>
<td>ED 697</td>
<td>Special Topics in Education</td>
<td></td>
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</table>
Master of Arts in Education Degree in Secondary Education-General Science

Master of Arts in Education Degree

The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

Secondary Education (6-12) (ALSDE/NCATE Approved) Secondary Education - General Science

Prerequisite: valid Class B professional educator certificate in the field of study.

See academic advisor for specific teaching field requirements.

<table>
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<tr>
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<th>Hours</th>
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<td>ED 601</td>
<td>Methods of Educational Research</td>
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<td>Trends, Issues, and Diversity in Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 605</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 634</td>
<td>Advanced Methods of Teaching in Grades 6-12</td>
<td>3</td>
</tr>
<tr>
<td>ED 655</td>
<td>Evaluation in Modern Education</td>
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<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities</td>
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</table>

Select one from the following:

- CHD 604  Human Growth and Development
- ED 610   Multicultural Issues of Teaching ESOL
- ED 625   Digital Literacy Instructional Context
- ED 643   History and Philosophy of Education
- ED 644   Ethics and Education
- ED 697   Special Topics in Education

Advisor-approved graduate coursework in specialty area; six hours must be at the 600-level

Total Hours 33

1. If requirement has been satisfied, a three-hour state approved diversity course is required.
2. ED 000 is taken in the final semester.

Master of Arts in Education Degree in Secondary Education-Geography

Master of Arts in Education Degree

Secondary Education (6-12) (ALSDE/NCATE Approved) Secondary Education - Geography

Prerequisite: valid Class B professional educator certificate in the field of study.

See academic advisor for specific teaching field requirements.

<table>
<thead>
<tr>
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<th>Hours</th>
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<td>ED 601</td>
<td>Methods of Educational Research</td>
<td>3</td>
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<tr>
<td>ED 603</td>
<td>Trends, Issues, and Diversity in Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 605</td>
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<tr>
<td>ED 634</td>
<td>Advanced Methods of Teaching in Grades 6-12</td>
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<tr>
<td>EEX 605</td>
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</table>

Select one from the following:

- CHD 604  Human Growth and Development
- ED 610   Multicultural Issues of Teaching ESOL
- ED 625   Digital Literacy Instructional Context
- ED 643   History and Philosophy of Education
- ED 644   Ethics and Education
- ED 697   Special Topics in Education

Advisor-approved graduate coursework in specialty area; six hours must be at the 600-level

Total Hours 33

1. If requirement has been satisfied, a three-hour state approved diversity course is required.

Master of Arts in Education Degree in Secondary Education-History

Master of Arts in Education Degree

Secondary Education (6-12) (ALSDE/NCATE Approved) Secondary Education - History

Prerequisite: valid Class B professional educator certificate in the field of study.

See academic advisor for specific teaching field requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
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<td>ED 601</td>
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<tr>
<td>ED 603</td>
<td>Trends, Issues, and Diversity in Learning</td>
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</tr>
<tr>
<td>ED 605</td>
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<td>ED 655</td>
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</tr>
<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities</td>
<td>1</td>
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</table>

Select one from the following:

- CHD 604  Human Growth and Development
- ED 610   Multicultural Issues of Teaching ESOL
- ED 625   Digital Literacy Instructional Context
- ED 643   History and Philosophy of Education
- ED 644   Ethics and Education
- ED 697   Special Topics in Education

Advisor-approved graduate coursework in specialty area; six hours must be at the 600-level

Total Hours 33

1. If requirement has been satisfied, a three-hour state approved diversity course is required.
2. ED 000 is taken in the final semester.
The International ESOL Plan is designed for individuals who are from a country other than the United States who wish to earn a master's degree in ESOL and return to their native country to teach English or for individuals from the United States who wish to earn a master's degree in ESOL to teach abroad or teach in an intensive English program in the United States. A Master of Arts in Education Degree in ESOL (Non-Certification Plan) is available for individuals who wish to be certified to teach Preschool-12th grade students in Alabama. The International ESOL Plan requires 30-36 hours of course work.

<table>
<thead>
<tr>
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<th>Hours</th>
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<td>ED 601</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ED 603</td>
<td>Trends, Issues, and Diversity in Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 605</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 634</td>
<td>Advanced Methods of Teaching in Grades 6-12</td>
<td>3</td>
</tr>
<tr>
<td>ED 655</td>
<td>Evaluation in Modern Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one from the following:

- CHD 604 Human Growth and Development
- ED 610 Multicultural Issues of Teaching ESOL
- ED 625 Digital Literacy Instructional Context
- ED 643 History and Philosophy of Education
- ED 644 Ethics and Education
- ED 697 Special Topics in Education

Advisor-approved graduate coursework in specialty area; six hours must be at the 600-level. Total Hours: 33

1. If requirement has been satisfied, a three-hour state approved diversity course is required.
2. ED 000 is taken in the final semester.

### International ESOL Plan Prerequisites

**Section One**

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>EN 541</td>
<td>History of the English Language</td>
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<tr>
<td>EN 542</td>
<td>Survey of Grammar</td>
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</table>

**Section Three**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ED 661</td>
<td>ESOL Applied Studies Block #1 (or advisor-approved elective)</td>
<td>3</td>
</tr>
<tr>
<td>ED 662</td>
<td>ESOL Internship Block #1 (or advisor-approved elective)</td>
<td>3</td>
</tr>
<tr>
<td>ED 663</td>
<td>ESOL Applied Studies Block #2 (or advisor-approved elective)</td>
<td>3</td>
</tr>
<tr>
<td>ED 664</td>
<td>ESOL Internship Block #2 (or advisor-approved elective)</td>
<td>3</td>
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</tbody>
</table>

Total Hours: 36

1. Methodology and Assessment of Teaching English as a Second Language (ED 515), History of the English Language (EN 541) and Survey of Grammar (EN 542) must be completed at the graduate level if not completed as undergraduate courses (Methodology and Assessment of Teaching English as a Second Language (ED 415), History of the English Language (EN 441), Survey of Grammar (EN 442)) prior to admission to the program. If Methodology and Assessment of Teaching English as a Second Language (ED 515), History of the English Language (EN 541) and Survey of Grammar (EN 542) were all completed as undergraduate courses (Methodology and Assessment of Teaching English as a Second Language (ED 415), History of the English Language (EN 441), Survey of Grammar (EN 442)) prior to admission to the program, an advisor-approved elective must be taken to bring the total program hours to a minimum of 30 hours.

2. ED 000 is taken in the final semester.

**International ESOL Plan Prerequisites**

1. Preparation: must hold a bachelor's degree or equivalent in an appropriate field of study from an institution that meets the general admission requirements for graduate study at UNA
2. Scholastic achievement: minimum overall grade point average of 3.0 (4.0 scale) on undergraduate work for unconditional admission.
3. Candidates with an overall grade point average of 2.5 (4.0 scale) on undergraduate coursework may be conditionally admitted, but must successfully complete 12 hours achieving a GPA of 3.0 or above (with no grades below “B”) in order to be moved to unconditional status.
4. International candidates must submit WES, ECE, or an approved international credential evaluation to determine if any additional prerequisite courses are needed. International candidates must also meet English language proficiency requirements with appropriate TOEFL/IELTS score or successful completion of UNA Academic English Program (AEP).
4. International candidates must submit WES, ECE, or an approved internal credential evaluation to determine if any additional prerequisite courses are needed. International candidates must also meet English language proficiency requirements with appropriate TOEFL/IELTS score or UNA ESL Certificate.

Master of Arts in Education Degree in Secondary Education-Mathematics

Master of Arts in Education Degree

The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

Secondary Education (6-12) (ALSDE/NCATE Approved)

Secondary Education - Mathematics
Prerequisite: valid Class B professional educator certificate in the field of study.

See academic advisor for specific teaching field requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 000</td>
<td>Graduate Capstone ²</td>
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</tr>
<tr>
<td>ED 601</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ED 603</td>
<td>Trends, Issues, and Diversity in Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 605</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 634</td>
<td>Advanced Methods of Teaching in Grades 6-12</td>
<td>3</td>
</tr>
<tr>
<td>ED 655</td>
<td>Evaluation in Modern Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities ¹</td>
<td>3</td>
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Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CHD 604</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 610</td>
<td>Multicultural Issues of Teaching ESOL</td>
<td></td>
</tr>
<tr>
<td>ED 625</td>
<td>Digital Literacy Instructional Context</td>
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<tr>
<td>ED 643</td>
<td>History and Philosophy of Education</td>
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</tr>
<tr>
<td>ED 644</td>
<td>Ethics and Education</td>
<td></td>
</tr>
<tr>
<td>ED 697</td>
<td>Special Topics in Education</td>
<td></td>
</tr>
</tbody>
</table>

Advisor-approved graduate coursework in specialty area; six hours must be at the 600-level ²

Total Hours 33

1 If requirement has been satisfied, a three-hour state approved diversity course is required.
2 ED 000 is taken in the final semester.

Master of Arts in Education Degree in Secondary Education-Social Science

Master of Arts in Education Degree

The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

Secondary Education (6-12) (ALSDE/NCATE Approved)

Secondary Education - Social Science
Prerequisite: valid Class B professional educator certificate in the field of study.

See academic advisor for specific teaching field requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 000</td>
<td>Graduate Capstone ²</td>
<td>0</td>
</tr>
<tr>
<td>ED 601</td>
<td>Methods of Educational Research</td>
<td>3</td>
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</tbody>
</table>

Programs range from 33-51 semester hours. See program requirements below.
ED 603  Trends, Issues, and Diversity in Learning  3  
ED 605  Curriculum Development  3  
ED 634  Advanced Methods of Teaching in Grades 6-12  3  
ED 655  Evaluation in Modern Education  3  
EEX 605  Survey of Students with Disabilities  1  3  
Select one from the following:  
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>ED 697</td>
<td>Special Topics in Education</td>
<td></td>
</tr>
</tbody>
</table>

Advisor-approved graduate coursework in specialty area; six hours must be at the 600-level  

Total Hours 33  

1  If requirement has been satisfied, a three-hour state approved diversity course is required.  
2  ED 000 is taken in the final semester.

### Master of Arts in Education Degree in Secondary Education-Spanish

#### Master of Arts in Education Degree

The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

**Secondary Education (6-12) (ALSDE/NCATE Approved) Secondary Education - Spanish**

Prerequisite: valid Class B professional educator certificate in the field of study.

See academic advisor for specific teaching field requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 000</td>
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<tr>
<td>ED 601</td>
<td>Methods of Educational Research</td>
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<td>ED 603</td>
<td>Trends, Issues, and Diversity in Learning</td>
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<td>ED 634</td>
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<td>ED 655</td>
<td>Evaluation in Modern Education</td>
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<td>EEX 605</td>
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Select one from the following:  

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<tr>
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</tr>
<tr>
<td>ED 610</td>
<td>Multicultural Issues of Teaching ESOL</td>
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<td>ED 644</td>
<td>Ethics and Education</td>
<td></td>
</tr>
<tr>
<td>ED 697</td>
<td>Special Topics in Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 33-36  

1  If requirement has been satisfied, a three-hour state approved diversity course is required.  
2  ED 000 is taken in the final semester.
Teaching field requirements listed according to each major below. See academic advisor for specific requirements.

ESOL candidates must have a passing score on the appropriate Praxis II exams. See Certification Officer for exam requirements.

Master of Arts in Education Degree in Teacher Education - Music - Instrumental P-12 and Choral P-12

Master of Arts in Education Degree

The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

Prerequisites: valid Class B professional educator certificate in the field and Instrumental Conducting (MU 383) or Choral Conducting (MU 384).

See academic advisor for specific teaching field requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Methods of Educational Research</td>
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<td>Trends, Issues, and Diversity in Learning</td>
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<td>EEX 605</td>
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</table>

Select one from the following:

- CHD 604 Human Growth and Development
- ED 610 Multicultural Issues of Teaching ESOL
- ED 625 Digital Literacy Instructional Context
- ED 643 History and Philosophy of Education
- ED 644 Ethics and Education
- ED 697 Special Topics in Education

Required courses for Music—Instrumental (P-12) and Choral (P-12) (ALSDE/NCATE Approved)

- MU 641 Conducting and Rehearsal Technique 2
- MU 661 Methods and Materials in Music Education 3
- MU 681 Applied Instrument (any instrument or voice) 1

Subject area advisor-approved graduate coursework in music 6

Total Hours 33

1 If requirement has been satisfied, a three-hour state approved diversity course is required.
2 ED 000 is taken in the final semester.

Master of Arts in Education Degree in Teacher Education - Physical Education P-12

Master of Arts in Education Degree

The Master of Arts in Education degree is awarded in the following major fields: school counseling, instructional leadership, early childhood education PK-3, elementary education K-6, P-12 education, secondary education, and special education: collaborative teacher K-6 and/or 6-12. Programs range from 33-51 semester hours. See program requirements below.

Prerequisite: valid Class B professional educator certificate in the field.

See academic advisor for specific teaching field requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 000</td>
<td>Graduate Capstone 2</td>
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<tr>
<td>ED 601</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ED 603</td>
<td>Trends, Issues, and Diversity in Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 605</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 634</td>
<td>Advanced Methods of Teaching in Grades 6-12</td>
<td>3</td>
</tr>
<tr>
<td>ED 655</td>
<td>Evaluation in Modern Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 605</td>
<td>Survey of Students with Disabilities 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one from the following:

- CHD 604 Human Growth and Development
- ED 610 Multicultural Issues of Teaching ESOL
- ED 625 Digital Literacy Instructional Context
- ED 643 History and Philosophy of Education
- ED 644 Ethics and Education
- ED 697 Special Topics in Education

Advisor-approved graduate coursework related to physical education (HPE or SRM); six hours must be at the 600-level 12

Total Hours 33

1 If requirement has been satisfied, a three-hour state approved diversity course is required.
2 ED 000 is taken in the final semester.

Master of Science in Exercise Science and Health Promotion

Master of Science in Exercise Science and Health Promotion is designed for students interested in the exercise and health sciences professions. It is a 30 semester hour program with three concentrations: exercise science, kinesiology, and wellness and health promotion. The program of study is comprised of a 12 semester hour core, a 12 semester hour concentration, and 6 semester hours of electives which allow for thesis and non-thesis options. The written program of study must be approved by the graduate faculty advisor and the Dean of the College of Education and Human Sciences. All academic regulations are applicable for the degree and for the program general requirements, including the
maintenance of appropriate grade point average and the completion of a comprehensive written examination or thesis.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HPE 600</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>HPE 620</td>
<td>Statistical Methods in Education</td>
<td></td>
</tr>
<tr>
<td>HPE 660</td>
<td>Scientific Basis of Health and Human Performance</td>
<td></td>
</tr>
<tr>
<td>HPE 665</td>
<td>Critical Analysis of Research and Professional Literature</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following concentrations: 18

**Exercise Science Concentration**
- HPE 638 Stress Management
- HPE 663 Laboratory Techniques in Health and Human Performance
- HPE 680 Trends and Issues in HPE and Related Disciplines

One additional course from the following:
- HPE 503 Essentials of Prescribing Resistance Training
- HPE 596 Cardiopulmonary Rehabilitation and ECG Interpretation
- HPE 639 Epidemiology and Prevention of Chronic Diseases
- HPE 644 Integrative Health Coaching

Students will choose, and have approved by their advisor, a route for the remaining 6 hours of their coursework:

**Thesis Route:**
- HPE 695 Thesis

**Non-Thesis Route**
- HPE 693 Comprehensive Examination

Choose 6 hours from the following:
- HPE 503 Essentials of Prescribing Resistance Training (if not already selected above)
- HPE 510 Health Promotion
- HPE 596 Cardiopulmonary Rehabilitation and ECG Interpretation (if not already selected above)
- HPE 639 Epidemiology and Prevention of Chronic Diseases (if not already selected above)
- HPE 641 Integrative Health
- HPE 644 Integrative Health Coaching (if not already selected above)
- HPE 685 Internship
- SRM 665 Risk Management in Sport & Recreation Management
- SRM 675 Legal Issues in Sport and Recreation Management

**Wellness and Health Promotion Concentration**
- HPE 510 Health Promotion
- HPE 638 Stress Management
- HPE 639 Epidemiology and Prevention of Chronic Diseases
- HPE 644 Integrative Health Coaching

Students will choose, and have approved by their advisor, a route for the remaining 6 hours of their coursework:

**Thesis Route:**
- HPE 695 Thesis

**Non-Thesis Route**
- HPE 693 Comprehensive Examination

Choose 6 hours from the following:
- HPE 641 Integrative Health
- HPE 650 Social Determinants of Health
- HPE 680 Trends and Issues in HPE and Related Disciplines
- HPE 685 Internship
- SRM 665 Risk Management in Sport & Recreation Management
- SRM 675 Legal Issues in Sport and Recreation Management

**Total Hours** 30

The written program of study must be approved by the graduate faculty advisor and the Dean of the College of Education and Human Sciences. All academic regulations are applicable for the degree and for the program general requirements, including the maintenance of appropriate grade point average and the completion of a comprehensive written examination or thesis.

**Master of Science in Instructional Technology and Design**

The program consists of 30 credit hours. Seven courses make up the core of the program and students have a choice of two concentrations.
Master of Science in Sport and Recreation Management

The Master of Science degree in Sport & Recreation Management (SRM) requires 30 credit hours of graduate coursework and is designed to provide students with options for in-depth experiences within an internship placement, a graduate level thesis, or further experiences directly related to the sport & recreation disciplines. In this online program, students are required to complete 12 hours of core SRM coursework that will provide a substantive foundation for sport & recreation based fields. Students will select a concentration area, either within Sport Management or Recreation Management. The student, in consultation with an advisor, will then select an appropriate thesis or non-thesis route. Non-thesis routes include an internship or directed courses and require the student to pass comprehensive exams. For the directed courses, the student will propose courses they should take, gain advisor approval and pass approved courses to graduate.

Requirements for the MS in Sport and Recreation Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
</table>

**Core Courses**

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<tr>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ITD 602P</td>
<td>Instructional Technology &amp; Design Tools</td>
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<tr>
<td>ITD 612P</td>
<td>Instructional Design Principles</td>
<td>1</td>
</tr>
<tr>
<td>ITD 622P</td>
<td>Exemplary Course Design</td>
<td>1</td>
</tr>
<tr>
<td>ITD 632</td>
<td>Principles of Adult Learning</td>
<td>1</td>
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<tr>
<td>ITD 642</td>
<td>Data-Driven Instructional Design and Visualization</td>
<td>1</td>
</tr>
<tr>
<td>ITD 652</td>
<td>Project Management for Instructional Designers</td>
<td>1</td>
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<tr>
<td>ITD 697P</td>
<td>Special Topics in Instructional Technology &amp; Design</td>
<td>1</td>
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</table>

Choose one of the following concentrations:

**Instructional Design for Teaching, Learning, and Leading Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>ITD 671</td>
<td>Advanced E-Learning Design</td>
<td>1</td>
</tr>
<tr>
<td>ITD 672</td>
<td>Instructional Technology and Design Leadership</td>
<td>1</td>
</tr>
<tr>
<td>ITD 690</td>
<td>Gamification</td>
<td>1</td>
</tr>
<tr>
<td>ITD 691</td>
<td>Issues and Trends in Instructional Technology and Design</td>
<td>1</td>
</tr>
<tr>
<td>ITD 692</td>
<td>Assistive Technologies</td>
<td>1</td>
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</table>

**Workplace Design and Performance Improvement Concentration**

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<th>Title</th>
<th>Hours</th>
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<tr>
<td>ITD 681</td>
<td>Foundations of Workplace Performance I</td>
<td>1</td>
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<tr>
<td>ITD 682</td>
<td>Foundations of Workplace Performance II</td>
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Choose one of the following courses:

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<tbody>
<tr>
<td>ITD 690</td>
<td>Gamification</td>
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<tr>
<td>ITD 691</td>
<td>Issues and Trends in Instructional Technology and Design</td>
<td>1</td>
</tr>
<tr>
<td>ITD 692</td>
<td>Assistive Technologies</td>
<td>1</td>
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</table>

**Sport Management Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRM 600</td>
<td>Marketing in Sport and Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>SRM 605</td>
<td>Media Relations in Sport &amp; Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>SRM 610</td>
<td>Sport Facility Planning and Organizational Behavior</td>
<td>1</td>
</tr>
<tr>
<td>SRM 615</td>
<td>Finance &amp; Accounting Practices in Sport &amp; Recreation Management</td>
<td>1</td>
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</table>

**Recreation Management Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRM 602</td>
<td>Recreation, Event, &amp; Tourism Management</td>
<td>1</td>
</tr>
<tr>
<td>HPE 638</td>
<td>Stress Management</td>
<td>1</td>
</tr>
<tr>
<td>HPE 510</td>
<td>Health Promotion</td>
<td>1</td>
</tr>
<tr>
<td>HPE 675</td>
<td>Administration of Health and Physical Education Related Programs</td>
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</table>

Students will choose, and have approved by their advisor, a route for the remaining 6 hours of their coursework:

**Thesis Route**

<table>
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<tr>
<th>Code</th>
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<tr>
<td>SRM 695</td>
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</table>

**Non-Thesis Route (choose 6 hours from the following)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SRM 693</td>
<td>Comprehensive Exams in Sport &amp; Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>SRM 685</td>
<td>Internship in Sport &amp; Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>SRM 544</td>
<td>Recreation for Special Populations</td>
<td>1</td>
</tr>
<tr>
<td>SRM 550</td>
<td>Qualitative Methods in Sport &amp; Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>SRM 555</td>
<td>Quantitative Methods in Sport &amp; Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>SRM 600</td>
<td>Marketing in Sport and Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>HPE 601</td>
<td>Advanced Coaching Techniques</td>
<td>1</td>
</tr>
<tr>
<td>SRM 602</td>
<td>Recreation, Event, &amp; Tourism Management</td>
<td>1</td>
</tr>
<tr>
<td>SRM 605</td>
<td>Media Relations in Sport &amp; Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>SRM 610</td>
<td>Sport Facility Planning and Organizational Behavior</td>
<td>1</td>
</tr>
<tr>
<td>SRM 615</td>
<td>Finance &amp; Accounting Practices in Sport &amp; Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>SRM 625</td>
<td>Sport Sales &amp; Analytics (Sport Sales &amp; Analytics)</td>
<td>1</td>
</tr>
<tr>
<td>SRM 641</td>
<td>Advanced Recreation Programming and Leadership</td>
<td>1</td>
</tr>
<tr>
<td>SRM 645</td>
<td>eCommunications in Sport (eCommunications in Sport)</td>
<td>1</td>
</tr>
<tr>
<td>SRM 650</td>
<td>Leadership Concepts in Sport &amp; Recreation Management</td>
<td>1</td>
</tr>
<tr>
<td>SRM 655</td>
<td>Sport Consumer Behavior</td>
<td>1</td>
</tr>
<tr>
<td>HPE 680</td>
<td>Trends and Issues in HPE and Related Disciplines</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Hours**

30
No more than 3 hours of HPE 690 Independent Study may be used for degree completion.

Concentration required courses may not be used for elective coursework.

Ph.D. in Exercise Science and Health Promotion

Overview
The Ph.D. in Exercise Science and Health Promotion is a 60-hour program with in-depth coursework, including engaging, hands-on experiences. Students collaborate with professors in ongoing faculty and faculty/student-driven research and scholarship. Additionally, doctoral students teach a variety of undergraduate courses as part of their professional preparation. Culminating experiences include successful presentation of a professional portfolio and completion of a dissertation. The principle goal of the Ph.D. program is to prepare students who are exemplary candidates for academic or other professional positions in the field.

Admission Requirements
In addition to completing a Master's degree in Exercise Science, Health Promotion or related field, applicant must;

- Complete Application Form
- Completion of a Master’s degree in Exercise Science, Health Promotion or related field
- Submit academic transcripts validating scholastic achievement: minimum overall grade point average of 3.0 or higher (4.0 scale) on undergraduate work and 3.0 or higher (4.0 scale) on Master’s level work
- Submit current Curriculum Vita
- Submit Application Essay: two-page statement of purpose outlining career objectives, areas of research interest, details regarding related experience, and why the UNA Ph.D. is a good fit for the applicant's professional endeavors
- Submit two to three letters of recommendation attesting to the applicant's academic ability and potential for success as a graduate student, with reference to teaching proficiency/potential and writing and scholarship proficiency/potential
- Receive departmental approval

The Department of Kinesiology has numerous Graduate Assistantships (GAs) awarded annually. GAs receive a tuition waiver and a monthly stipend. In exchange, they are assigned responsibilities within the department, generally teaching courses, assisting with ongoing research and scholarship, and service. Students must be admitted to graduate studies at UNA to be considered for a GA position. For GA application, click here (https://www.una.edu/kinesiology/graduateprograms/graduateassistantapplication.html).

Curriculum Requirements for the Ph.D. in Exercise Science and Health Promotion

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Exercise Science Core (15 credit hours)</strong></td>
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<tr>
<td></td>
<td><strong>Core Courses</strong></td>
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<tr>
<td>HPE 660</td>
<td>Scientific Basis of Health and Human Performance</td>
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</tr>
<tr>
<td>HPE 700</td>
<td>Research Methods</td>
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</tr>
<tr>
<td>HPE 702</td>
<td>Advanced Exercise Testing and Prescription</td>
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</table>

Advisor Approved Electives - Choose 6 credit hours from the following:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>HPE 651</td>
<td>Special Topics</td>
</tr>
<tr>
<td>HPE 664</td>
<td>Seminar in Exercise Physiology</td>
</tr>
<tr>
<td>HPE 680</td>
<td>Trends and Issues in HPE and Related Disciplines</td>
</tr>
<tr>
<td>HPE 685</td>
<td>Internship</td>
</tr>
<tr>
<td>HPE 690</td>
<td>Independent Study</td>
</tr>
<tr>
<td>HPE 691</td>
<td>Non-Dissertation Research</td>
</tr>
<tr>
<td>HPE 703</td>
<td>Exercise Prescription for Resistance Training</td>
</tr>
<tr>
<td>HPE 711</td>
<td>Advanced Approaches for Quality and Quantity of Everyday Life</td>
</tr>
<tr>
<td>HPE 739</td>
<td>Epidemiology and Prevention of Chronic Disease</td>
</tr>
<tr>
<td>HPE 761</td>
<td>Advanced Exercise Physiology II</td>
</tr>
<tr>
<td>HPE 763</td>
<td>Lab Techniques</td>
</tr>
<tr>
<td>HPE 765</td>
<td>Critical Analysis of Professional Literature</td>
</tr>
<tr>
<td>HPE 796</td>
<td>Cardiac Rehabilitation and EKG Interpretation</td>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td></td>
<td><strong>Health Promotion Core (12 credit hours)</strong></td>
</tr>
<tr>
<td>HPE 650</td>
<td>Social Determinants of Health</td>
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<tr>
<td>HPE 738</td>
<td>Stress Management</td>
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<td>HPE 743</td>
<td>Bio-psychosocial Aspects of Nutrition</td>
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Advisor Approved Electives - Choose 3 credit hours from the following:

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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HPE 611</td>
<td>Seminar in Health Promotion</td>
</tr>
<tr>
<td>HPE 641</td>
<td>Integrative Health</td>
</tr>
<tr>
<td>HPE 644</td>
<td>Integrative Health Coaching</td>
</tr>
<tr>
<td>HPE 686</td>
<td>Internship in Health Promotion</td>
</tr>
<tr>
<td>HPE 739</td>
<td>Epidemiology and Prevention of Chronic Disease</td>
</tr>
<tr>
<td>SRM 700</td>
<td>Marketing in Sport and Recreation Management</td>
</tr>
<tr>
<td>SRM 744</td>
<td>Recreation for Special Populations</td>
</tr>
<tr>
<td>SRM 765</td>
<td>Risk Management in SRM</td>
</tr>
<tr>
<td>SRM 770</td>
<td>Legal Issues in Sport and Recreation Management</td>
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<tr>
<td>SRM 775</td>
<td>Problems in the Administration of Health and Physical Education Related Programs</td>
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<tbody>
<tr>
<td></td>
<td><strong>Research/Statistics Core (12 credit hours)</strong></td>
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<td>Choose 12 credit hours from the following:</td>
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<tr>
<td>EDBA 830</td>
<td>Advanced Quantitative Analysis</td>
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<td>EDBA 840</td>
<td>Advanced Qualitative Analysis</td>
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<td>HPE 620</td>
<td>Statistical Methods in Education</td>
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<td>HPE 721</td>
<td>Regression Analysis in Health and Exercise Science</td>
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<tr>
<td>HPE 722</td>
<td>ANOVA and MANOVA</td>
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<tr>
<td>MA 605</td>
<td>Applied Statistics I</td>
</tr>
<tr>
<td>MA 606</td>
<td>Applied Statistics II</td>
</tr>
<tr>
<td>SRM 550</td>
<td>Qualitative Methods in Sport &amp; Recreation Management</td>
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</table>

<table>
<thead>
<tr>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Teaching Emphasis (9 credit hours)</strong></td>
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<tr>
<td>Core Courses</td>
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<tr>
<td>HPE 786</td>
<td>Supervised Teaching Practicum</td>
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Advisor Approved Electives - Choose 3 credit hours from the following:

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<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HPE 799</td>
<td>Teaching in Academia</td>
</tr>
</tbody>
</table>
**Special Programs and Activities**

**Certificates**

- Post Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL) (p. 88)

**Post Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL)**

The College of Education and Human Sciences offers an 18 semester hour Post Baccalaureate Certificate in TESOL for individuals who wish to have training in working with English language learners but who do not wish to pursue the Master of Arts in Education degree or Alabama Professional Educator Certification. Individuals who are interested in becoming certified to teach ESOL in a public school in the state of Alabama or in another U.S. state(s) should refer to the Master of Arts in Education ESOL program for master's degree and certification requirements. Admission requirements: candidates must hold a bachelor’s degree in any field from an approved institution, and meet all University graduate admission requirements including those for specific program of study.

**Requirements for the Post Baccalaureate Certificate and TESOL**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td></td>
<td>Select 18 semester hours from the following:</td>
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<tr>
<td>ED 515</td>
<td>Methodology and Assessment of Teaching English as a Second Language</td>
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<tr>
<td>EN 541</td>
<td>History of the English Language</td>
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<tr>
<td>EN 542</td>
<td>Survey of Grammar</td>
<td></td>
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<tr>
<td>ED 608</td>
<td>Advanced Topics in ESOL</td>
<td></td>
</tr>
<tr>
<td>ED 610</td>
<td>Multicultural Issues of Teaching ESOL</td>
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</tr>
<tr>
<td>ED 620</td>
<td>Practicum in ESOL (Adult or Advisor Approved P-12 Setting) (in an adult ELL or advisor-approved P-12 setting)</td>
<td></td>
</tr>
<tr>
<td>EN 641</td>
<td>English Linguistics</td>
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</tr>
<tr>
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<td>Total Hours</td>
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</table>
Anderson College of Nursing and Health Professions

Mission and Vision
The Anderson College of Nursing and Health Professions (ACONHP) (https://www.una.edu/nursing/) vision is to improve health in the community by effecting change in systems and policies, and to promote research and scholarly activities that advance nursing and health care knowledge. The ACONHP mission is to graduate nurses and other health professionals who are prepared to assume professional roles in diverse health care environments.

The Anderson College of Nursing and Health Professions (ACONHP) offers a Master of Science in Nursing (MSN) degree with three options for registered nurses:

1. **Family Nurse Practitioner Option** - Students in this option will receive educational preparation that will enable them to provide patient-family centered evidence-based health care for individuals across the lifespan.

2. **Leadership in Organizational Environments Option** - students in this option will receive educational preparation that will enable them to function at an advanced level in the health care environment concerning politics and legislation, budgeting and economics, leadership and management, such that these nurses may positively influence the management aspects of nursing and health care in society.

3. **Teaching-Learning Environments Option** - students in this option will receive preparation related to the direct care role of nurse educators and advanced teaching methodologies that provide graduates with tools necessary to facilitate the education of nursing students, health care clients, and health care colleagues.

All options are available online and each course is asynchronous in nature. All MSN courses are subject to online learning fees (See Expenses section). There is no mandatory campus-based component to the Teaching-Learning Environments option and the Leadership in Organizational Environments options. The Family Nurse Practitioner option has two mandatory on campus intensives.

The Anderson College of Nursing and Health Professions retains the right to make modifications in its program/policies based on recommendations and mandates from the Alabama Board of Nursing and the Commission of Collegiate Nursing Education. Students currently enrolled in the nursing program will be required to adhere to any modifications made during their enrollment as a nursing major.

The baccalaureate degree program in nursing and master’s degree program in nursing at the University of North Alabama are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) and the Commission of Collegiate Nursing Education (https://www.ccneaccreditation.org/).

**A Message from the Dean**

**Dr. Vicki Pierce**

As Dean, I extend this welcome message on behalf of the faculty and staff of the Anderson College of Nursing and Health Professions (ACONHP) at the University of North Alabama. We are here to support and assist you in your transformational student experience. Our faculty and staff have a reputation for being supportive and taking time to get to know their students by fostering a culture of respect for all. In the ACONHP, you will not be just a number. We care about you!

The ACONHP has been known for academic excellence and innovation since the first pre-licensure nursing program began in 1973. Hundreds of nurses have successfully completed the program and the college has established a reputation of maintaining exceptionally high NCLEX pass rates. In 2002, the RN-BSN track became the first online program offered at UNA. The online master of science in nursing program followed in 2006, and the family nurse practitioner track was added in 2019. The online BS in Applied Health Science degree with a track in Health Administration also began in 2019. This is the first non-nursing program offered in the college. Each of these programs strives to maintain a student-centered and personalized learning environment.

In October 2020, the ACONHP moved into Laura M. Harrison Hall. The building is a bright, pleasant place to learn and work and was designed to accommodate growth. The third floor of the facility is dedicated to experiential learning through simulation. The Simulation Center is an 8-bed hospital style unit with state-of-the-art medical equipment and high-fidelity simulation mannequins of various ethnicities, ages, and gender.

As you navigate our website, I hope you will find the resources helpful. Please feel free to contact me or our faculty and staff with any questions you may have. We are here to help you Roar with Excellence!

**Degree Programs**

- Master of Science in Nursing-Family Practitioner Option (p. 92)
- Master of Science in Nursing-Leadership in Organizational Environments Option (p. 92)
- Master of Science in Nursing-Teaching Learning Environments Option (p. 92)

**Advisement**

All students will receive advisement from graduate nursing faculty or the Coordinator of Online Nursing Enrollment. Students must seek to confer with a ACONHP advisor prior to preregistration each semester.

**Undergraduate Programs (UP) and Graduate Programs (GP) Departments Goals**

<table>
<thead>
<tr>
<th>Category</th>
<th>Department</th>
<th>Program Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACONHP</td>
<td>Provide high quality, innovative nursing and health related programs</td>
</tr>
<tr>
<td></td>
<td>UP</td>
<td>Offer high quality Bachelor of Science degrees in nursing and health related programs</td>
</tr>
<tr>
<td></td>
<td>GP</td>
<td>Offer high quality MSN and Post-Master’s Certificate Programs</td>
</tr>
<tr>
<td>2</td>
<td>ACONHP</td>
<td>To build and maintain student-centered nursing and health related programs</td>
</tr>
</tbody>
</table>
Graduate nurses and other health professionals who are prepared to practice in global healthcare environments.

Provide a culturally diverse environment for students, faculty, and staff.

Promote a culturally diverse learning environment designated to eliminate barriers to learning.

Develop partnerships with community agencies to expand healthcare to the community.

Develop and nurture a strong relationship with community health facilities and health professionals.

Promote research and scholarly activities that advance nursing and health care knowledge.

Foster scholarly activities, research, teaching, service, and practice that advance the knowledge base of nursing and other health care professions.

1. A completed application to the ACONHP graduate program (available online at https://www.una.edu/graduate/)
2. A cumulative undergraduate grade point average (GPA) of at least 3.0.
3. A Bachelor of Science in Nursing degree from a professionally accredited nursing program in the United States.
4. A written statement of professional goals and the role of graduate education in achieving those goals.
5. A current registered nurse license with no restrictions or reprimands. Nurses with any restrictions or reprimands on their license, including participation in a voluntary disciplinary alternative program cannot be admitted.
6. Clinical practice is preferred, but not required.
7. All MSN applicants must complete a criminal background check and drug screen.
8. All Family Nurse Practitioner tract applicants must have a minimum of two completed recommendation forms.

Conditional admission to the Leadership and Teaching-Learning option is considered for applicants who meet the admission criteria in part. A student admitted conditionally must have a minimum of one year of full-time clinical experience as a registered nurse.

Conditionally admitted students must earn a grade point average of 3.0 or greater after the first nine hours of study. Conditionally admitted students who fall below 3.0 after nine hours of study may not continue in the program.

International students must meet all University and ACONHP graduate admission requirements and must have a minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 213 on the computer-based TOEFL.

All applications for admission undergo review by the graduate nursing faculty. Admission decisions will be made by the ACONHP graduate administration and faculty. Admission to the MSN major is competitive. Meeting the minimum admission requirements does not guarantee acceptance into the nursing program.

A student currently meeting the requirements for the post-masters certificate and graduate studies at UNA can enroll in a Graduate Certificate Program in the Anderson College of Nursing and Health Professions. Students are limited to enrolling in only the courses required for the certificates.

**Readmission**

Students who desire reinstatement to the graduate nursing program must write a letter of petition to the Anderson College of Nursing and Health Professions (ACONHP). The letter is to be sent to the Chair of the ACONHP Graduate Programs and must include any extenuating circumstances that may have contributed to the failure to be successful in the previous attempt in the MSN program. The letter must also include a plan for successfully completing the program, including specific strategies to ensure success.

After the graduate faculty and chair reviews the requests for readmission, recommendations are made to the Dean of the ACONHP who will notify students of the decision(s). Reaccepted students must follow any recommendations or stipulations proposed by the dean and faculty as conditions for readmission.
Unclassified Students

Students who wish to take courses without enrolling in the MSN program of study may take a maximum of six hours as an unclassified (non-degree seeking) student with permission from the director/chair of the MSN Program. Students must complete the MSN application form and have transcripts sent to UNA. Permission will be granted only if space is available in the requested course(s). Students must be enrolled in the MSN program in order to take more than six hours.

No assurance is given that credit earned while in unclassified status may subsequently be applied to the MSN degree program or be transferable to another institution. Satisfactory completion of MSN courses while in unclassified status does not assure the student of admission to the MSN program.

Transfer Credit

See Special Regulations (p. 30) in the General Regulations and Procedures section of the catalog. Any course submitted for transfer credit will undergo evaluation by the graduate nursing faculty who will determine the granting of transfer credit. The maximum number of transfer hours is six and only grades of B or above will receive transfer credit.

MSN Academic Requirements

- Graduate students must maintain an overall GPA of 3.0 on all valid work attempted in the MSN program. Additionally, a grade of "A" or "B" is required for NU 508, NU 607, NU 614, and all practicum courses. (NU 641, NU 642, NU 643, NU 644, NU 645, NU 680, NU 681, NU 682, and/or NU 683)
- A MSN student may make a grade of "C" or below in no more than six semester hours on non-clinical coursework within the MSN program. A student who has earned a grade of "C" or below in no more than six semester hours of coursework is ineligible for graduation, may not take any additional courses, and will be dismissed from the program. If a course is repeated, a grade of "B" or higher must be earned in the course that is repeated.
- Students who fall below a 3.0 will be placed on academic probation. Students will remain on academic probation until their cumulative GPA is restored to a 3.0 or above. However students must maintain a 3.0 in each probationary semester until the student's overall GPA is 3.0.
- A student whose final GPA is less than 3.0 is not qualified for graduation.
- If a student earns a grade below "C" (D or F) in any required MSN course, the student must repeat that course. If the subsequent grade is below C, the student may not continue in the program. If the subsequent grade is C or above, continuance in the program is contingent upon the MSN Academic Requirements as stated above. A student may repeat a maximum of three semester hours. Repeating a course does not delete the previous grade.
- A student who has a GPA below 3.0 after completing all courses in his/ her program of study is ineligible for graduation. However, this student may enroll in a maximum of six additional hours in order to reach the required GPA. Students may enroll in MSN courses not previously taken, or may retake courses in which they earned a grade of C or less. No other courses will be accepted. Students must complete the six additional hours within two semesters of completing the program of study. Repeating a course does not delete the previous grade.
- A student must complete all coursework within seven years from the date of initial enrollment. Exceptions may be made for extenuating circumstances. A written request for extension should be sent to the director/chair of the MSN program explaining the reason for the extension. If granted, the extension will be for one calendar year.
- MSN students who receive restrictions or reprimands on their license, including participation in a voluntary disciplinary alternative program will not be able to continue in the program. Admission can be denied based upon verbal disclosure of substance use or abuse.

Assumptions

The UNA Anderson College of Nursing and Health Professions Master of Science in Nursing degree builds on the preparation of students at the BSN level with the following assumptions:

- students have experience in professional nursing practice
- students have background knowledge of nursing theory and research
- students understand and use the nursing process
- students are able to communicate effectively
- students are involved in professional activities
- students have leadership abilities
- students can use technology effectively

The above assumptions are expanded throughout each option of the graduate program as the student prepares to assume their new role as a nurse educator, nurse leader, or advanced practice clinician.

Clinical Requirements

All students are to have submitted all of the following documents prior to beginning clinical practicum courses:

- physical examination
- proof of required immunizations or titers
- current tuberculosis screening
- proof of BLS for Healthcare Providers
- health insurance
- a COVID waiver
- OSHA/HIPAA training
- proof of liability insurance with student coverage
- current nursing license
- confidentiality statement

An Intent of Relationship form, Practicum Application, and Professional Profile for the approved preceptor are required clinical documents. Some facilities may require an additional Urine Drug Screen/Criminal Background Check within the past 12 months. Students must hold a current registered nurse license with no restrictions or reprimands (unencumbered) in the state(s) in which they complete clinical practicum experiences. All clinical practicum forms should be submitted a minimum of eight (8) weeks prior to registration for a clinical course (NU 641, NU 642, NU 643, NU 644, NU 645, NU 680, NU 681, NU 682, and/or NU 683). Students not meeting these requirements may be withdrawn from the registered clinical practicum course.
Master of Science in Nursing-Family Practitioner Option

https://www.una.edu/nursing/msn-online/

The Master of Science in Nursing-Family Nurse Practitioner requires a minimum of 41 hours of credit for completion. The curriculum consists of 15 hours of MSN core courses. There are 26 additional hours of discipline specific courses to this option. Students may transfer a maximum of six hours from another university (See “Transfer Admission (p. 25”).

Course content is delivered virtually.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 502</td>
<td>Health Policy, Social Issues, and Theory</td>
<td></td>
</tr>
<tr>
<td>NU 508</td>
<td>Advanced Health Assessment</td>
<td></td>
</tr>
<tr>
<td>NU 509</td>
<td>Diversity, Ethics, Health Promotion and Informatics in Patient Centered Care</td>
<td></td>
</tr>
<tr>
<td>NU 607</td>
<td>Advanced Clinical Pathophysiology</td>
<td></td>
</tr>
<tr>
<td>NU 614</td>
<td>Advanced Pharmacology for Nurses</td>
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</tr>
</tbody>
</table>

**MSN Core Courses**

**Family Nurse Practitioner Option Discipline Specific Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 615</td>
<td>Evidenced Based Practice and Nursing Scholarship</td>
<td></td>
</tr>
<tr>
<td>NU 640</td>
<td>Introduction to Family Nurse Practitioner</td>
<td></td>
</tr>
<tr>
<td>NU 641</td>
<td>Family Nurse Practitioner I</td>
<td></td>
</tr>
<tr>
<td>NU 642</td>
<td>Family Nurse Practitioner II</td>
<td></td>
</tr>
<tr>
<td>NU 643</td>
<td>Family Nurse Practitioner III</td>
<td></td>
</tr>
<tr>
<td>NU 644</td>
<td>Family Nurse Practitioner IV</td>
<td></td>
</tr>
<tr>
<td>NU 645</td>
<td>Family Nurse Practitioner V</td>
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</tr>
</tbody>
</table>

**Total Hours**

32

Master of Science in Nursing-Leadership in Organizational Environments Option

https://www.una.edu/nursing/msn-online/

The Master of Science in Nursing-Leadership in Organizational Environments Option requires a minimum of 32 hours of credit for completion. The curriculum consists of 15 hours of MSN core courses. There are 17 additional hours of discipline specific courses to this option. Students may transfer a maximum of six hours from another university (See “Transfer Admission (p. 25”).

Course content is delivered virtually.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 502</td>
<td>Health Policy, Social Issues, and Theory</td>
<td></td>
</tr>
<tr>
<td>NU 508</td>
<td>Advanced Health Assessment</td>
<td></td>
</tr>
<tr>
<td>NU 509</td>
<td>Diversity, Ethics, Health Promotion and Informatics in Patient Centered Care</td>
<td></td>
</tr>
<tr>
<td>NU 607</td>
<td>Advanced Clinical Pathophysiology</td>
<td></td>
</tr>
<tr>
<td>NU 614</td>
<td>Advanced Pharmacology for Nurses</td>
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</table>

**MSN Core Courses**

**Leadership in Organizational Environments Option Discipline Specific Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 605</td>
<td>Curriculum Development in Collegiate Nursing Programs</td>
<td></td>
</tr>
<tr>
<td>NU 606</td>
<td>Evaluation in Collegiate Nursing Programs</td>
<td></td>
</tr>
<tr>
<td>NU 616</td>
<td>Teaching the Health Care Consumer and Provider</td>
<td></td>
</tr>
<tr>
<td>NU 680</td>
<td>Evidenced-based Practice and Teaching/Learning Practicum I</td>
<td></td>
</tr>
<tr>
<td>NU 681</td>
<td>Evidence-based Practice and Teaching/Learning Practicum II</td>
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</tbody>
</table>

**Total Hours**

32
Post-Graduate Certificate Tracks

The post-graduate certificate pathway is designed for registered nurses currently possessing a master's degree in nursing who seek academic preparation in a new specialty or subspecialty area of advanced practice nursing. Post-graduate students can select any of the options offered by the program. Each certificate pathway is designed to be in compliance with national certification requirements, when applicable.

All course content is delivered virtually.

*The post-graduate APRN certificate program at the University of North Alabama is pursuing initial accreditation by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

Requirements for Admission to the Post-Graduate Certificate Tracks

1. Graduate of an approved and accredited master's or doctoral program with a major in nursing.
2. Current registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, cannot be admitted.
3. A minimum graduate GPA of 3.0.
4. Submission of a resume which documents a minimum of 1 year of clinical experience.
5. After acceptance into the program, admission is contingent upon a negative drug screen, results of an acceptable background check, submission of health documents, and evidence of health insurance, for FNP track.
6. Meet all University graduate admission requirements.
7. Complete an application through the Office of Graduate Admissions.

Progression Requirements

Students will follow the progression policies for the MSN Pathway.

Program Completion Requirements for the Post-Graduate Family Nurse Practitioner Certificate Tracks

Students are required to complete all Family Nurse Practitioner specialty courses and any support courses (Advanced Health Assessment, Advanced Pharmacology, and Advanced Pathophysiology) not previously completed. Official documentation of completion of these three classes within the past five (5) years with a grade of "B" or higher is necessary.

- Family Nurse Practitioner Track - Post-Masters Certificate (p. 93)
- Nurse Educator Track - Post-Masters Certificate (p. 93)
- Nurse Leadership Track - Post-Masters Certificate (p. 93)

Family Nurse Practitioner Track - Post-Masters Certificate

Requirements for Family Nurse Practitioner Track

The post-masters certificate is 12-13 credit hours, depending on if the student chooses a clinical or non-clinical course. The non-clinical track is 12 hours and includes NU 615 as the optional course. Clinical tracks are 13 hours and includes the choice between a clinical course focused in either academic or patient teaching.

Nurse Educator Track - Post-Masters Certificate

Requirements for Nurse Educator Track

The post-masters certificate is 12-13 credit hours, depending on if the student chooses a clinical or non-clinical course. The non-clinical track is 12 hours and includes NU 615 as the optional course. Clinical tracks are 13 hours and includes the choice between a clinical course focused in either academic or patient teaching.

Nurse Leadership Track - Post-Masters Certificate

Requirements for Nurse Leadership Track

The post-masters certificate is 12-13 credit hours, depending on if the student chooses a clinical or non-clinical course. The non-clinical track is 12 hours and includes NU 615 as the optional course. Clinical tracks are 13 hours and includes the choice between a clinical course focused in either mid-level or upper-level leadership/management.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 617</td>
<td>Leadership and Management in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 618</td>
<td>Quality Improvement in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Select 1 (one) course from the following three options:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>NU 615</td>
<td>Evidenced Based Practice and Nursing Scholarship</td>
<td></td>
</tr>
<tr>
<td>NU 682</td>
<td>Evidenced-based Practice and Leadership Practicum I</td>
<td></td>
</tr>
<tr>
<td>NU 683</td>
<td>Evidence-based Practice and Leadership Practicum II</td>
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</tbody>
</table>

**Total Hours**: 12-13
A micro-credential is a small program that allows you to gain relevant skills that are needed in today’s workforce. All micro-credentials offered at UNA are aligned with 21st-century workforce demands, including critical thinking, intercultural fluency, digital technology, and more. These small programs are specifically designed to equip professionals with the skills that employers want, in order to stay at the leading edge of their disciplines.

- Micro-Credential in Financial Analysis (p. 95)
- Micro-Credential in Global Business (p. 95)
- Micro-Credential in Health Care Management (p. 95)
- Micro-Credential in Higher Education Administration with emphasis on Organizational Support Structures (p. 95)
- Micro-Credential in Higher Education Administration with emphasis on Student Development (p. 95)
- Micro-Credential in Human Resource Management (p. 96)
- Micro-Credential in Information Systems (p. 96)
- Micro-Credential in Instructional Technology and Design (p. 96)
- Micro-Credential in Leadership (p. 96)
- Micro-Credential in Professional Selling (p. 96)

Micro-Credentials Undergraduate Level (https://catalog.una.edu/undergraduate/colleges-programs/micro-credentials/)

Micro-Credential in Financial Analysis

The requirement for admission to a College of Business and Technology Graduate Micro-credential program is a bachelor’s degree with a minimum GPA of 2.50.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 600</td>
<td>Foundations of Business, Part 1</td>
<td>2</td>
</tr>
<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>FI 593</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FI 632</td>
<td>Corporate Financial Strategy</td>
<td>2</td>
</tr>
<tr>
<td>FI 635</td>
<td>Security and Portfolio Analysis</td>
<td>3</td>
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<td></td>
<td><strong>Total Hours</strong></td>
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</table>

Micro-Credential in Global Business

The requirement for admission to a College of Business and Technology Graduate Micro-credential program is a bachelor’s degree with a minimum GPA of 2.50.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MBA 600</td>
<td>Foundations of Business, Part 1</td>
<td>2</td>
</tr>
<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>EMB 682</td>
<td>Global Business</td>
<td>2</td>
</tr>
<tr>
<td>MG 632</td>
<td>Advanced Concepts in Global Business</td>
<td>3</td>
</tr>
<tr>
<td>MG 662</td>
<td>Global Entrepreneurship and Business Expansion</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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Micro-Credential in Health Care Management

The requirement for admission to a College of Business and Technology Graduate Micro-credential program is a bachelor’s degree with a minimum GPA of 2.50.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MBA 600</td>
<td>Foundations of Business, Part 1</td>
<td>2</td>
</tr>
<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>MG 665</td>
<td>Issues in Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 695</td>
<td>Strategic Planning for Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>MK 671</td>
<td>Marketing for Health Care Management</td>
<td>3</td>
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<td></td>
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</tbody>
</table>

Micro-Credential in Higher Education Administration with emphasis on Organizational Support Structures

Applicants must have earned a bachelor degree and must have graduated with an undergraduate cumulative grade point average of 2.7 or higher.

Requirements for the Micro-Credential in Higher Education Administration with emphasis on Organizational Support Structures

A minimum of 12 credit hours must be selected from the list provided below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HEA 603</td>
<td>Organizational and Administrative Structure of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 609</td>
<td>Enrollment Management and Institutional Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HEA 615</td>
<td>Contemporary Issues and Trends in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 617</td>
<td>The Community College System</td>
<td>3</td>
</tr>
<tr>
<td>HEA 621</td>
<td>Empirical Assessment in HEA</td>
<td>3</td>
</tr>
<tr>
<td>HEA 623</td>
<td>University Advancement and Fundraising</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Micro-Credential in Higher Education Administration with emphasis on Student Development

Applicants must have earned a bachelor degree and must have graduated with an undergraduate cumulative grade point of 2.7 or higher.
Requirements for the Micro-Credential in Higher Education Administration with emphasis on Student Development

A minimum of 12 credit hours must be selected from the list provided below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>HEA 605</td>
<td>Student Development Theory</td>
<td>3</td>
</tr>
<tr>
<td>HEA 607</td>
<td>Budgetary Management in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 611</td>
<td>The Legal Environment of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 613</td>
<td>Student Affairs Practices, Theory and Policy</td>
<td>3</td>
</tr>
<tr>
<td>HEA 615</td>
<td>Contemporary Issues and Trends in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 619</td>
<td>Cultural Diversity in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Micro-Credential in Human Resource Management

The requirement for admission to a College of Business and Technology Graduate Micro-credential program is a bachelor's degree with a minimum GPA of 2.50.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MBA 600</td>
<td>Foundations of Business, Part 1</td>
<td>2</td>
</tr>
<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>MG 648</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MG 658</td>
<td>Strategic HR Planning and Development</td>
<td>3</td>
</tr>
<tr>
<td>MG 668</td>
<td>Advanced Personnel Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Micro-Credential in Information Systems

The requirement for admission to a College of Business and Technology Graduate Micro-credential program is a bachelor's degree with a minimum GPA of 2.50.

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MBA 601</td>
<td>Foundations of Business, Part 2</td>
<td>2</td>
</tr>
<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>CIS 622</td>
<td>Information Systems Design and Project Management</td>
<td>2</td>
</tr>
<tr>
<td>CIS 636</td>
<td>Information Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 660</td>
<td>Electronic Commerce</td>
<td>3</td>
</tr>
</tbody>
</table>

Micro-Credential in Instructional Technology and Design

Program Description:

Instructional Technology and Design is a four-course fully online micro-credential that, upon completion, will enable professionals to:

- Demonstrate an ability to effectively lead the design of effective instruction through proficient planning, development, evaluation, and management.
- Demonstrate a comprehensive knowledge of numerous theories, principles, models, tools, and techniques that can be applied to the systematic design of instruction.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITD 602P</td>
<td>Instructional Technology &amp; Design Tools</td>
<td>3</td>
</tr>
<tr>
<td>ITD 612P</td>
<td>Instructional Design Principles</td>
<td>3</td>
</tr>
<tr>
<td>ITD 622P</td>
<td>Exemplary Course Design</td>
<td>3</td>
</tr>
<tr>
<td>ITD 697P</td>
<td>Special Topics in Instructional Technology &amp; Design</td>
<td>3</td>
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</tbody>
</table>

Total Hours: 12

Micro-Credential in Leadership

The requirement for admission to a College of Business and Technology Graduate Micro-credential program is a bachelor's degree with a minimum GPA of 2.50.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MBA 600</td>
<td>Foundations of Business, Part 1</td>
<td>2</td>
</tr>
<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>MG 602</td>
<td>Leadership</td>
<td>2</td>
</tr>
<tr>
<td>EMB 612</td>
<td>Business Ethics and Responsibility in a Global Economy</td>
<td>2</td>
</tr>
<tr>
<td>EMB 682</td>
<td>Global Business</td>
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Total Hours: 9

Micro-Credential in Professional Selling

The requirement for admission to a College of Business and Technology Graduate Micro-credential program is a bachelor's degree with a minimum GPA of 2.50.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MBA 600</td>
<td>Foundations of Business, Part 1</td>
<td>2</td>
</tr>
<tr>
<td>MBA 603</td>
<td>MBA Essentials</td>
<td>1</td>
</tr>
<tr>
<td>MK 620</td>
<td>Sales Techniques for New Business Development</td>
<td>3</td>
</tr>
<tr>
<td>MK 625</td>
<td>Sales Management Strategies for New Business Development</td>
<td>3</td>
</tr>
<tr>
<td>MK 663</td>
<td>Key Account Management</td>
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</table>

Total Hours: 12
Courses of Instruction

A
- AC - Accounting (AC) (p. 97)
- AR - Art (AR) (p. 99)

B
- BE - Business Education (BE) (p. 99)
- BI - Biology (BI) (p. 100)
- BL - Business Law (BL) (p. 101)

C
- CH - Chemistry (CH) (p. 101)
- CHD - Counseling (CHD) (p. 101)
- CIS - Computer Info Systems (CIS) (p. 103)
- CJ - Criminal Justice (CJ) (p. 104)
- CNH-Culinary/Nutrition/Hospit (CNH) (p. 105)
- COM - Communication (COM) (p. 105)
- CS - Computer Science (CS) (p. 106)

D
- DA - Data Analytics (DA) (p. 106)

E
- EC - Economics (EC) (p. 107)
- ECE - Early Childhood Education (ECE) (p. 108)
- ED - Education (ED) (p. 108)
- EDBA - Executive Doctor of Business Administration (EDBA) (p. 110)
- EDL - Educational Leadership (EDL) (p. 111)
- EDS - Educational Specialist (EDS) (p. 112)
- EDT - Educational Technology (EDT) (p. 112)
- EED - Elementary Education (EED) (p. 112)
- EEX - Education of Exceptional (EEX) (p. 114)
- EMB - Executive MBA (EMB) (p. 115)
- EN - English (EN) (p. 116)
- ENMF - Engineering-Manufacturing (ENMF) (p. 120)
- ES - Earth Science (ES) (p. 121)

F
- FI - Finance (FI) (p. 122)
- FL - Foreign Languages (FL) (p. 122)
- FR - French (FR) (p. 123)
- FS - Family Studies (FS) (p. 123)

G
- GE - Geography (GE) (p. 124)
- GR - German (GR) (p. 127)

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- HEA - Higher Education Admin (HEA) (p. 127)
- HES - Human Environmental Sci (HES) (p. 128)

I
- IL - Instructional Leadership (IL) (p. 134)
- ITD - Instructional Technology and Design (ITD) (p. 135)

M
- MA - Mathematics (MA) (p. 136)
- MBA - Master of Business Admin (MBA) (p. 138)
- MG - Management (MG) (p. 138)
- MK - Marketing (MK) (p. 140)
- MU - Music (MU) (p. 141)

N
- NU - Nursing (NU) (p. 142)

P
- PH - Physics (PH) (p. 146)
- PRS - Professional Studies (PRS) (p. 147)
- PS - Political Science (PS) (p. 147)

R
- RE - Religion (RE) (p. 148)

S
- SA - Study Abroad (SA) (p. 148)
- SCED - Science Education (SCED) (p. 148)
- SEM - Security & Emergency Mgmt (SEM) (p. 148)
- SO - Sociology (SO) (p. 148)
- SP - Spanish (SP) (p. 149)
- SRM - Sports Recreation Mgt (SRM) (p. 150)
- SW - Social Work (SW) (p. 152)

T
- TH - Theatre (TH) (p. 154)
- TL - Teacher Leader (TL) (p. 155)

U
- UNA - University Experience (UNA) (p. 155)

AC - Accounting (AC)

AC 571. Cost Accounting. (3 Credits)
An emphasis on cost accounting systems and product costing. Not open to accounting majors. Prerequisite: AC 390.

AC 572. Tax Accounting. (3 Credits)
A conceptual approach to Federal Tax law that relates the concepts to everyday economic decisions. Not open to accounting majors. Prerequisite: AC 391.
AC 581. Financial Statement Analysis. (3 Credits)
The study of the analysis of financial statement information, focusing on financial decisions including loan decisions, equity investments, mergers and acquisitions, and other valuation related issues. Prerequisite or Corequisite: AC 600. (Fall)

AC 593. Advanced Accounting. (3 Credits)
An emphasis on Foreign Currency Transactions, Partnerships, Estates and Trust, and Insolvency. Prerequisite: AC 391.

AC 595. Advanced Cost Accounting. (3 Credits)
A study of the use of differential costs in decision making and the use of cost data in performance evaluation and control. Not open to accounting majors. Prerequisite: AC 471 or AC 571 or AC 600.

AC 596. Information Systems Auditing Seminar. (3 Credits)
This course will cover a variety of facets related to Information Systems (IS) auditing—from simple to complex computer systems. The course will present tools, concepts, and techniques necessary to properly audit IS. Prerequisites: AC 292; CIS 330.

AC 597. Fraud Examination. (3 Credits)
This course will cover the basic concepts of forensic accounting. Course content includes examining documents, using sources of information, testifying in court as an expert, writing reports, identifying high-risk signs, and how to prevent fraud. In general, help to prepare students for some of the material covered in the Certified Fraud Examiner (CFE) certification exam. Prerequisite: AC 496 or 596.

AC 600. MAcc Essentials. (1 Credit)
This course will provide new MAcc students with essential information that is needed for graduate level accounting work and will be taken in the student’s first semester. The focus will be on success in the online environment, learning about accounting certifications, career planning, graduate level writing expectations, utilizing university resources, and outlining the program's learning goals. Prerequisite: Admission into the MAcc program.

AC 601. AC Issues - Business Environments. (1 Credit)
Issues and problems frequently encountered in the practice of accounting. Topics include financial and non-financial measures of performance, cost accounting, process management, budgeting and planning techniques, internal control, enterprise risk management, economic concepts, financial management concepts, capital budgeting, information technology, and information security. Prerequisite or Corequisite: AC 600, AC 620. (Fall)

AC 602. AC Issues - Regulation. (1 Credit)
Issues and problems frequently encountered in the practice of accounting. Topics include Ethics & Professional Responsibilities, Federal Taxation of Property Transactions, Federal Taxation of Individuals, Federal Taxation of Entities, and Business Law. Prerequisite or Corequisite: AC 600, AC 675. (Fall)

AC 603. AC - Issues: Auditing. (1 Credit)
Issues and problems frequently encountered in the practice of accounting. Topics include Ethics, Professional Responsibilities, General Auditing Principles, Assessing Risk and Developing a Planned Response, Performing Procedures, Obtaining Evidence, Forming Conclusions, and Reporting. Prerequisite or Corequisite: AC 600, AC 675. (Fall)

AC 604. AC Issues - Financial Reporting. (1 Credit)

AC 620. Accounting Business Concepts. (3 Credits)
A study of the general business environment and concepts underlying the reasons for and accounting implications of business transactions, and development of the skills needed to apply that knowledge in performing audit, attest, financial reporting, tax preparation, and other professional responsibilities, including skills involved in preparing written communication. Prerequisite or Corequisite: AC 600. (Fall)

AC 626. Cost for Management Decision Analysis. (3 Credits)
A study of the nature, objectives, and procedures of cost analysis and control; theories of cost allocation and absorption; uses of accounting data for decision making. Not open to accounting majors. Prerequisite: AC 292.

AC 628. Seminar in Accounting. (3 Credits)
Critical examination of subject matter presented in current periodicals, recent monographs, and bulletins in the field of accounting.

AC 630. Research in Accounting. (2 Credits)
Study of the research process related to the accounting field including searching authoritative databases, developing and communicating effective solutions, and data analysis and application. Prerequisite or Corequisite: AC 600. (Fall)

AC 642. Accounting Information for Strategic Decision Making. (2 Credits)
The purpose of this course is to provide information and tools useful for current and future managers in making strategic decisions in today's global business environment. The course focuses on numerous applications of managerial accounting-related concepts, including cost-volume-profit analysis, budgeting, variance analysis and revenue/cost relevance, among others.

AC 650. Fraud Examination. (3 Credits)
A development of skills in fraud prevention, detection, and deterrence. The course provides knowledge to assist the student in mastering the topics that are commonly found on the Certified Fraud Examiner examination. Major topics include (1) Financial Transactions and Fraud Schemes, (2) Law Related to Fraud, (3) Investigation of Fraud, and (4) Fraud Prevention and Deterrence. Prerequisite or Corequisite: AC 600. (Summer)

AC 651. Special Topics. (1-3 Credits)

AC 674. Advanced Accounting Theory. (3 Credits)
Comparative study of contemporary developments in professional accounting. Prerequisite or Corequisite: AC 600. (Spring)

AC 675. Advanced Tax Accounting. (3 Credits)
Study of the application of tax concepts and planning techniques for partnerships, corporations, estates, and trusts. Prerequisite or Corequisite: AC 600. (Fall)

AC 680. International Experience / Internship. (3 Credits)
Study abroad experience to include structured group visits to businesses and business centers; lectures delivered by managers involved in international trade, internship experiences, and/or structured participation in a university sponsored academic program. Program must be approved in advance by MBA Graduate Program Coordinator and Dean of the College of Business.

AC 682. Valuation Tools for Professional Accounting. (3 Credits)
Study of theory and practice of valuation issues as they apply to the accounting profession, including the application of valuation tools to compliance and consulting engagements in the accounting, auditing, and tax fields. Specific topics include valuation for estate and gift taxes, asset impairment, and forensic accounting. Prerequisite or Corequisite: AC 600. (Spring)
AC 686. Controllership. (3 Credits)
A course designed to acquaint students with the role and duties of the chief accounting office in both for-profit and nonprofit entities. Prerequisite or Corequisite: AC 600. (Summer)

AC 694. Business Combinations. (3 Credits)
A study of accounting investments and business consolidations. Prerequisite or Corequisite: AC 600. (Spring)

AC 697. Advanced Auditing. (3 Credits)
Practical application of auditing concepts and standards. Auditing of computer-oriented systems is stressed. An understanding of auditing principles is reinforced and expanded by exposure to problems and cases. Prerequisite or Corequisite: AC 600. (Spring)

AC 698. Independent Study / Research. (3 Credits)
Guided independent study and/or research in an area related to accounting. Prerequisite: approval of the department chair.

AR - Art (AR)

AR 501. Advanced Photography. (3 Credits)
Selected in-depth study projects through independent study. May be repeated for three hours credit per semester. Prerequisite: AR 300. Course Fees: $30

AR 503. Commercial Photography. (3 Credits)
Print page advertising photographic techniques with emphasis on large format camera work and computer manipulation of imagery. Prerequisite: AR 300. Course Fees: $30

AR 511. Advanced Printmaking. (3 Credits)
Studies in mixed-media to achieve facility of individual expression. May be repeated for three hours credit per semester. Prerequisite: AR 411. Course Fees: $30

AR 521. Advanced Drawing. (3 Credits)
Studies to integrate formal issues, technical skills, and content in contemporary drawing. May be repeated for three hours credit per semester. Prerequisite: AR 421.

AR 542. Advanced Painting. (3 Credits)
A concentrated investigation of contemporary painting leading to the development of a personal style and content. May be repeated for three hours credit per semester. Prerequisite: nine credit hours AR 442 or permission of the instructor.

AR 551. Advanced Ceramics. (3 Credits)
Emphasis on perfecting throwing and handbuilding techniques, glaze formulation, and experimental firing. May be repeated for three hours credit per semester. Prerequisite: AR 352. Course Fees: $30

AR 580. Modern Art. (3 Credits)
An investigation and critical analysis of diverse modes, issues, and problems of 20th century visual art with an emphasis on independent research.

AR 581. Modern Architecture. (3 Credits)
The theories and monuments of master architects in this century.

AR 582. Italian Renaissance Art. (3 Credits)
Art and architecture in the 15th and 16th centuries in Italy.

AR 583. American Art. (3 Credits)
Topics in the development of aesthetics and art in the United States.

AR 584. History of Photography. (3 Credits)
European and American master photographers since 1839.

AR 585. Theory and Criticism. (3 Credits)
Classical and current thought in art historical investigations.

AR 591. Advanced Sculpture. (3 Credits)
Development of coherent sculptural works sustained in one or two mediums. May be repeated for three hours credit per semester. Prerequisite: AR 392. Course Fees: $30

AR 599. Independent Study-Practicum. (1-3 Credits)
Independent Study-Practicum allows students the opportunity to work on and further develop new concepts, pursue research, and engage in post-graduation study in the arts. Students will work one-on-one with the instructor of record to develop the content, goals and research proposal for the semester. The individualized study plan will include the research topic proposal, writings, readings, desired outcomes, critique dates, evaluation, and a syllabus. Students will have access to studio resources that are indicative of studio practice. The independent study can be assigned from a 1 to 3 credit hours depending upon the depth of the proposed project. Must be approved by both chair and faculty advisor.

BE - Business Education (BE)

BE 500. Coordination of Career-Technical Cooperative Education Programs. (3 Credits)
Coordination, placement, and supervision of students in career-technical work experience programs are covered in this graduate course. Procedures are studied for conducting job opportunity surveys. An analysis of coordinators' duties is included as well as a study of federal and state laws pertaining to students' employment. (Offered upon sufficient demand)

BE 575. Teaching Career-Technical Business and Marketing Education. (3 Credits)
Techniques involved in carrying out the functions of secondary business and marketing education programs. A study of the functions of the classroom teacher/coordinator to include the appraisal of selected experiences. Coordination procedures are studied for conducting job opportunity surveys; problems and procedures in organizing and operating a cooperative education program; and methods of relating class instruction to on-the-job training. The philosophical foundations of career-technical education are also covered. Research and analysis of business and marketing occupations and skill standards will be included.

BE 611. Seminar in Business and Marketing Education. (3 Credits)
Methods and techniques of evaluating significant research studies and literature to guide the practical school use.

BE 615. Workshop in Business and Marketing Education. (3 Credits)
An in-depth investigation of selected current topics in business and marketing education and related areas. The course may be repeated with a change in content. The student should consult the Schedule of Classes to determine the current topics. (Not more than six hours of workshop courses in business education can be applied toward a master's degree.)

BE 617. Issues and Trends in Business and Marketing Education. (3 Credits)
Issues and trends in education that pertain to business as well as those issues and trends that are inherent in business education itself.

BE 651. Special Topics. (6 Credits)

BE 698. Independent Study/Research. (3 Credits)
Guided independent study and/or research in an area related to business education. Prerequisite: approval of the Dean of the College of Business.
BI - Biology (BI)

BI 521. Ecology. (4 Credits)
Relationships between organisms and their environment, including the structure and function of populations, communities, and ecosystems. A research project and/or paper will be required. Prerequisites: BI 200W or similar course.
Course Fees: $50

BI 523. Aquatic Ecology. (4 Credits)
Freshwater habitats and their biotas. Qualitative and quantitative techniques for studying lakes, streams, and wetlands will be included. A research project and/or paper will be required. Prerequisite: BI 200W or similar course.
Course Fees: $50

BI 533. Embryology. (4 Credits)
The development of animals including the molecular and cellular basis for differentiation, with selected vertebrates used to illustrate the development of tissues, organs, organ systems, and body form. A research project and/or paper will be required.
Course Fees: $50

BI 541. Biochemistry. (3 Credits)
Chemical interpretations of biological phenomena; compounds of biological significance as related to metabolism; carbohydrates, lipids, proteins, nucleic acids, and enzymes. A research project and/or paper will be required.
Course Fees: $50

BI 551. Ornithology. (3 Credits)
Biology and classification of birds with emphasis on field identification of local species. A research project and/or paper will be required.
Course Fees: $50

BI 552. Entomology. (3 Credits)
Morphology, physiology, and taxonomy of insects, including collection, preservation, and identification of those occurring in the local area. A research project and/or paper will be required.
Course Fees: $50

BI 553. Ichthyology. (4 Credits)
Biology and taxonomy of fishes, including field collections of local species. Three class periods; one 3-hour laboratory period per week. A research project and/or paper will be required. Prerequisites: BI 112. (Summer)
Course Fees: $50

BI 560. Plant Physiology. (3 Credits)
Physiological processes in plants and their relationship to structure and environment with emphasis on vascular plants. A research project and/or paper will be required.
Course Fees: $50

BI 571. Parasitology. (4 Credits)
Morphology, taxonomy, life history, and ecology of parasites of humans and other animals. A research project and/or paper will be required.
Course Fees: $50

BI 572. Histology. (4 Credits)
Animal tissues and microscopic structure of the various organs of higher vertebrates. A research project and/or paper will be required.
Course Fees: $50

BI 599. Special Topics in Biology. (3 Credits)
A detailed study of a particular topic of special interest. Topics will vary but will be listed in the Schedule of Classes when offered, and on the students' transcripts. Course number may be repeated as different topics in Biology are offered. A research project and/or paper will be required.
Course Fees: $50

BI 601. Problems in Marine Biology. (1-4 Credits)
The University of North Alabama is a member of the Marine Environmental Sciences Consortium. The resident staff of the consortium offers various marine biology courses on the graduate level at the Sea Laboratory at Dauphin Island, Alabama. These graduate courses are available to eligible students under this course number and title which may be repeated for different courses. Special requirements and prerequisites.

BI 602. Modern Ideas in Biology. (3 Credits)
Survey of those most significant and unifying ideas in biology today. Recent advances in the study of genes and gene action, cell biology, development, phylogeny, and evolution are considered. The student is expected to make a survey of the literature bearing upon the various fields covered in the lectures. Three class periods per week.

BI 615. Developmental Biology for Teachers. (3 Credits)
Designed for elementary and secondary teachers. Covers such topics as genetics, including appropriate hereditary and environmental influences; reproduction and development, including dysgenesis; and current biomedical ethical problems.
Course Fees: $50

BI 617. Ecology for Teachers. (3 Credits)
The relationships of plants and animals with their environment, with emphasis on ecological principles most suitable for elementary and secondary teachers.
Course Fees: $50

BI 619. Physiology for Teachers. (3 Credits)
The structure and fundamental physiological processes of animals beginning at the cellular level, with emphasis on human physiology appropriate for elementary and secondary teachers.
Course Fees: $50

BI 653. Ichthyology. (4 Credits)
Biology and taxonomy of fishes, including field collections of local species. Three class periods; one 3-hour laboratory period per week. A research project and/or paper will be required. Prerequisites: BI 112. (Summer)
Course Fees: $50

BI 690. Special Topics in Biology. (2-4 Credits)
Courses on a variety of topics are available to eligible graduate students under this course number and title as the need arises. Course number may be repeated as different topics in biology are offered. Special requirements and prerequisites.
Course Fees: $50

BI 696. Directed Research. (2 Credits)
Research project in the student's area of interest and specialization supervised by the student's advisor. Encompasses the study and development of experimental techniques and methods, collection and evaluation of data, and writing the report. Conferences and laboratories as required.
Course Fees: $50
**BL - Business Law (BL)**

**BL 642. Global Business Structures, Mergers, and Acquisitions. (3 Credits)**

This course will address the different business structures that can be used to anchor global trade and investment. It will also provide deep learning regarding risk management in all aspects of global trade and investment. Often global business success or failure hinges on proper due diligence and structure. This course provides students with case studies and methodologies in mergers and acquisitions to protect valuable assets and revenue streams globally while exploiting opportunity in global trade and investment. Prerequisite: EMB 682.

**BL 651. Special Topics. (3 Credits)**

**BL 652. Special Topics. (3 Credits)**

**BL 655. Intellectual Property Law, Development, and Management. (3 Credits)**

This course is a study of the business and legal framework for intellectual property creation, development, management and commercialization. Emphasis is placed on public and private sector contract management and project management. Technology, media, branding, international business, and practical application are included.

**BL 680. Law for Business Professionals and Entrepreneurs. (3 Credits)**

A broad-ranging study of law areas which day-to-day govern the modern enterprise. Subject areas include contracts, property law, forms of business organizations, debtor/creditor relations and bankruptcy, sales transactions, business torts and product liability, intellectual property, and international business transactions. Not open to accounting majors. Prerequisite: BL 240.

**CH - Chemistry (CH)**

**CH 501. Occupational Safety and Health for Teachers. (3 Credits)**

Principles of occupational health and safety covering standard techniques for the recognition, evaluation and control of workplace and environmental health hazards, and emphasis on the role of regulatory agencies, the Occupational Safety and Health Act of 1970, and workplace safety and health regulations and how these relate to the teaching of secondary school chemistry. (Summer)

**CH 590. Special Topics in Chemistry. (3 Credits)**

Courses on a variety of topics are available to eligible graduate students under this course number and title. Course number may be repeated as different topics in chemistry are offered. Departmental approval required. Special fee may be required depending on the topic. (Offered upon sufficient demand)

**CH 634. Advanced Inorganic Chemistry. (3 Credits)**

Selected topics in inorganic chemistry. Three class periods per week. Prerequisites: CH 341, 341L.

**CH 634L. Advanced Inorganic Laboratory. (1 Credit)**

Laboratory for CH 634. Selected experiments in inorganic chemistry utilizing modern preparative techniques and modern spectroscopic techniques. One 3-hour laboratory period per week. Must be taken concurrently with CH 634. Prerequisites: CH 341, 341L.

Course Fees: $50

**CH 637. Advanced Organic Chemistry. (3 Credits)**

Study of the application of spectroscopic methods to the determination of organic structures. Review of selected organic mechanisms emphasizing classical reactive intermediates, stereochemistry, and orbital symmetry. Introduction to natural products chemistry. Three class periods per week. Prerequisites: CH 312, 312L, 341, 341L, or approval of instructor.

**CH 637L. Advanced Organic Laboratory. (1 Credit)**

Laboratory for CH 637. Selected experiments in organic chemistry utilizing modern preparative techniques and modern spectroscopic techniques. One 3-hour laboratory period per week. Must be taken concurrently with CH 637. Prerequisites: CH 312, 312L, 341, 341L, or approval of instructor.

Course Fees: $50

**CH 644. Quantum Chemistry. (3 Credits)**

The wave equation with interpretations, operation, eigenvalues, expectation values, one-dimensional motion, angular momentum, spin and approximate solutions to the wave equation with applications. Prerequisites: CH 381, 381L.

**CH 655. Studies in Teaching Secondary School Chemistry. (3 Credits)**

Study of particular problems and teaching practices of the chemistry teacher. Appraisal of laboratory experiences, equipment selection, and utilization of current curriculum developments will be emphasized. The future of chemistry and chemistry teaching is considered. Prerequisite: undergraduate major or minor in chemistry.

**CH 665. Environmental Regulations for Teachers. (3 Credits)**

A study of the fundamental environmental laws and regulations of the United States. Primary emphasis will be on the Safe Drinking Water Act, the Clean Water Act, the Clean Air Act and the Resource Conservation and Recovery Act, and how these relate to the teaching of secondary school chemistry. Prerequisites: CH 311, 311L, or approval of instructor.

**CH 671. Chemical Literature. (1 Credit)**

**CH 690. Special Topics in Chemistry. (3-6 Credits)**

Courses on a variety of topics are available to eligible graduate students under this course number and title. Course number may be repeated as different topics in chemistry are offered. Departmental approval required. Special fee may be required depending on the topic.

**CH 696. Directed Research. (1-3 Credits)**

Research project in the student's area of interest and specialization under the direction of departmental faculty. Conferences and laboratories as required. Departmental approval required.

Course Fees: $50

**CHD - Counseling (CHD)**

**CHD 000. Counselor Education Orientation. (0 credits)**

All Counselor Education students are required to take this orientation as soon as possible following admission to the Counseling Program. The purpose of CHD 000 is to provide students with information concerning the use of technology, orientation to the library, the American Counseling Association Code of Ethics, and policies and procedures of the Counselor Education Program. A grade of S (Satisfactory) is given to students who complete the orientation. No credit hours are given for the course. (Fall, Spring, Summer)

**CHD 001. Counseling Comprehensive Examination. (0 Credits)**

Counseling Comprehensive Examination is a non-credit course that is required of both Clinical Mental Health Counseling and School Counseling majors. A comprehensive examination is required for graduation in
each major, but School and Clinical Mental Health majors take different standardized comprehensive examinations. In most cases students should enroll in CHD 001 and take the comprehensive examination during their next to last semester/term of enrollment in the program.

**CHD 600. Professional Identity and Ethics for Clinical Mental Health Counselors. (3 Credits)**
A study of the history and current trends in Clinical Mental Health Counseling; ethical and legal issues; professional counselor roles, standards and functions; professional organizations and credentialing practices. (Fall)

**CHD 601. Research Methods & Program Evaluation in Counseling. (3 Credits)**
A study of the methods and techniques generally used in counseling research and program evaluation. Emphasis is placed on understanding the research literature in the counseling profession. Students will become informed consumers of counseling and related research by studying research design, statistical methods, and critically analyzing published research. (Summer)

**CHD 602. Fundamentals of Counseling. (3 Credits)**
Counselor and consultant characteristics and behaviors that influence helping processes; practice and application of essential interviewing and counseling skills; facilitation of self-awareness; ethical and legal considerations. Characteristics of fully functioning individuals will be emphasized. (Fall, Spring)

**CHD 604. Human Growth and Development. (3 Credits)**
An in-depth study of physical, mental, social, and emotional development from conception to death, with emphasis on age-levels generally encountered in school and community settings. (Summer)

**CHD 606. Theories and Techniques of Counseling. (3 Credits)**
A study of major counseling theories and related techniques and procedures; basic skills for individual counseling, developmental issues, values, and behavior for various population segments; counseling materials and resources; consultation; ethical and professional practices in counseling. (Fall)

**CHD 608. Group Counseling. (3 Credits)**
Introduction to group process and practice; forming and working with groups; group leadership skills; counseling special groups; group dynamics; ethical and professional issues in group counseling; laboratory experience in group techniques. Prerequisites: CHD 602 and 606. (Summer)

**CHD 615. Social and Cultural Diversity in Counseling. (3 Credits)**
Study of the issues and trends in a socially and culturally diverse society and special counseling considerations for groups who differ on factors such as age, race, religious preference, physical ability, sexual orientation, ethnicity, culture, family patterns, gender, socioeconomic status and intellectual ability. (Spring)

**CHD 621. Assessment in Counseling. (3 Credits)**
Demonstration and practice in evaluating, selecting, administering, and interpreting standardized tests; introduction to various psychodiagnosis methods including the clinical interview; and objective personality inventories. Study of principles and purposes of assessment, origins and development of assessment, statistical concepts basic to assessment, and responsible use of data. Develops the basic skills for presenting assessment information in a professional setting. Relevant theoretical testing approaches are discussed. (Spring)

Course Fees: $30

**CHD 625. Addictions Counseling. (3 Credits)**
An overview of substance and behavioral addictions; models, theories, assessment, and treatment of addictive behaviors are explored. Interviewing skills that assess the severity of addiction and the receptiveness to treatment will be reviewed and practiced. Effective recovery and relapse prevention programs will be considered. Prerequisite: CHD 602.

**CHD 631. Counseling for Career Development. (3 Credits)**
Career development and adjustment theories; the world of work; organization of career resources and information; counseling for career planning and placement; ethical and professional practices. (Summer)

**CHD 634. Wellness Counseling. (3 Credits)**
A study of theoretical models and practices for wellness counseling and their application in counselor self-care and clinical mental health practices. Emphasis on cognitive, emotional, physical, social, and spiritual dimensions of wellness and promotion of optimal human development and wellness through prevention, education, advocacy, and behavioral healthcare intervention.

**CHD 638. Crisis Intervention in Counseling. (3 Credits)**
A study of crisis intervention strategies based on current theory and practice, including triage assessment, skill building, cultural implications, and practical applications. Approaches that assist individuals, groups, organizations and communities to manage crises will be explored and practiced. Understanding of the short term nature of crisis intervention, and how counselors work with first responders and others will be explored. Prerequisites: CHD 602.

**CHD 641. Development and Management of School Counseling Programs. (3 Credits)**
An examination of the organization and implementation of the counseling and guidance functions of school counselors. This course integrates the role of the school counselor with that of other instructional and administrative personnel in the public and private schools. (Even-numbered years, Spring)

**CHD 642. Professional Identity and Ethics for School Counselors. (3 Credits)**
A study of the history of the school counseling profession; ethical and legal issues in school counseling; professional school counselor roles, standards and functions; professional organizations and credentialing practices.

**CHD 645. Child and Adolescent Counseling. (3 Credits)**
A study of individual and group counseling approaches with children and adolescents, including play therapy, activity counseling, and peer helping; developmental issues/problems (e.g., victims of abuse, ADHD, substance abuse, eating disorders), affecting functioning of children and adolescents; and coordination, consultation, and referral practices. Prerequisite or Corequisite: CHD 602 and CHD 606. (Fall)

**CHD 652. Special Topics in Counseling. (3 Credits)**
Detailed examination of a specific topic in the field of Counseling. Topic will be determined prior to the scheduling of the course. CHD 652 may be taken an unlimited number of times if the special topic of each course differs from previous CHD 652 course completed.

**CHD 655. Diagnosis and Treatment Planning in Counseling. (3 Credits)**
A study and application of the principles of diagnostic approaches, emphasizing the diagnostic system of the current Diagnostic and Statistical Manual. Emphasis on diagnostic criteria, biopsychosocial assessment, case conceptualization, comprehensive treatment planning, diagnostic interviewing, developmental crises, and cultural considerations. Prerequisites: CHD 602 and CHD 606. (Spring)
CHD 656. Contemporary Practices in Clinical Mental Health Counseling. (3 Credits)
Seminar designed to provide in-depth study of topics and modalities relevant to clientele served by mental health agencies and other human services organizations. Emphasis on serving individuals, couples, families, groups, and other systems with crisis, brief, intermediate, or long-term approaches. Assessment of community needs and agency resources to facilitate the development, implementation, and assessment of program development and service delivery. (Fall)

CHD 661. Family Counseling. (3 Credits)
A study of family counseling models, including study of family systems and major family theoretical approaches; interactional patterns of the individual and the family through various stages of the life cycle; and contemporary individual and family issues. Prerequisite or Corequisite: CHD 602 and CHD 606. (Fall)

CHD 678. Practicum in Counseling. (3 Credits)
Supervised laboratory and field experiences for advanced majors. Emphasis placed upon the application of concepts, skills, and principles learned in previous coursework. Enrollment with permission of department only. Prerequisites: CHD 602, CHD 606 and CHD 608. (Fall, Spring, Summer)

Course Fees: $30

CHD 688. Internship in Counseling. (3 Credits)
Supervised experience in a school or mental health setting under the cooperative direction of a qualified counselor and the university instructor. Experiences to include individual and group counseling, consultation, assessment, and other typical counselor duties as practiced in the internship site. Enrollment with the approval of department only. Prerequisites: CHD 602, CHD 606, CHD 608, and CHD 678. (Fall, Spring, Summer)

CHD 689. Internship in Counseling. (3 Credits)
Supervised experience in a school or mental health setting under the cooperative direction of a qualified counselor and the university instructor. Experiences to include individual and group counseling, consultation, assessment, and other typical counselor duties as practiced in the internship site. Enrollment with the approval of department only. Prerequisites: CHD 602, CHD 606, CHD 608, and CHD 678. (Fall, Spring, Summer)

CHD 690. Advanced Applications in Clinical Mental Health Counseling. (3 Credits)
Application of knowledge, skills, and practices within a clinical mental health counseling setting. Experiences to include the following: conducting intake interviews, mental status evaluations, and biopsychosocial and mental health histories; comprehensive case conceptualization and treatment planning that integrates counseling and developmental theories, differential diagnosis and assessment, evidence-based practices, outcome measures, cultural context, wellness models, and scope of services; client and systems advocacy; and clinical supervision with peers. Prerequisites: CHD 602, CHD 606, and CHD 608. Prerequisite or Corequisite: CHD 678. (Spring)

CHD 693. Supervised Individual Study in Counseling. (3 Credits)
Provision of a thorough theoretical and practical foundation for the student pursuing an approved project or working in a specialized counseling context. Concurrent study and professional involvement in a position requiring substantial responsibility and innovation. Project individually arranged in conjunction with student, instructor, and on-site supervisor. May involve the writing or a proposal plan, evaluation instrument, and/or needs assessment.

CIS - Computer Info Systems (CIS)

CIS 615. Software Engineering for the Enterprise. (3 Credits)
This course investigates current software engineering practices in the context of enterprise system development. The student will learn how to leverage tools and management techniques in order to minimize risk and increase the probability of success of information system projects. Recommended: CIS 625 or CIS 622 or equivalent or programming experience or coursework. (Spring)

CIS 622. Information Systems Design and Project Management. (2 Credits)
This course focuses on design strategies for information systems in organizations and the associated project management knowledge areas facilitating their development and deployment to support enhanced managerial decision making. These knowledge areas apply directly to the strategic direction of the firm. Course topics address a global business environment and include systems development, methodologies, software sources, information requirements determination and structuring processes, information systems project management, database design, and systems implementation strategies. Prerequisite: MBA students MBA 601. Prerequisite or Corequisite: MAcc students AC 600. (Fall, Spring)

CIS 625. Enterprise Systems Analysis and Design. (3 Credits)
This course focuses on the study of analysis and design of mission critical business information systems. Course topics include the systems development life cycle with an emphasis on the analysis phase, feasibility studies, development of logical system models, and the roles of project management and Enterprise Resources Planning (ERP) systems. Prerequisite: CIS 125 or equivalent or MG 600 or MBA 601. (Offered upon sufficient demand)

CIS 627. Research and Report Writing. (3 Credits)
A critical review of research methods in the business disciplines. Subjects discussed include nature and sources of secondary data, primary data collection techniques, research design, sample selection, and/or model building. Further, students will explore and prepare various accounting, financial, and general business forms, statements, and reports applicable to business research. Also listed as EC 627, FI 627, MG 627, and MK 627 but creditable only in field for which registered. (Offered upon sufficient demand).

CIS 636. Information Systems Management. (3 Credits)
This course addresses issues related to information systems (IS) management for current and future IS managers and corporate executives. It focuses on management's role in planning, designing, implementing, and controlling IS. Topics include the role and organization of the IS function in the firm, recent technological advances in hardware and software, the implementation of ERP systems, end-user computing, telecommunications, management of systems projects, strategic planning for IS, the use of information for competitive advantage, and the challenges facing today's managers in aligning IS with business strategy and infrastructure. The role of social, environmental, ethical and global issues in IS strategy, planning, management, and success will also be addressed. (Fall)

CIS 644. Business Process Integration with ERP Systems. (3 Credits)
This course covers business process integration theory and practice and introduces enterprise resource planning (ERP) systems. Through hands-on exercises and case studies, this course explains and illustrates how fundamental business processes interact with ERP in all the major functional areas of the organization. (Spring)
CIS 645. Database Management Systems. (3 Credits)
This course addresses the design, implementation and management of business databases. Topics include logical and physical database design, relational database systems, structured query language (SQL), transaction management, database administration, web database applications, big data, and the role of databases in ERP systems. Prerequisite: CIS 625 or CIS 622 or equivalent. (Offered on sufficient demand)

CIS 651. Special Topics. (1-3 Credits)
CIS 652. Special Topics. (1-3 Credits)
CIS 660. Electronic Commerce. (3 Credits)
This course aims to equip students with the necessary knowledge to explore electronic commerce opportunities or develop and manage electronic commerce applications in a global environment. Topics include Internet technologies, the World Wide Web, ERP e-commerce models and related business issues, and the various challenges faced by e-businesses, including information security and privacy. Prerequisite: CIS 625 or CIS 622 or equivalent. (Fall)

CIS 680. International Experience/Internship. (3 Credits)
Study abroad experience to include structured group visits to businesses and business centers; lectures delivered by managers involved in international trade, internship experiences, and/or structured participation in a university sponsored academic program. Also listed as AC 680, EC 680, FI 680, MG 680, and MK 680 but creditable only in the field which registered. Prerequisite: approval of the department chair and internship coordinator. (Offered on sufficient demand)

CIS 685. Data Communications Systems in the Global Economy. (3 Credits)
A survey of modern telecommunications systems and their application to local and global business data communications problems. Includes study of the theoretical constructs of networks, examination of extant networking models, and issues of transmission speed, privacy, security, functionality, interoperability, reliability, and management. Coverage will include intranets, extranets, internets, virtual private networks, and local area networks. Prerequisite: CIS 330 or CIS 625 or CIS 622. (Offered on sufficient demand)

CIS 698. Independent Study/Research. (3 Credits)
Guided independent study and/or research in an area related to computer information systems. Prerequisite: approval of the department chair. (Offered on sufficient demand)

CJ - Criminal Justice (CJ)

CJ 505. Criminal Investigation. (3 Credits)
Investigation, methodology, relations of the detective with other police divisions, modus operandi, evidence development, source of information, interview, interrogation, surveillance, and courtroom testimony.

CJ 506. Forensic Investigation. (3 Credits)
An examination of modern forensic science principles and techniques as applied to the detection, coalition, preservation and analysis of crime scene evidence. Course topics will include but are not limited to fingerprints, serological evidence, trace evidence, and other evidentiary items.

CJ 513. Public Organization and Bureaucratic Theory. (3 Credits)
This course is a study of the many theories that attempt to explain how organizations and the people in them will behave in varying organizational structures, cultures, and environments. Special attention is given to the role of democratic accountability, justice and fairness.

CJ 515. Ethics in Administrative Leadership. (3 Credits)
This course examines major ethical issues that arise in public administration. Theoretical justification and application for ethical problems that arise in leadership positions will be explored.

CJ 522. Politics, Justice, and Law in Television and Film. (3 Credits)
The course will examine how the national political mood affects scripted television programming and movie releases and the possible effects entertainment can have of the public’s view and understanding of politics, justice, and the law. (Summer on sufficient demand)

CJ 530. Criminal Evidence. (3 Credits)
An examination of the basic principles of evidence including but not limited to testimonial and physical evidence used in the prosecution of criminal cases.

CJ 534. Criminal Procedure. (3 Credits)
Examines the procedural requirements for judicial processing of criminal offenders. Topics include the concepts of evidence sufficiency, standards of proof, due process, and constitutional safeguards.

CJ 550. Theory and Control of Crime. (3 Credits)
An examination of the major theories of criminal behavior and their implications for crime control policies.

CJ 580. Psychological Dimensions of Criminal Justice Practice. (3 Credits)
Examines the psychological dimensions of criminal justice practice. Topics include the psychology of criminal conduct, the science for forensic profiling, the interviewing and interrogation of suspects, witnesses and victims, the interpersonal relationships among criminal justice professionals and members of the public, and other timely selected topics.

CJ 591. Special Topics. (3 Credits)
This course surveys a contemporary justice issue. Topics will be treated by developing a theoretical understanding of the issue, and will foster both writing and critical inquiry skills. Course may be substituted for one upper-level elective in criminal justice.

CJ 606. Contemporary Issues in Juvenile Justice. (3 Credits)
An analytical approach to the controversies surrounding the juvenile justice process, including the goals of the systems, police-juvenile interaction, juvenile adjudication, and corrections.

CJ 610. Nature and Function of the American Judicial System. (3 Credits)
Structure and function of the American judicial system; judicial process, ethics and decision making in the criminal and juvenile courts.

CJ 614. Management and Policy in Criminal Justice Organizations. (3 Credits)
Approaches to the effective management of criminal justice organizations, with specific emphasis on personnel management and policy implications. Specialized topics include management principles, organizational structures, legal mandates, and political and social influences.

CJ 618. Crime in America. (3 Credits)
This course will focus upon the statistical patterns of specific crimes, the modus operandi of offenders, the social-psychology of specific types of offenders (rapists, arsonists, etc.), techniques of crime prevention/protection, and potential solutions to the crime problem.

CJ 622. Contemporary Issues in Corrections. (3 Credits)
An analytical examination of current issues in corrections, including those applicable to American prisons and jails, probation, parole, and correctional programs both within correctional institutions and in the community.
CJ 630. Victimology. (3 Credits)
The study of victims and victimization, including sources of victimization data, patterns of victim/offender relationships, the role of victims in their own victimization, special needs of victim types, responses of the community, law enforcement, judicial, and correctional systems to the needs of victims.

CJ 634. Advanced Criminal Procedure. (3 Credits)
Investigation, pretrial procedure, trial procedure and sentencing, post-trial motions, appeals, reviews, and remedies in the criminal courts.

CJ 640. Methods of Research in Criminal Justice. (3 Credits)
The application of the elements of scientific research to criminal justice; the implementation of research designs, methods, and tools; data processing analysis.

CJ 645. Advanced Statistical Applications. (3 Credits)
An examination of the use of inferential statistics in the analysis of criminal justice data. Major course topics will include the analyses and applications of probabilities, chi-square, t-test, ANOVA, correlations, and bivariate and multiple regression.

CJ 650. Criminological Theory. (3 Credits)
A critical analysis of the major criminological theories and their empirical foundation with emphasis on current theory and research.

CJ 660. Comparative Criminal Justice. (3 Credits)
A study of international expressions of law, police, courts, and corrections emphasizing how various countries organize and administer their formal social control efforts. This course aims to provide students with an opportunity to contrast American criminal justice practices with those of several countries so as to understand why criminal justice systems work as they do and what advantages and disadvantages are related to such expressions of criminal justice.

CJ 690. Contemporary Issues in Law Enforcement. (3 Credits)
An analytical examination of the controversies surrounding law enforcement practice, with primary emphasis on its functions, problems, administration, and interaction with other criminal justice agencies.

CJ 691. Special Topics. (3 Credits)
This course offers an opportunity for faculty and students to explore in depth topics of contemporary interest in the area of criminology and criminal justice that are not generally covered in the standard courses. While course content will vary from section to section, topics will be developing an empirical and practical understanding of the issues featured in the course, and will foster both writing and critical thinking skills.

CJ 695. Thesis. (3-6 Credits)
This course involves the selection of a thesis topic, collection and analysis of primary or secondary data, and the composition of the thesis, and thesis defense under faculty supervision. This course may be used to maintain continuous enrollment. Permission of supervising faculty and graduate director are required.

CJ 698. Comprehensive Examination. (0 Credits)
Orientation to and administration of a written comprehensive examination for the MSCJ program. A non-credit course required of all candidates to be taken the last term in which the student is expected to complete all other program requirements. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory will be recorded on the transcript. A grade of "S" is required for graduation; may be repeated once. Prerequisite: student must have completed all other program requirements or be enrolled in the last course for program completion.

CJ 699. Independent Study/Research. (3 Credits)
Guided independent study and/or research in an area related to criminal justice administration. Prerequisite: approval from the department chair.

CNH-Culinary/Nutrition/Hospit (CNH)

CNH 504. Hospitality Organizational Management. (3 Credits)
Management principles for hotels and restaurants, supervisory development and training, labor relations, managerial interpretation and evaluation of current systems and procedures. Activities and assignments completed in this course contribute to the achievement of the CIEP Family and Consumer Sciences competencies (Standard 4: Food Science, Dietetics, and Nutrition Standard, 8: Food Production Services, and Standard 9: Hospitality, Tourism and Recreation).

CNH 630. Culinary Food and Beverage Operation. (3 Credits)
Successful employment is based on annual profit and loss of Food and Beverage operation; therefore, this course will focus on both front and back of the house operation of the service industry. Emphasis will be on controllable and non-controllable purchasing strategies, Hazard, Analysis, Critical, Control, (HACCP) principles, principle of menu writing, the development and analyzing of income statement, and the use of current technology in food service operation. Activities and assignments completed in this course contribute to the achievement of the CIEP Family and Consumer Sciences competencies (Standard 4: Food Science, Dietetics, and Nutrition, and Standard 8: Food Production Services).

CNH 650. Topics in Nutrition. (3 Credits)
This course exposes students to a variety of nutritional topics including nutrient sources and functions, factors influencing nutritional intake, national nutrition guidelines, relationships between nutrition and health and how nutritional factors influence performance. Activities and assignments completed in this course contribute to the achievement of the CIEP Family and Consumer Sciences competencies (Standard 4: Food Science, Dietetics, and Nutrition).

CNH 679. Continued Enrollment. (1-3 Credits)

CNH 779. Continued Enrollment. (1-3 Credits)

COM - Communication (COM)

COM 500. Communication Law and Ethics. (3 Credits)
Advanced study of the laws and regulations affecting media in the United States. Topics include constitutional rights including speech, press, and privacy, relevant court decisions, and current regulation of electronic media. A major project will be required. (Offered upon sufficient demand)

COM 502. Persuasion. (3 Credits)
Advanced study in the analysis of the principles and techniques used in all forms of persuasive communication. The course includes both theoretical and applied work concerning the use of communication to produce specific attitudes within receivers. A major project will be required. (Offered upon sufficient demand)

COM 540. Organizational Communication. (3 Credits)
An analysis of communication within complex organizations. Areas covered include communication auditing, organizational socialization, decision-making, leadership, functionalist, interpretive, and cultural perspectives, systems and information processing approaches, communication networks, structure and environment, and other classic and contemporary issues. Students will be required to complete an International Communication Association (ICA) style audit and act as a Communication Consultant to an organization.
CS - Computer Science (CS)

CS 510. Programming Languages. (3 Credits)
Programming language concepts; syntax; characteristic of grammars such as context-free and ambiguous; Backus-Naur Form; organization of programming languages such as block structure, list processing, etc. Prerequisite: CS 255.

CS 521. Automata Theory and Compiler Construction. (3 Credits)
Formal grammars, mathematical machines and their relationships. Compiler writing techniques and their application on a simple language. Prerequisite: CS 355.

CS 561. Numerical Analysis. (3 Credits)
Error analysis for iterative methods; approximation theory; numerical differentiation and quadrature; initial-value problems for ordinary differential equations; iterative techniques in matrix algebra. Also listed as MA 561 but creditable only in the field for which registered. Prerequisites: CS 155 or 210; MA 227.

CS 587. Computer Architecture. (3 Credits)
Boolean algebra and the elements of logic design. Study of the theory and design of register transfer, arithmetic unit, control unit, and memory. Micro, mini, and mainframe processors. Design options including array processors, stack-based processor, pipelining, and multiprocessing. Prerequisites: CS 310, 386.

CS 590. Graduate Seminar. (3 Credits)
Computer science topics selected according to the needs of the students. Prerequisites: graduate classification and departmental approval.

DA - Data Analytics (DA)

DA 541. Statistical Analysis Systems. (3 Credits)
Using SAS for data analysis, regression, forecasting, timeseries analysis of variance, charts, plots, and market research. Prerequisite: MBA 601.

DA 570. Regression and Time Series Analysis. (3 Credits)
Extensive analysis of simple and multiple regression in both linear and nonlinear forms. Techniques of instrumentation variables and model building. Extensions of regression to time-series and econometrics. Emphasis is on application of models to actual business problems. Prerequisite: MBA 601.

DA 590. Experimental Design and Advanced Statistical Process Control. (3 Credits)
Basic experimental design and statistical process control methods, including randomized block, factorial, nested, repeated measures, and Shewhart, CUSUM, EWMA, and retrospective control charts. Emphasis is placed on techniques commonly used in industrial data analysis. Prerequisite: MBA 601.

DA 662. Analytical Tools for Strategic Decision Making. (2 Credits)
DA 662 presents sophisticated analytical tools for making effective short- and long-term business decisions. Topics covered include: regression, forecasting, framing, scanning, visioning, and planning. The course employs elements of traditional Decision Theory and Foresight methodology. Prerequisite: MG 600 or MBA 601. (Fall, Spring)

DA 669. Quantitative Techniques in Business. (3 Credits)
Matrix algebra, differential calculus, optimization techniques for functions of several variables and integral calculus. Prerequisite: MBA 601.

DA 670. Decision Theory. (3 Credits)
Quantitative techniques for decision making and optimization in business and economics; use of Bayesian Analysis; game theory; queuing theory; linear programming theory; inventory control and simulation. Prerequisite: MBA 601.

DA 671. Statistical Quality Control. (3 Credits)
This course covers the fundamentals of statistical quality control and statistical process control. Topics include X-Bar, R, P and Sigma charts; control of nonconformities and special process control. Also included are various acceptance sampling techniques and other selected topics. Prerequisite: MBA 601.

DA 680. International Experience and Internship. (3 Credits)
Study abroad experience to include structured group visits to businesses and business centers; lectures delivered by managers involved in international trade, internship experiences, and/or structured participation in a university sponsored academic program. Program must be approved in advance by MBA Graduate Program Coordinator and Dean of the College of Business. (Offered upon sufficient demand)
DA 688. Quantitative Finance. (3 Credits)
This course introduces the fundamental mathematical tools and financial concepts needed to understand quantitative finance, portfolio management and derivatives. Key topics include: the random behavior of asset prices, the Black Scholes model, the Black-Scholes formulae and the Greeks, early exercise and American options, how to delta hedge, fixed-income products and analysis: yield, duration and convexity, swaps, the binomial model and financial modeling in Excel VBA. It is expected that students will have significant experience using Excel spreadsheets. Also listed as FI 688 but creditable only in field for which registered. Prerequisite: FI 632 or approval by department chair.

DA 698. Independent Study/Research. (3 Credits)
Guided independent study and/or research in an area related to data analytics. Prerequisite: approval of the department chair.

EC - Economics (EC)

EC 528. History of Economic Thought. (3 Credits)
A survey of theories of the principle thinkers in economics. Classical liberalism and conservatism of Smith and Mill; critiques of capitalism by Marx and the socialists; Keynesianism; neo-classical thought; Schumpeter; Galbraith; Freidman.

EC 563. International Trade and Finance. (3 Credits)
The international exchange of goods and services with particular attention to the bases of international trade; procedures in importing and exporting; commercial policies and treaties; foreign investments; balance of payments; tariffs, quotas, and other exchange controls. Also listed as FI 563 but creditable only in field for which registered. Prerequisites: EC 251, 252.

EC 627. Research and Report Writing. (3 Credits)
A critical review of research methods in the business disciplines. Subjects discussed include nature and sources of secondary data, primary data collection techniques, research design, sample selection, and/or model building. Further, students will explore and prepare various accounting, financial, and general business forms, statements, and reports applicable to business research. Also listed as AC 627, CIS 627, FI 627, MG 627, and MK 627 but creditable only in field for which registered. Prerequisites: EC 251, 252.

EC 650. Managerial Economics. (3 Credits)
Study and use of economic tools of analysis in the operation of a business; use of applied microeconomics to aid decision making in business firms and other organizations. Prerequisites: EC 251, 252; QM 295.

EC 653. Advanced Managerial Economics. (3 Credits)
Topics in applied microeconomics and managerial economic theory. Prerequisite: EC 650.

EC 655. Economic Analysis. (3 Credits)
Applied aggregate economics. Topics in national income theory, business cycles and forecasting, monetary theory and economic aspects of government policy, with implications for the business community. Prerequisites: EC 251, 252; QM 295 or equivalent.

EC 656. Seminar in Applied Macroeconomics. (3 Credits)
Topics in monetary policy, fiscal policy, and stabilization policy. Prerequisite: EC 655.

EC 661. Regional Innovation Ecosystems. (3 Credits)
This 15-module course helps learners understand the nature of innovation in the context of regional economies and how innovation systems can be designed and guided. Participants will also learn how to use data tools to help identify a region’s capacity for innovation and how accelerating innovation can help lead to economic growth.

EC 662. Collaborative Leadership. (3 Credits)
Designing and guiding complex collaborations requires a different skillset than other types of leadership. Participants will learn about those skills, how they can be applied in economic development in ways that leverage the power of networks, and build sustainable collaborations.

EC 664. Economic Development & Innovation Policy. (3 Credits)
Over the last 50 years economic development policy has concentrated on industrial recruitment and the local and state policy tools have remained largely unchanged. Participants will learn about new policy tools that encourage innovation-based economic development.

EC 680. International Experience/Internship. (3 Credits)
Study abroad experience to include structured group visits to businesses and business centers; lectures delivered by managers involved in international trade, internship experiences, and/or structured participation in a university sponsored academic program. Program must be approved in advance by MBA Graduate Program Coordinator and Dean of the College of Business.

EC 692. Strategic Microeconomic Analysis for Managers. (2 Credits)
This course is designed to enhance managerial decision-making through the application of microeconomic concepts and tools to the strategic management of the firm and other organizations. Topics to be examined include: supply and demand estimation and analysis, price determination, elasticity, consumer behavior, constrained and unconstrained optimization, etc. Prerequisite: EC 251 or MG 600 or MBA 601. (Fall, Spring)

EC 698. Independent Study/Research. (3 Credits)
Guided independent study and/or research in an area related to economics. Prerequisite: approval of the department chair. (Offered on sufficient demand)
**ECE - Early Childhood Education (ECE)**

**ECE 000. Graduate Capstone. (0 Credits)**
Required course for candidates pursuing a master’s degree in Early Childhood Education with the exception of the Alt-A Program. A grade of S (Satisfactory) is given to candidates who successfully complete the Capstone Assessment. ECE 000 is required during the candidate's final semester. (Fall, Spring, Summer)

**ECE 500. Seminar in Early Childhood Education. (1 Credit)**
An introduction to the study of teaching as a profession with an emphasis on the role of the early childhood teacher, professionalism, and developmentally appropriate practice related to early childhood education. (Fall, Spring, Summer)

**ECE 506. Mathematics for Early Childhood Education. (3 Credits)**
Practical techniques and methods of guiding the learning experiences of the young child in mathematics. Candidates will learn about the research and strategies that support how young children learn mathematical concepts. Teaching experiences will emphasize the instruction, assessment, and analysis of mathematical learning for children in early childhood. Emphasis will be placed on producing original research related to early childhood mathematics. (Fall, Spring)

**ECE 510. Infants and Toddlers. (3 Credits)**
The purpose of this course is to introduce students to the field of infant and toddler care and development. Specifically, students will examine appropriate childcare practices based on a developmental perspective of education. Topics include a discussion of infants’ and toddlers’ physical, cognitive, and socio-emotional development; appropriate care and routines of infants and toddlers; building relationships with infants and toddlers; guiding the behaviors of infants and toddlers; effective communication with families and colleagues; responsive and culturally sensitive caregiving techniques; and the design of an infant/toddler program. Activities and assignments completed in this course contribute to the achievement of the CIEP Family and Consumer Sciences competencies - Standard 7: Education, Early Childhood Education and Services.

**ECE 550. Inquiry and Investigation in Early Childhood Education. (3 Credits)**
A study of research-based strategies that promote inquiry, engagement, and investigation in science and social studies. Assessment, intervention, and acceleration strategies will be explored. Emphasis will be placed on producing original research related to inquiry and investigation in the early childhood classroom. (Summer)

**ECE 570. Clinical Residency in Early Childhood Education. (3 Credits)**
A residency designed to support teacher candidates in their demonstration of teaching quality and effectiveness. Candidates will bring theory to practice as they collaborate with a teacher in an early childhood classroom to engage in the planning, teaching, and assessment of curriculum. Emphasis will be placed on producing original research related to planning, instruction, and assessment in the early childhood classroom. To be completed the semester prior to internship. (Fall, Spring)

**ECE 572. Early Childhood Education Internship. (3-9 Credits)**
Supervised observation, the study of learners, the study and use of desirable teaching methods in learning situations. This internship is a full day, full semester experience. The internship shall include a placement with at least two of the following age groups: birth-age3, age 3-5, age 5-8. International students must receive approval from the Office of International Affairs prior to course registration. (Fall, Spring)

Course Fees: $60

**ECE 603. Behavior of the Young Child. (3 Credits)**
Advanced studies of the behavior of young children focusing on research to analyze the strengths, needs, and motivations of children aged birth through eight. Instruction will emphasize the role of play in the early childhood and elementary environments.

**ECE 604. Partnerships in the Education of the Young Children. (3 Credits)**
Advanced studies of the interrelationships that exist in early childhood education related to analyzing, planning, and facilitating effective communication and strategic partnerships.

**ECE 609. Early Childhood Programs. (3 Credits)**
Advanced studies of programs in early childhood education. Instruction will focus on both historical and current programs and their organization, purpose, and impact on the profession. (Fall, Summer)

**ECE 610. Reading and the Language Arts in Early Childhood Education. (6 Credits)**
A study of research and instructional strategies used to teach early childhood reading and language arts. Candidates will explore and engage in opportunities to apply theory, instructional strategies, and materials for guiding the young child in initial reading and language arts. Emphasis will be placed on producing original research related to reading and the language arts in early childhood classrooms. (Fall, Spring)

**ECE 637. Issues in Early Childhood Education. (3 Credits)**
Study of selected problems facing early childhood school teachers as identified through professional literature, interviews with educators, and discussion. Students will select one or more actual problems confronted in their situation and develop a plan for it solution.

**ECE 673. Methods and Materials in Early Childhood Education. (3 Credits)**
Advanced studies of appropriate methods and materials for the development and education of young children. Instruction will emphasize the creation of developmentally appropriate instruction. (Fall)

**ECE 679. Continued Enrollment. (1-3 Credits)**

**ED - Education (ED)**

**ED 000. Graduate Capstone. (0 Credits)**
Required course for all graduate programs in the Secondary Education Program with the exception of the Alt-A Program. A grade of S (Satisfactory) is given to a candidate who successfully completes the Capstone Assessment. ED 000 is required during the candidate's final semester. (Fall, Spring, Summer)

**ED 515. Methodology and Assessment of Teaching English as a Second Language. (3 Credits)**
This course examines the best practices of teaching and assessing the ESL/LEP candidates and allows opportunities to apply this knowledge. This course will also review and evaluate current ESL instructional materials, and examine and apply ways to modify and adapt content materials to better serve candidates who have limited English proficiency. (Fall)

**ED 540. Methods and Materials for Teaching English/Language Arts. (3 Credits)**
Practical aspects of teaching English/Language Arts in the secondary classroom. Topics will include grammar, composition, literature, speech, and drama. (Fall)
ED 578. Teaching Reading in the Content Areas. (1 Credit)
The identification and evaluation of reading skills with an emphasis on developing competencies and constructing reading exercises to improve skills using the content materials of secondary school subjects. (Fall, Spring, Summer)

ED 581. Educational Technology. (3 Credits)
An introduction to the role of technology as a teaching, learning and management tool in today's classroom. The course will develop skills needed to integrate the current technology into the instructional process, with special emphasis on using instructional software in the secondary classrooms.

ED 582. Internship Grades 6-12. (4.5 Credits)
Supervised observation and teaching in Grades 7-12 classes; the study and use of materials of instruction, and the use of teaching methods. International students must receive approval from the Office of International Affairs prior to course registration. (Fall, Spring)
Course Fees: $60

ED 584. Internship Grades P-12. (3.4 Credits)
Supervised observation and teaching in learning situations from the nursery school through the twelfth grade; the study and use of materials, and the use of appropriate teaching methods. International students must receive approval from the Office of International Affairs prior to course registration. (Fall, Spring)
Course Fees: $60

ED 585. Materials and Methods of High School Teaching. (3 Credits)
Unit organization of materials and lesson planning; general methods of teaching and classroom management; teaching methods in major fields. This course is only open to Alternative Class A students. (Fall, Spring)

ED 601. Methods of Educational Research. (3 Credits)
Study of traditional and emerging methods of research used in the education and social sciences. Students investigate the distinguishing features and uses of qualitative, quantitative, and mixed-method research designs. The course focuses on the theoretical and practical basis of research along with the fundamentals of problem identification, hypothesis, sampling, instrumentation, and data collection. Data analysis includes descriptive statistics, use of test scores, t-test, and an introduction to ANOVA. (Spring, Summer)

ED 603. Trends, Issues, and Diversity in Learning. (3 Credits)
This course examines philosophical, social, cultural, historical, political, and legal issues in schools. It is designed to acquaint students with different theories of learning and to provide students with an opportunity to explore some of the current trends in learning theory and research as they apply to education.

ED 605. Curriculum Development. (3 Credits)
Curricular practices designed to produce intended outcomes with students enrolled in the various levels of the school organization will be examined. Current research, theory and practice for curriculum design and development will be analyzed and evaluated for application with the exponent of curricula preparation for a specific student population. (Spring, Summer)

ED 608. Advanced Topics in ESOL. (3 Credits)
This course will introduce and provide analyses of the main issues and theories in second language acquisition and analyze the instructional implication of the issues and theories of second language acquisition. (Spring)

ED 610. Multicultural Issues of Teaching ESOL. (3 Credits)
This course provides candidates with the knowledge and understanding of language acquisition and development, the nature and role of culture and cultural groups to construct learning environments that support the cultural identities, language and literacy development, and content-area achievement of English Language Learners. Students will also gain knowledge of how cultural identities, both group and individual, affect language learning and school achievement. (Spring)

ED 615. Introduction to Education. (3 Credits)
This course provides students with an overview of the field of Education. It will explore best practices in teaching, lesson planning, and creating a quality instructional environment.

ED 620. Practicum in ESOL (Adult or Advisor Approved P-12 Setting). (3 Credits)
Supervised observation and teaching of English language learners. Within the internship, candidates will demonstrate the ability to apply methods of working with adult English language learners in the classroom. International students must receive approval from the Office of International Affairs prior to course registration. (Offered upon sufficient demand)

ED 621. Internship in ESOL (P-12). (3 Credits)
Supervised observation and teaching of English language learners. Within the internship, candidates will demonstrate the ability to apply methods of working with English language learners in the classroom. Candidates will be placed in a P-12 setting. International students must receive approval from the Office of International Affairs prior to course registration. (Offered upon sufficient demand)

ED 625. Digital Literacy Instructional Context. (3 Credits)
This course provides students with an overview of best practices and characteristics of instructional environments with digital content. Students will explore frameworks for designing instruction to address how people think and learn in a global society, participate in a digital culture, design solutions to authentic problems, create innovative products using digital tools, and share knowledge within networks.

ED 634. Advanced Methods of Teaching in Grades 6-12. (3 Credits)
Intensive study of current literature and analysis of research applied to classroom teaching. This course is not open to Alternative Class A students. Prerequisite: Initial teaching certification or instructor approval. (Fall)

ED 640. Statistical Methods in Education. (3 Credits)
Educational Statistics is an introductory graduate statistics course using quantitative methods for inquiry in the educational, social and behavioral sciences. Candidates will be exposed to the fundamental concepts and procedures of descriptive and inferential statistics. Candidates will develop competence in reading and understanding statistics topics from sources such as texts, dissertations, journals, or technical reports. The course includes an introduction to the use and interpretation of SPSS®, and a statistics lab component will be required. Descriptive and basic inferential statistics, including graphs, frequency distribution, central tendency, dispersion, correlation, and hypothesis testing.

ED 643. History and Philosophy of Education. (3 Credits)
History and Philosophy of Education. 3 semester hours. Development of education with emphasis on the accompanying political, economic, scientific, psychological, and philosophical movements. The chief principles of modern philosophies of education will be analyzed and evaluated, with particular emphasis on the democratic philosophy.
ED 644. Ethics and Education. (3 Credits)
Examination of historical and modern ethical systems and the application to current problems and issues in education. (Offered upon sufficient demand)

ED 655. Evaluation in Modern Education. (3 Credits)
Principles and procedures for developing evaluation programs, including evaluation of pupils, programs, curricula, and teaching. (Fall, Summer)

ED 661. ESOL Applied Studies Block #1. (3 Credits)
This course provides an applied studies approach to educational research, curriculum, educational psychology, disabilities, and technology. Concepts learned through this course will be applied and demonstrated in an ESOL internship setting. (Offered on sufficient demand)

ED 662. ESOL Internship Block #1. (3 Credits)
Supervised observation and teaching in an ESOL classroom; the study and use of materials of instruction; and the use of teaching methods. Application of concepts from ED 663. Internship may be conducted in the United States or abroad. International students must receive approval from the Office of International Affairs prior to course registration. (Offered upon sufficient demand)

Course Fees: $60

ED 663. ESOL Applied Studies Block #2. (3 Credits)
This course provides an applied studies approach to educational research, curriculum, educational psychology, disabilities, and technology. Concepts learned through this course will be applied and demonstrated in an ESOL internship setting. (Offered on sufficient demand)

ED 664. ESOL Internship Block #2. (3 Credits)
Supervised observation and teaching in an ESOL classroom; the study and use of materials of instruction; and the use of teaching methods. Application of concepts from ED 663. Internship may be conducted in the United States or abroad. International students must receive approval from the Office of International Affairs prior to course registration. (Offered upon sufficient demand)

Course Fees: $60

ED 675. Content Literacy. (3 Credits)
This course will focus on the identification, evaluation, and application of content area literacy skills including reading, writing, listening, speaking, mathematics, technology, logic, and reasoning with an emphasis on constructing activities and exercises to build content areas literacy using the content materials and standards of secondary school subjects. (Fall, Spring)

ED 679. Continued Enrollment. (1-3 Credits)

ED 697. Special Topics in Education. (1-3 Credits)
Detailed examination of a specific topic in the field of education. Topic will be announced prior to the scheduling of the class. A course fee may be required according to the topic and course content. This course may be taken a maximum of two times for credit. Prerequisite: departmental approval. (Offered upon sufficient demand)

ED 779. Continued Enrollment. (1-3 Credits)

EDBA - Executive Doctor of Business Administration (EDBA)

EDBA 800. Discovering Applied Research. (3 Credits)
A graduate-level Research Methods course that introduces experienced business professionals to Social Science Academic Research. Students read and discuss academic literature, including seminal articles, to formulate an understanding of empirical research studies: the research process, academic writing, and interpreting results and findings. Students also learn to effectively use research databases, institutional review, legality, and ethics in research, and the peer-review publication process.

EDBA 805. Project Management for Applied Research. (1 Credit)
A graduate-level Special Topics course designed for experienced business professionals to explore best practices in project management with particular application to managing the research process. Students review traditional project management frameworks and discuss their application to the research process. Students will formulate a project management plan to manage their doctoral experience and dissertation process using traditional and emerging project management tools.

EDBA 810. Exploring Statistical Relationships in Business. (3 Credits)
A graduate-level Statistical Analysis course in which students learn and apply fundamental statistical methods using real-world data to address economic and business questions and draw inferences about relationships between variables in the population at large. Students learn techniques to analyze relationships with one random variable and then the relationship between two or more random variables. Ordinary least squares (OLS) regression is the most basic and most widely used way to summarize relationships in a sample of data between a dependent, or explained, variable and one or more independent, or explanatory, variables.

EDBA 811. Engaging with Applied Statistics Lab. (1 Credit)
A graduate-level Statistics Lab course designed to familiarize students with statistical software used in academic research. Students learn basics of statistical software including importing datasets from spreadsheets, syntax and operations, saving and managing files, and basic analytical operations used in advanced statistics courses.

EDBA 815. Prediction and Planning for Business Futures. (1 Credit)
A graduate-level Special Topics course designed for experienced business professionals to explore and engage with decision making strategies in uncertain and rapidly changing futures. Students learn and discuss the processes of strategic planning and strategic foresight tools. Topics include environmental scanning, visioning, scenario-building, forecasting, and implementation.

EDBA 820. Organizational Problem Solving; Design and Measurement. (3 Credits)
A graduate-level Research Methods course designed for experienced business professionals to frame organizational problems in the context of a scientific research study. Students learn to design a research study with consideration of operationalizing theoretical constructs and instrumentation. Topics include reliability, validity, survey design and administration, random sampling, generalizability, measurement scales, and psychometrics.

EDBA 825. Innovation System Solutions. (1 Credit)
A graduate-level Special Topics course designed for experienced business professionals to address problem-solving with a systematic approach to create, communicate, and commercializing solutions. Students learn and use an array of tools and processes including organizational leadership of innovation.
EDBA 830. Advanced Quantitative Analysis. (3 Credits)
A graduate-level Statistical Analysis course in advanced regression models, including logistic regression and 2-stage least squares. Students learn tools for applied researchers and industry professionals to categorize data accordingly via exploratory and confirmatory approaches (e.g., cluster analysis, factor analysis), and to use tangible real-world data to explore underlying theoretical constructs, e.g., structural equation modeling.

EDBA 835. Designing Technology for User Experience. (1 Credit)
A graduate-level Special Topics course designed for experienced business professionals to explore the means by which organizations can optimize the human experience with technology. As technology now encompasses virtually all aspects of the human experience, the interaction between humans and computers has become a focal point for organizations. Be drawing on research from human factors, cognitive psychology, and art and design, students develop an appreciation for, and an understanding of the user experience.

EDBA 840. Advanced Qualitative Analysis. (3 Credits)
A graduate-level Statistical Analysis course in which experienced business professionals are exposed to fundamental qualitative methods for discovering, observing, and analyzing a variety of organizational phenomenon that are best studied in a qualitative fashion. Students learn and use a variety of analyses including case methods, grounded theory, action research, phenomenology, ethnography, and comparative-historical inquiry.

EDBA 845. Emerging Methodologies for Organizations. (1 Credit)
A graduate-level Special Topics course that exposes experienced business professionals to emerging strategic frameworks and methodologies to address adaptive problems intrinsic to business strategy. Students encounter and engage in tenants of agile strategy such as framing appreciative questions, asset identification, leveraging assets to achieve strategic outcomes, and selecting appropriate projects to attain strategic objectives.

EDBA 855. Integrating GIS to Optimize Business Performance. (1 Credit)
A graduate-level Special Topics course designed for experienced business professionals to develop strategic competencies in linking organizational data with geographic tools and systems. This course leverages the University’s expertise in applied geography and applications such as ESRI software, resource utilization, regional and organizational planning, land use analysis, and remote sensing.

EDBA 861. Becoming Data Smart. (3 Credits)
A graduate-level Seminar course designed for experienced business professionals to illustrate the power and utility of business analytics for making predictions and informed decision making. As more of our everyday life is recorded and quantified, analytics are becoming standard in a number of fields, including information technology, banking, retail marketing, and consulting. Students learn how to construct and interpret decision trees, k-nearest neighbor predictions, Bayesian networks, and cluster analyses.

EDBA 862. Creative and Innovative Thinking. (3 Credits)
A graduate-level Seminar course designed for experienced business professionals to foster creativity and an innovative approach to developing products and services. Students will read and discuss applied research findings which may inform organizations on how to develop problem-solving, algorithmic thinking, and a culture of innovation.

EDBA 863. Emerging Issues in Business. (3 Credits)
A graduate-level Seminar course designed for experienced business professionals that examines contemporary issues and trends affecting organizations from a variety of business disciplines (e.g., management, marketing, economics, finance). Students will read and discuss current research and potential applications for industry, and may discover potential research/dissertation topics.

EDBA 864. Exploring Trends in the Global Economy. (1 Credit)
A graduate-level Special Topics course designed for business professionals to broaden their perspectives of the global economy and examine recent trends and research in international business by organizations. Students may have the opportunity to engaging first-hand with global corporations by participating in a trip abroad to earn course credit.

EDBA 865. Applied Decision Making and Optimization. (2 Credits)
A graduate-level Seminar course that exposes experienced business professionals to research on decision making and illuminates methodologies for improving business decisions. Students will be introduced to the theory, methodology, and application of optimization routines, including linear programming, integer programming, and dynamic programming.

EDBA 866. Applications of Disruptive Technology. (3 Credits)
A graduate-level Seminar course that allows experienced business professionals to experience, first-hand the disruptive technology that is changing the way we all do business, e.g., AI, Machine Learning, Cybersecurity, Blockchain.

EDBA 900. Developing Applied Research Skills. (2 Credits)
A graduate level Directed Study course designed for experienced business professionals to begin working with a major professor on research that may be further developed into a dissertation topic. Students will have to opportunity to apply newly acquired skills in research while receiving feedback and guidance.

EDBA 901. Dissertation Design. (3 Credits)
A graduate-level Seminar course that allows experienced business professionals to engage with topics they are passionate about and work in groups with faculty to develop their dissertation topics. Students will begin the process of structuring their dissertation design, data collection, and statistical needs and should finish the course with a dissertation proposal and ABD status.

EDBA 902. Dissertation. (3 Credits)
Upon approval from a Dissertation Committee, graduate students in the EDBA program are required to complete no less than 12 credit hours toward an original and approved dissertation topic. If a student does not finish the dissertation and graduate by the end of the 3rd year of the program, the student will need to register for an additional 3 hours of EDBA 902 for each academic term following until the student completes the dissertation.

EDL - Educational Leadership (EDL)

EDL 679. Continued Enrollment. (1-3 Credits)
EDL 779. Continued Enrollment. (1-3 Credits)
EDS - Educational Specialist (EDS)

EDS 679. Continued Enrollment. (1-3 Credits)

EDS 701. Professionalism and Ethics in the School Culture. (3 Credits)
Candidates will demonstrate the ability to examine personal and professional values and responsibilities for ethical behavior and professional conduct, as described in the American Educator Code of Ethics and other states’ codes of educator ethics and professionalism. Review of relevant ethical issues challenging educators are examined regarding school policies and practices impacted by local, state, and federal laws and regulations. (Summer)

EDS 702. Applied Research I. (3 Credits)
The purpose of this course is to develop project-based research to improve instructional and school-based decision making action. An action research proposal will be developed for problem analysis in a school setting and Instructional Review Board approval for the research project will be required. A grade of B or better is requisite. Prerequisite: completion of a Master’s degree course with a grade of B or better. (Fall)

EDS 703. Digital-Age Leadership to Enhance Student Learning. (3 Credits)
The course examines the transformational power of emerging technologies on improving student learning in schools. Candidates will gain knowledge and ability to lead schools to use, evaluate, plan, and implement technologies to effectively enhance school learning and digital-age classes. (Summer)

EDS 704. Culturally Proficient Leadership. (3 Credits)
The course addresses the knowledge, skills and abilities necessary for being a culturally proficient leader. Candidates will explore cultural competency as a mind-set to align values and philosophies for effectively addressing the ever-changing diverse-school environment and populations. (Spring)

EDS 705. NBPTS: Issues and Trends. (3 Credits)
Teacher leaders are critical to successful schools by fostering a collaborative culture to support educator development and student learning. This course examines how school-based leadership impacts student learning by exposing candidates to the National Board of Professional Teaching Standards (NBPTS). The candidate will gain the knowledge and the ability to plan, implement and evaluate leadership practices based on national standards and core propositions. (Summer)

EDS 707. Law, Policy and Governance. (3 Credits)
This course is designed to review processes in educational policy and governance for P-12 schools. The Alabama Code will be utilized along with current legal issues and court cases. (Summer)

EDS 708. Advanced Curriculum Development. (3 Credits)
This course expands candidates’ knowledge and skills in curricular instructional leadership. The collaborative leadership process of aligning curriculum, design, assessment, and professional development is examined. Curriculum construction, implementation and evaluation are analyzed with critical reviews and in-depth research and discussion. (Summer)

EDS 709. Applied Research II. (3 Credits)
The purpose of this course is to complete project-based research focused on improving instructional and school-based decision making action research that was initiated in Applied Research I. Institutional Review Board approval is required prior to enrolling in this course. A grade of "B" or better is requisite. Prerequisite completion of Applied Research I with a grade of "B" or better is required. (Spring)

EDS 710. Comm and Stkhldr Relationship. (3 Credits)
This course is designed to prepare aspiring administrators to respond proactively to their stakeholders and media as partners in public education. (Fall)

EDS 720. Special Topics in Education. (3 Credits)
A variety of topics of study are available to eligible graduate students under this course number and title. Course number may be repeated to address different topics in Education. Departmental approval is required.

EDS 779. Continued Enrollment. (1-3 Credits)

EDT - Educational Technology (EDT)

EDT 601. Computer-Based Instructional Technologies. (3 Credits)
This is the first course, in a series of three, to familiarize classroom teachers with computer-based instructional technologies as they are applied in the educational environment. This course provides opportunities for teachers to become reflective decision makers as they explore ways to enhance their teaching strategies with computer-based technologies. Special fee: $30.00.

EDT 602. Current and Emerging Instructional Technologies. (3 Credits)
This is the second course, in a series of three, to familiarize classroom teachers with computer-based instructional technologies as they are applied in the educational environment. This course provides opportunities for teachers to become reflective decision makers as they explore opportunities to incorporate current and emerging technologies in the classroom. Special fee: $30.00.

EDT 603. Curriculum Integration of Technology. (3 Credits)
This is the third course, in a series of three, to familiarize classroom teachers with computer-based instructional technologies as they are applied in the educational environment. This course provides opportunities for teachers to become reflective decision makers as they develop the necessary skills to infuse technology into the curriculum. Special fee: $30.00.

EDT 651. Special Topics. (1-3 Credits)

EDT 679. Continued Enrollment. (1-3 Credits)

EDT 703. Digital-Age Leadership to Enhance Student Learning. (3 Credits)
The course examines the role of leadership as it relates to the importance of educational technology in schools. Candidates will gain knowledge and ability to use, evaluate, plan and implement technology to effectively enhance the school environment.

EDT 779. Continued Enrollment. (1-3 Credits)

EED - Elementary Education (EED)

EED 000. Graduate Capstone. (0 Credits)
Required course for candidates pursuing a master’s degree in Elementary Education. A grade of S (Satisfactory) is given to candidates who successfully complete the Capstone Assessment. EED 000 is required during the candidate’s final semester. (Fall, Spring, Summer)

EED 505. Evaluation and Remediation of Reading Problems. (3 Credits)
A study of administering and analyzing formative assessments. Candidates will research and engage in developmentally appropriate reading interventions based on analysis of formative reading assessments. Emphasis will be placed on candidate producing original research related to formative assessments. (Fall, Spring, Summer)
EED 601. Methods of Action Research for Educators. (3 Credits)
Advanced studies of the research process focusing on the relationship between problems of practice and educational research. Students will create an action research proposal addressing a classroom-specific issue related to candidate's practice. (Fall, Summer)

EED 602. Applied Action Research for Educators. (3 Credits)
Advanced studies of applied research methods in an educational setting. Instruction will emphasize research that addresses a specific, systematic inquiry related to candidate's practice. Students will conduct an action research study. Upon completion of this course the candidate will: 1) Identify a problem of practice and pose researchable questions that address this problem; 2) Outline a plan for collecting data with a suitable sample to answer the research question; 3) Outline a realistic and relevant plan for analyzing the data; 4) Conduct basic analyses of quantitative and qualitative data sets; 5) Develop an understanding regarding writing and disseminating the Action Research Report. Prerequisite: EED 601.

EED 603. Creating Inclusive Classroom Communities. (3 Credits)
Advanced studies in the creation of an inclusive environment that supports learning for all students. Course topics include: diversity; collaboration; technology; differentiated instruction; universal design for learning; and culturally responsive and reflective classroom practices. Professional standards for preparing teachers to work in today’s diverse classrooms support the course content. Upon completion of the course, the advanced candidate will be able to: 1. Examine general characteristics of students with exceptional needs and identify strategies and resources to address these needs; 2. Identify and apply effective teaching strategies for each content area in an inclusive environment; 3. Plan lessons and units using effective instructional activities and formative assessment including appropriate modifications and accommodations for diverse learners in a variety of instructional settings; 4. Implement Universal Design for Learning within the framework of the classroom; and 5. Incorporate and implement instructional and assistive technology into students’ educational programs.

EED 605. Instructional Technology. (3 Credits)
Advanced studies of the concepts, practices, and research related to instructional technology for young learners, as well as those with exceptionalities. (Fall, Summer)

EED 608. Creative Growth Through Literature for Children. (3 Credits)
Advanced studies of the concepts, practices, and research related to teaching of children's literature in the early childhood and elementary environments. (Fall)

EED 610. The Master Teacher. (3 Credits)
Advanced studies of accomplished teaching models and their impact on student learning. The design and implementation of sustaining professional development will be explored. Instruction with emphasize growth mindsets of the master teacher. Objectives: 1) Investigate models of accomplished teaching 2) Explore the National Board of Professional Teaching Core Propositions 3) Engage in professional growth and leadership.

EED 611. Issues in Early Childhood and Elementary Education. (3 Credits)
Advanced studies of current issues affecting early childhood and elementary education. Instruction will emphasize the review of literature; the exploration of current local, national, and international educational issues; and the examination on how those issues impact practice. (Fall, Summer)

EED 612. Advanced Studies in Social Studies. (3 Credits)
Advanced studies of the concepts, practice, and research related to social studies in the early childhood and elementary environments. (Summer)

EED 613. Advanced Studies in Literacy. (3 Credits)
Advanced studies of the implementation of developmentally appropriate and standards-based literacy instruction. Instruction will emphasize the progression of reading and language arts content and strategies to support reading proficiency. (Spring, Summer)

EED 615. Advanced Studies and Research in Developmental Reading. (3 Credits)
Advanced studies of fundamental principles informing research-based literacy instructional methods and assessments, to support the literacy development of early childhood and elementary education learners experiencing difficulty with reading. Instruction will emphasize exploration of the literacy needs of students whose native language is not English, students with learning disabilities, and other diverse learners. (Spring)

EED 620. STEAM Education in the P-6 Classroom. (3 Credits)
An advanced study of facilitating integration of science, technology, engineering, art, and mathematics in early childhood and elementary classrooms. Emphasis will be placed on project-based learning, hands-on experiences, and applied research to maximize P-6 student learning.

EED 625. Advanced Studies in Assessment of Early Childhood and Elementary Learners. (3 Credits)
Advanced studies of research-based formative and summative assessments in the early childhood and elementary environments. In this course, the advanced candidate will demonstrate the following objectives through online submissions: 1) Identify and explain various types of measurement instruments and strategies according to their recommended use and skills measured. 2) Discuss the role of formative and summative assessment across the K-6 curriculum. 3) Describe the steps in Alabama’s Response to Intervention/ Instruction (RtI) process, including using RtI to identify students who have disabilities or learning challenges, including dyslexia. 4) Score and interpret student progress monitoring assessments across the curriculum. 5) Set appropriate goals for student progress and offer students opportunities to set learning goals. 6) Evaluate instructional practices and student learning and design instructional plans based on data.

EED 626. Teaching Mathematics and Problem Solving in the P-6 Classroom. (3 Credits)
An advanced mathematics methods class with an emphasis on problem solving and project-based learning in the early childhood and elementary mathematics classroom. Candidates will utilize and apply current research in early childhood and elementary mathematics education.

EED 651. Special Topics. (1-3 Credits)
EED 652. Special Topics. (1-3 Credits)
A special topics course used within the Teaching, Learning, and Leadership department used for multiple topics.

EED 678. Practicum in Elementary Education K-6. (3 Credits)
Supervised laboratory and field experiences in diverse K-6 public school settings. Emphasis is placed on meeting the technology knowledge and skills and the diversity elements as defined by the State Board of Education and NCATE standards.

EED 679. Continued Enrollment. (1-3 Credits)
EED 705. NBPTS: Issues and Trends. (3 Credits)
Teacher leaders are critical to advancing the nation's agenda for school reform. This course examines how school-based leadership impacts student learning by exposing candidates to the National Board of Professional Teaching Standards (NBPTS). The candidate will gain the knowledge and the ability to plan, implement and evaluate leadership practices based on national standards and core propositions.
EED 709. Applied Research II. (3 Credits)
The course will serve as the culmination of the research proposal approved in EDS 702. Candidates will design a comprehensive plan for implementation in a school/district. Data will be analyzed and evaluated.

EED 715. Curriculum Development by Teacher Leaders. (3 Credits)
This course is designed to develop skills for collaborating and leading colleagues in the planning, implementation, and evaluation of programs and curriculum. Emphasis will be placed on methods of determining curriculum priorities, recent developments in curriculum, learning research, and alternative modes of presentation.

EED 720. Exploring Issues in Elementary Education Impacting Student Learning. (3 Credits)
Educational leaders have significant and timely issues to deal with in the elementary school environment that have an impact on student learning. This course examines the role of leadership as it relates to these issues. Candidates will gain knowledge and ability to use, evaluate, plan, and implement action related to relevant issues in order to effectively enhance the school learning environment.

EED 725. Using Assessment to Make Instructional Decisions. (3 Credits)
This course emphasizes formative assessment strategies to use with K-6 students in the areas of reading, mathematics, writing, and behavior. Emphasis will be placed on choosing, administering, scoring, and interpreting these assessments to make instructional decisions involving differentiated instruction, goal setting, and services.

EED 779. Continued Enrollment. (1-3 Credits)

EEX - Education of Exceptional (EEX)

EEX 000. Graduate Capstone. (0 Credits)
Required course for candidates pursuing a master’s degree in Collaborative Teacher Education K-6 and/or 6-12. A grade of S (Satisfactory) is given to candidates who successfully complete the Capstone Assessment. EEX 000 is required during the candidate’s final semester. (Fall, Spring, Summer)

EEX 605. Survey of Students with Disabilities. (3 Credits)
Advanced studies of major laws, services, procedures, and programs of special education. Instruction will emphasize an introduction to the definitions, causes, and characteristics of various exceptionalities. (Fall, Spring, Summer)

EEX 606. Trends in Special Education. (3 Credits)
Advanced studies of current trends and critical issues in the education of at-risk populations. Instruction will emphasize the examination of recent legislation and court actions that drive national, state, and local policies and affect programming and services for students with exceptional learning needs.

EEX 610. Introduction to Students with Mild/Moderate Disabilities. (3 Credits)
Introduction to literature, etiology, definitions, and characteristics of students with mild/moderate cognitive, learning, and behavioral disabilities. (Offered on sufficient demand)

EEX 615. Introduction to Students with Severe Disabilities. (3 Credits)
Introduction to the literature, etiology, definitions, and characteristics of students with physical and multiple severe cognitive and behavioral disabilities. (Offered on sufficient demand)

EEX 617. Reading Instruction for Students with Disabilities. (3 Credits)
Study of methods and techniques useful in the development and implementation of individualized reading programs for students with disabilities. (Offered on sufficient demand)

EEX 620. Special Education Assessment. (3 Credits)
Advanced studies of assessments used in special education programs. Instruction will emphasize norm-referenced and curriculum-based assessments, individual standardized assessments, testing accommodations, modifications, and alternative assessment to meet exceptional learning needs. (Spring)
Course Fees: $30

EEX 621. Dyslexia/Rel Lrng Disabilities. (3 Credits)
Advanced studies of current research in dyslexia and the neuroscience of learning. Instruction will emphasize the examination of dyslexia identification, assessment, and support services as well as the analysis of various curricula and programs.

EEX 622. Autism and Developmental Disabilities. (3 Credits)
Advanced studies of Autism spectrum disorders including psychological and educational aspects of ASD throughout the life span. Instruction will emphasize learning profiles, assessment, and social and educational strategies. (Fall)

EEX 623. Emotional and Behavioral Disorders. (3 Credits)
Advanced studies of the characteristics of various emotional and behavioral disorders and identification procedures. Instruction will emphasize the identification of services, family support, and medical/therapeutic referrals for students with aberrant behavioral and/or emotional patterns. (Spring)

EEX 630. Collaborative Partnerships. (3 Credits)
Advanced studies of philosophy and strategies for developing and fostering collaborative partnerships with school personnel, parents, and the community. Instruction will emphasize leadership roles in collaborative partnerships. (Summer)

EEX 635. Behavior Analysis. (3 Credits)
Advanced studies of systems for identifying behaviors that interfere with successful education including referral, assessment, development, and implementation of intervention plans. Instruction will emphasize social skills instruction, behavior analysis, family support, and medical referrals. (Offered upon sufficient demand)

EEX 637. Collaborative Curriculum and Methods for Students with Disabilities. (3 Credits)
Curriculum and methods from a strong collaborative point of view are investigated and examined for use in an effective universal design for learning in secondary settings that are functioning within standards based reform and research based parameters. May be used as a substitution or elective for graduate students majoring in secondary education. (Offered upon sufficient demand)

EEX 640. High-Incidence Exceptional Learning Needs. (3 Credits)
Advanced studies of instructional strategies, materials, and curriculum. Instruction will emphasize tools for decision-making, planning, and implementing effective collaborative instruction for students with high-incidence exceptional learning needs. (Offered on sufficient demand)

EEX 642. Low-Incidence Exceptional Learning Needs. (3 Credits)
Advanced studies of etiology, definitions, and characteristics of students with low-incidence exceptional learning needs. Instruction will emphasize methods, materials, and curriculum that best serve the needs of students with physical, cognitive, and multiple disabilities. (Offered on sufficient demand)
EMB 603. Corporate Governance. (1 Credit)
Corporate governance is the set of processes, customs, policies, laws, and institutions affecting the way a company is directed, administered or controlled. Corporate governance also includes the relationships among the many stakeholders involved and the goals for which the corporation is governed. The principal stakeholders are the shareholders, the board of directors, employees, customers, creditors, suppliers, and the community at large. Students will learn the role and responsibility of boards of directors and top management.

EMB 604. Legal, Social, Ethical Environment of Global Business. (3 Credits)
A graduate student/practitioner overview of the legal, ethical, and regulatory environment in which global businesses must function. The course focuses on the role of business in society and will include a review of the legal system to include employment law, the court system, contract law, intellectual property, and international law. Integrated throughout the course are issues related not only to law but to ethics and social responsibility of organizations to society.

EMB 605. International Business Dynamics. (3 Credits)
This course involves a study of the differences in legal systems, political systems, economic policy, language, accounting standards, labor standards, living standards, environmental standards, local culture, corporate culture, foreign exchange market, tariffs, import and export regulations, trade agreements, climate, education and other emerging topics that may impact global trade.

EMB 606. Special Topics in Business. (3 Credits)
detailed study of a particular topic of special interest appropriate for business professionals who are preparing for executive positions. Topics will be announced prior to the scheduling and registration of the course.

EMB 607. Human Capital Development. (3 Credits)
This course will focus on moving the leaders of an organization beyond consideration of human resource management as merely asset utilization, and promoting an approach that considers human capital development as a long-term investment. Key topics of this course will include the theoretical, historical, and empirical foundations of human capital development, as well as the methodologies of identifying, measuring, and leveraging value adding intangible worker assets. (Fall)

EMB 612. Business Ethics and Responsibility in a Global Economy. (2 Credits)
This course examines the ethical obligations and responsibilities of leaders in both private and public sector organizations, with emphasis on those operating in today’s dynamic global economic environment. The goal is to help students develop effective decision-making and leadership skills necessary to resolve ethical dilemmas that arise in the workplace and the marketplace. Class will focus on current, contemporary issues in business ethics.

EMB 625. Leading Complex Collaborations. (3 Credits)
This course teaches emerging strategy practices, and the student will be able to understand and implement the skills of agile leadership in teams or organizations facing complex challenges and be able to design collaboration events. These same tools and approaches are being used in a rapidly growing number of organizations across the globe. The course is designed to be fast-paced and interactive. Students will learn a set of practical skills to help them become agile leaders, providing them with a knowledge of emerging management and leadership skills. The course will be an online hybrid within two parts: the first is "asynchronous" – taught over 7+ weeks. There are assignments for each module which must be completed. The second part includes four live two-hour sessions over 4+ weeks. Several times there will be a live session with the instructors announced through Zoom. Prerequisite: MBA 600. (Spring)

EMB 651. Special Topics. (1-6 Credits)

EMB 661. Financial Analysis for the Health Care Industry. (3 Credits)
A study of the application of the techniques of financial analysis and planning to the health care sector. All areas of financial analysis of hospitals, HMOs, clinics, and physician groups are examined in a variety of formations using case studies, team assignments, and role playing.
EN 671. Mk for Health Care Mg. (3 Credits)
An integrated course that provides health care management students an opportunity to analyze the unique marketing problems and opportunities facing the health care industry. Strategic marketing planning will be emphasized via development of a generic marketing plan. Course objectives will be accomplished through lecture, reading, discussion, case analysis and marketing plan development.

EN 680. Career Management and Professional Development. (1-3 Credits)
This course provides early and mid-career students an opportunity to explore their personal strengths and weaknesses, to develop strategies for managing their careers and for creating a professional development plan that encourages continuous professional development. Course strategies may involve research of specific career fields, analysis of personality profiles, pursuing internships and/or career shadowing opportunities, interviewing successful professionals, participating in 360-degree performance appraisals, and participating in other career enhancement opportunities. A faculty member in the discipline in which the student wishes to concentrate will supervise this independent study course. Students are encouraged to register for this course in the early stages of the MBA program.

EN 682. Global Business. (2 Credits)
This course will focus on business activity in foreign markets and the threats and opportunities facing firms and industries as they embark on the globalization process. Students will develop and/or clarify personal perceptions of foreign countries, cultures, business customs, legal systems, and commercial practices within selected markets and gain an understanding of the critical factors necessary for success for international firms.

EN 691. Strategy for Health Care. (3 Credits)
A capstone course integrating the functional areas of health care management. The role and techniques of strategic planning in the health care industry will be emphasized. Course objectives will be accomplished through lecture, reading, discussion, case analysis and case presentation.

EN 698. MBA Capstone Project. (3 Credits)
A comprehensive project selected by the students in their chosen field. Students are responsible for developing a formal proposal and after approval, collecting and analyzing the necessary data, presenting and defending recommendations to a panel of faculty and industry professionals. This project should address a work problem of significant magnitude and the analysis and recommendation should represent an appropriately high level of professionalism.

EN - English (EN)

EN 501. Chaucer. (3 Credits)
The major and minor works of Chaucer, including The Canterbury Tales and Troilus and Criseyde.

EN 502. Milton. (3 Credits)
Although some prose works are studied, the emphasis is on John Milton as a poet, with special attention to Paradise Lost.

EN 504. Old English Language and Literature. (3 Credits)
This course will enable students to achieve basic reading fluency in Old English. It is the study of the language and literature of the old English period. (449 AD to 1066 AD). Students will learn the grammar of Old English and will be able to read, translate, and interpret texts such as The Anglo-Saxon Chronicle, Aelfric’s homilies. The Dream of the Road, and Beowulf. Students will also consider these texts in connection with the cultural and historical backgrounds. Satisfies foreign language requirement for the Master of Arts in English.

EN 505. African-American Literature. (3 Credits)
An investigation of the development of African-American literature from the earliest works to the present. Critical examination of selected writers of poetry, drama, fiction, and nonfiction.

EN 506. Studies in Literature I. (3 Credits)
Studies in a specific author, genre, or time period. Focus may be English literature. American literature, literature of the western world, or other areas of world literature. These courses carry a Satisfactory (S) or Unsatisfactory (U) grade and do not count toward the required content hours for the Masters Degree in English. Prerequisite: Permission of the Director of Graduate Studies. Available only to international students in the Master of Arts in English Bridge Program.

EN 507. Studies in Literature II. (3 Credits)
Studies in a specific author, genre, or time period. Focus may be English literature. American literature, literature of the western world, or other areas of world literature. These courses carry a Satisfactory (S) or Unsatisfactory (U) grade and do not count toward the required content hours for the Masters Degree in English. Prerequisite: Permission of the Director of Graduate Studies. Available only to international students in the Master of Arts in English Bridge Program.

EN 508. Studies in Literature III. (3 Credits)
Studies in a specific author, genre, or time period. Focus may be English literature. American literature, literature of the western world, or other areas of world literature. These courses carry a Satisfactory (S) or Unsatisfactory (U) grade and do not count toward the required content hours for the Masters Degree in English. Prerequisite: Permission of the Director of Graduate Studies. Available only to international students in the Master of Arts in English Bridge Program.

EN 509. Studies in Literature IV. (3 Credits)
Studies in a specific author, genre, or time period. Focus may be English literature. American literature, literature of the western world, or other areas of world literature. These courses carry a Satisfactory (S) or Unsatisfactory (U) grade and do not count toward the required content hours for the Masters Degree in English. Prerequisite: Permission of the Director of Graduate Studies. Available only to international students in the Master of Arts in English Bridge Program.

EN 510. Black Southern Literature. (3 Credits)
This course will delve into the foundational role that Black Southern literature has had in the creation, growth, and continuation of the U.S. South as a geographic and/or as an imaginary space. While focused on U.S. Black Southern literature, the course will also recognize and hold space for Black literature produced in the tropical Souths of the Caribbean and Latin America.
EN 513. Transnational American Literature. (3 Credits)
This course will analyze the "transnational" turn in literature by re-examining national borders as porous, unbounded, and ever-changing. Potential topics may include slavery, colonialism, and capitalism; migration and immigration; and/or circulations of literary production, consumption, and influence. Course topics may rotate depending on the instructor's area of interest and expertise, and students may receive credit for the British, American, or diversity component of the core (depending on the course topic).

EN 534W. Language and Gender. (3 Credits)
This course closely examines the nature and function of sex differences in written and spoken language on a cross-cultural basis. While the emphasis is on spoken and written language, some attention is also paid to differences in nonverbal communication. The contrasts between stereotypes, about how women and men communicate, and the actual occurring patterns are carefully examined. The significance of different communication patterns is considered in connection with theoretical models drawn from sociolinguistics, anthropology, and psychology.

EN 535W. Writing Protest and Dissent. (3 Credits)
Explores some of the 400 years of rich writings and accounts of America's tradition of protest and dissent, and uses these as examples to guide and inspire the student writing of protest literature. (Fall, odd-numbered years)

EN 539. Technical Editing. (3 Credits)
This course is an interactive practice of the skills asked of technical editors. Using a workshop setting, students will be introduced to the roles technical editors play within various organizations. Students will complete several technical editing projects using both digital and hard copy editing methods. The ethics of technical editors will also be examined.

EN 540W. Grant Writing. (3 Credits)
This course provides writing students with the advanced knowledge necessary to research grant opportunities, design conceptual grant programs, develop and assess budgetary issues and prepare a final grant project for full review. Special focus is placed on nonprofit organizations. The curriculum is based on grant writing opportunities for existing nonprofit organizations. Students will learn about the opportunities available to them as grant writers.

EN 541. History of the English Language. (3 Credits)
Development of the English language and of modern English usage. (Offered on sufficient demand)

EN 542. Survey of Grammar. (3 Credits)
A study of contemporary English grammar comprising primarily morphology and syntax, with discussion of register and dialect. (Spring, odd-numbered years)

EN 543. Instruction of Composition. (3 Credits)
Approaches to and practice in the instruction of English composition.

EN 544W. Grant Writing for the Creative Writer. (3 Credits)
This course is designed for students of Creative Writing, professionals who are teaching Creative Writing, and students working in the non-academic and non-profit world who plan to submit their works for grants, fellowships, and/or retreats in the Arts and Humanities. (Spring, even-numbered years)

EN 545W. Multimodal Writing. (3 Credits)
This course closely examines theories of Multimodality. Students will begin with a close examination of Gunther Kress, the father of multimodality and end with a 360 degree examination of the future impact multimodal writing will have within the field. A case study approach will be used to introduce students to the various problem solving techniques that writers must use when considering the impact of multimodality.

EN 550. Folklore of the American South. (3 Credits)
Sources, backgrounds, and morphology of American folklore. Emphasis is given to research methods and to fieldwork.

EN 552. The American Novel. (3 Credits)
Intensive study of the American novel with regard to genre, history, them, or major authors. (Spring, even numbered years)

EN 553. The English Novel. (3 Credits)
Representative works in the development of the English novel.

EN 555W. Advanced Creative Writing: Fiction and Drama. (3 Credits)
A workshop approach to writing and editing fiction and drama for publication, with special emphasis on structure, theme, and characterization. Course may be taken for credit more than once under different instructors with departmental approval.

EN 555W. Advanced Creative Writing: Poetry and Creative Non-fiction. (3 Credits)
A workshop approach to writing and editing poetry and creative nonfiction for publication with emphasis on structure, theme, and craft. Course may be taken for credit more than once under different instructors with department approval.

EN 560. Literature of the American Frontier. (3 Credits)
An examination of the literature of the American frontier, beginning with authors such as James Fenimore Cooper and moving forward to modern writers such as Cormac McCarthy. Emphasis is on the changing perspective of the frontier as it progressed from the East coast to the West.

EN 563. Studies in Contemporary Global Literature. (3 Credits)
Concentrated study of the changing forms and themes of recent works written outside of Britain and the U.S. The course may focus on the literature of a particular geographical region, historical period, genre, or topic. Texts not originally written in English will be studied in translation.

EN 564. The Contemporary American Novel. (3 Credits)
A study of the changing forms and emerging themes of the American novel since in the last ten years. (Fall, even-numbered years)

EN 565. Contemporary Poetry. (3 Credits)
Extensive reading in the works of the contemporary British and American poets, with emphasis on their relation to the literary traditions of the past and their innovations and experiments in matter and form.

EN 566. Sociolinguistics. (3 Credits)
This course serves the student as an exploration of the theories and applications of socially constituted approaches to language and its uses, with a focus on American language varieties.

EN 572W. Rhetoric: Argument and Style. (3 Credits)
Examination of the ideas in writing and speech from classical Greek origins to modern times, with a focus on composition and on analysis of essays and speeches. Also listed as COM 572W but creditable only in the field for which registered.
EN 575W. Literacy, Culture, and Writing. (3 Credits)
This course is an extensive study of the major themes that inform the understanding of written and oral discourse. Emphasis is given to the historical impact the written word has had upon the technological development of modern society.

EN 581. Selected Topics in Literature. (3 Credits)
Concentrated study in specific narrow areas of world literature.

EN 590. English Internship/Practicum. (3 Credits)
Special problems and projects emphasizing practical experience in professional job situations through field assignments under departmental supervision. Prerequisite: Written permission of the chair of the department. (Fall, Spring, Summer)

EN 592. The Inside-Out Prison Exchange Program. (3 Credits)
The Inside-Out Prison Exchange Program is based on the belief that our society is strengthened when higher education is made widely accessible and allows participants to encounter each other as equals, often across profound social barriers. The program brings incarcerated (“inside”) and non-incarcerated (“outside”) people together for engaged and informed dialogue about crime, justice, and other issues of social concern. This program is delivered at Limestone Correctional Facility. Topics rotate based on the instructor’s area of interest and expertise but involve intersections of literature and social/criminal justice such as Restorative Justice in American Literature. Course may be taken for credit more than once under different topics with departmental approval.

EN 594. Special Topics in Film Studies. (3 Credits)
A study of a selected period or subject in film. Topics might include censorship in cinema; women in film; avant-garde cinema; national cinemas; film movements; spirituality in film; race and cinema; film rhetoric; or adaptation. Course may be taken for credit more than once under different topics with departmental approval.

EN 595W. Selected Topics in Writing. (3 Credits)
Concentrated study in specific areas of written composition. Course may be taken for credit more than once under different topics with departmental approval.

EN 596. Selected Topics in English Literature. (3 Credits)
Concentrated study in specific narrow areas of English literature. Course may be taken for credit more than once under different topics with departmental approval.

EN 597. Selected Topics in American Literature. (3 Credits)
Concentrated study in narrow areas of American literature. Course may be taken for credit more than once under different topics with departmental approval.

EN 601. Introduction to Graduate Studies: Bibliography and Research. (3 Credits)
Emphasis on contemporary methods and aims of literary research; special readings designed to familiarize students with a wide range of available source materials and research techniques. Required of students seeking a master’s degree in English.

EN 602W. Introduction to Graduate Studies: Writing Seminar. (3 Credits)
This course is an intensive study of written discourse typical of professional communities in business, education, and government. Attention will be given to global understandings of context to underscore the interdependence of technical and creative agency within writing.

EN 609W. Rhetorical Theory and Culture. (3 Credits)
The tradition of rhetoric in Western culture extends almost 3000 years through history an impacts nearly every facet of human communication. From Aristotle to the war on terrorism, this course covers a broad spectrum of definitions about rhetoric and the uses of rhetoric in business and creative endeavors in a global society.

EN 610W. Composition Theory. (3 Credits)
This course examines theories of written composition and the ways in which those theories inform education and business. Central to this study is an historical overview of the discipline, focusing on process and post process theories of composition that have emerged since the late 1960's.

EN 611. Studies in American Literature to 1830. (3 Credits)
Selected major authors, works, themes, and/or genres from the colonial period to the early Republic. (Fall, even-numbered years)

EN 612. American Literature 1830 to 1900. (3 Credits)
Selected major authors, works, themes, and/or genres from the early Republic to the turn of the century. (Spring odd-numbered years).

EN 613. American Literature 1900 to 1945. (3 Credits)
Selected major authors, works, themes, and/or genres from WWI to the Century. (Fall odd-numbered years).

EN 614. American Literature 1945 to Present. (3 Credits)
Selected major authors, works, themes, and/or genres from WWI to the present. (Spring even-numbered years).

EN 615W. Technical Writing. (3 Credits)
This course is an interactive study of the history, theory, and function of technical writing. Using a workshop setting, students will be introduced to the roles technical writers play within various organizations. A variety of working technical writers will join the class throughout the semester as guest speakers. Students will complete several technical writing projects while working in groups and individually. Global and local technical writing issues will be the examined using case studies, and the ethics of technical writers will also be examined.

EN 616. Composition Pedagogies. (3 Credits)
This seminar introduces graduate students to the pedagogies that shape our understanding of how to teach writing at the college level. We will explore the foundational pedagogies of the discipline of Composition and how knowledge gets made in Composition/Rhetoric. As part of the course, students will write analytical responses to readings and complete a seminar paper based on a pedagogical approach for the teaching of college level Composition.

EN 617. Writing Technologies. (3 Credits)
This on line course examines the three stages of writing technologies and their impact on personal writing processes. Central to this study is the composing of writing assignments via manual, mechanical, and digital means. Each student will compose one assignment with quill and ink, one assignment with a mechanical keyboard, and one assignment with a digital phone or tablet. Through class readings and discussion boards we will come to understand how each technology impacts our individual writing process.

EN 620. English Literature Before 1500. (3 Credits)
The political, social, and intellectual aspects of the Medieval period as reflected in the major literary works.

EN 621. English Literature: Renaissance to Restoration. (3 Credits)
The political, social and intellectual aspects of sixteenth and seventeenth-century England as reflected in the major literary works.
EN 622. Early Modern Drama Excluding Shakespeare. (3 Credits)
Selected major authors in Early Modern drama, excluding Shakespeare, from 1540 to 1800.

EN 623. Shakespeare. (3 Credits)
Intensive study of selected poetry and plays of William Shakespeare approached from a variety of perspectives, including but not limited to historical, theoretical, critical, or generic.

EN 625W. Document Design. (3 Credits)
This course is an intensive study of the rhetorical theory and research in document design. Attention will be given to both flat text documents and those in digital environments. The transfer of theory into practice is demonstrated through the practical application of design software. Successful team work and group work will be required.

EN 630. Jane Austen and the Romantic Novel. (3 Credits)
A study of the novels of Jane Austen and her contemporaries.

EN 631. English Literature: Restoration and Eighteenth Century. (3 Credits)
The political, social, and intellectual aspects of England from the Restoration to the publication of Lyrical Ballads, as reflected in major literary works.

EN 632. Romantic Poetry and Prose. (3 Credits)
An overview of Romanticism in English with readings from the expanding Romantic canon and an introduction to recent scholarship and disputes.

EN 633. Modern and Contemporary English Literature. (3 Credits)
Intensive study of major English writers since World War I.

EN 634. Victorian Poetry and Prose. (3 Credits)
Examination of Victorian novels, essays, and poems.

EN 635W. Publishing Practicum. (3 Credits)
This course allows writing students to experience the publishing process from beginning to end using a project/client as the basis for the course theme and focus. Projects will vary, but will range from both print to digital publishing. Students will build on skills acquired in other professional writing courses and couple those skills with the communication and management skills necessary to take a project from manuscript to print. (Spring, even-numbered years)

EN 641. English Linguistics. (3 Credits)
Analysis of contemporary American English: syntax, phonology, morphology. Traditional, structural, and transformational approaches.

EN 642. Cross-Linguistic Pragmatics. (3 Credits)
A study in the analysis of the similarities and differences in linguistic forms and patterns across diverse global cultures.

EN 645W. Seminar in Creative Writing. (3 Credits)
Workshop focusing on the student’s major genre and signature style as well as training in the history and traditions associated with the genre and style, theoretical and formal approaches to creative craft, and intensive peer and faculty feedback, with opportunities to assist in the production of a literary magazine or writing series. Course may be taken for credit more than once under different topics with departmental approval.

EN 653. Studies in the Novel. (3 Credits)
The novel as a literary genre approached from a variety of perspectives, including but not limited to generic, historical, theoretical, and single-author approaches. Course content varies. Course may be taken for credit more than once under different topics with departmental approval.

EN 655. Literary Criticism. (3 Credits)
Major critical trends in literary theory, with emphasis on criticism since 1945, including structuralist, cultural materialist, deconstructive, and feminist approaches to literature. Exploration of these theories and analysis of selected works of literature. Required of students seeking a master’s degree in English.

EN 656W. Seminar in Literary Editing and Publishing. (3 Credits)
Focused study of the role of literary editing in the industry; literary editing for the commercial and nonprofit press; revision of manuscripts; gallery proofs; queries; uses of blurs and cover endorsements; forewords and acknowledgments; agents and contracts; the protocols of e-publishing, self-publishing, and print-on-demand books; protocols expected from the small press, print and online little magazines, the university press, and the post-avant press; introduction to InDesign. Each student will produce a press-ready complete chapbook of his/her own original work.

EN 657. Creative Writing Pedagogy. (3 Credits)
The purpose of this course is to expose students to the history of creative writing pedagogy and the different methods of creative writing pedagogy. Students in the course will review creative writing pedagogy methods for classroom settings and nonacademic settings. The course will also provide students with opportunities to create sample assignments and lesson plans in creative writing.

EN 658W. Creative Writing Craft. (3 Credits)
Concentrated study of a single creative writing element of craft at the graduate level. Students will complete a number of creative and critical exercises in the course to give them a better understanding of the craft element and strengthen their skills in utilizing that craft element. Course may be taken for credit more than once under different topics with departmental approval.

EN 659W. Creative Writing Genre. (3 Credits)
Concentrated study of a single creative writing genre (poetry, fiction, or creative nonfiction) at the graduate level. Students will complete a number of creative and critical exercises in the course to give them a better understanding of the genre and strengthen their skills in the genre. Course may be taken for credit more than once under different topics with departmental approval.

EN 660W. Writing Internship. (3 Credits)
This course provides the student with an opportunity to work as a professional writer and earn college credit under the direction of an English graduate faculty member. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory performance will be recorded on the transcript. Course may be taken for credit more than once with departmental approval.

EN 665. Thesis. (3,6 Credits)
Selection of a research problem, review of pertinent literature, collection and analysis of data, and composition of a defensible thesis. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory performance will be recorded on the transcript. May be taken twice for three semester hours or once for six semester hours credit. Prerequisite: Permission of the Department Graduate Coordinator.

EN 691W. Selected Seminar in Writing. (3 Credits)
This course is a concentrated study in specific areas of writing. Course may be taken for credit more than once under different topics with departmental approval.
EN 694W. Directed Final Project. (3 Credits)
In addition to course requirements, MA in Writing candidates must complete an independent research project under the direction of a member of the English graduate faculty. This project should serve in some significant way as a culminating experience of the MA in Writing program. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory performance will be recorded on the transcript. May be taken twice for three semester hours or once for six semester hours credit. Prerequisite: Permission of the Department Graduate Coordinator.

EN 695. Thesis Defense. (0 Credits)
Orientation to and administration of a thesis defense for the MA in English program. A non-credit course required of all candidates for the thesis option. The course is to be taken in the last term in which the student is expected to complete all other program requirements. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory performance will be recorded on the transcript. A grade of "S" is required for graduation; the course may be repeated once. Prerequisite: student must have completed all other program requirements or be enrolled in the last course for program completion.

EN 696. Comprehensive Examination. (0 Credits)
Orientation to and administration of a written comprehensive examination for the M.A. in English program. A noncredit course required of all candidates for the non-thesis option. The course is taken the term in which the student expects to complete all other program requirements, or the term immediately thereafter. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory performance will be recorded on the transcript. A grade of "S" is required for graduation; the course may be repeated once. Prerequisite: student must have completed all other program requirements or be enrolled in the last course(s) for program completion. Corequisite: EN 699.

EN 697. Independent Study. (3 Credits)
Independent study or research under departmental determination, supervision, and evaluation. A student may take no more than two independent study courses. Prerequisite: permission of the chair of the department.

EN 698. Selected Topics in Literature. (3 Credits)
Study in a specific author, genre, or time period. Focus may be English literature, American literature, literature of the western world, or other areas of world literature. Course may be taken for credit more than once under different topics with departmental approval.

EN 699. Directed Readings and Research. (3 Credits)
Individually supervised reading and research in a literary period in preparation for Comprehensive Examination. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory performance will be recorded on the transcript. May be taken twice for three semester hours or once for six semester hours credit. Prerequisite: Permission of the Department Graduate Coordinator.

ENMF - Engineering-Manufacturing (ENMF)

ENMF 506. Quality Management and Six Sigma. (3 Credits)
Quality Management and Six Sigma: Concepts of six sigma and quality improvement methods. Understanding and application of advanced lean and statistical methods to improve the quality of products, services, processes and the management of resources. An understanding of statistical principles including distributions will be required and used throughout the class. Software such as R or SAS may also be used. (Spring)

ENMF 600. Applied Engineering Programming. (3 Credits)
Use of high level programming language (Matlab) and associated application programming interfaces (API) to design and create models for manufacturing processes. Programming methods for designing, implementing and using machines used in manufacture. The approach will be practical where students will learn to develop, debug and execute scripts to achieve specific objectives. (Fall)

ENMF 602. Advanced Applied Engineering Mathematics. (3 Credits)
Advanced Applied Engineering Mathematics: Mathematics remains the language which engineers design, modify and use machines. Topics covered will include: linear algebra, differential equations, numerical methods and approximations, use of computer algebra systems like MATLAB. (Fall)

ENMF 603. Advanced Engineering Principles. (3 Credits)
Concepts from all engineering disciplines that are important in understanding, designing and using manufacturing methods. The concepts could include: materials properties (including stress strain relationships), materials testing and analysis (including technologies to test bulk and surface properties), the movement of solids, liquids and gases (and basic thermodynamics), fundamentals of computer aided design (and additive/3D manufacturing), core concepts and ideas from circuits, power creation and transmission, machines and motors. Instructors may use special case studies that cover some of the concepts to understand failure modes or how a process could be optimized. The course is designed for students from all branches of traditional engineering disciplines. Prerequisites: ENMF 600 and ENMF 602 . (Spring)

ENMF 604. Precision Control and Automated Manufacturing. (3 Credits)
The primary objective of this course is to provide an understanding and help the students master the concepts of dynamics and control algorithms of precision systems. The course will also present the techniques and methods to design, develop and control typical precision control systems, and will also discuss the techniques and challenges of automated manufacturing systems and robotics. MATLAB and Simulink may be used to design/analyze the control systems. Prerequisite: ENMF 603. (Summer)

ENMF 605. 3D Modeling for Manufacturing Industries. (3 Credits)
This course is designed to teach students intermediate and advanced 3D CAD design and modeling knowledge and skills demanded by modern manufacturing industries using the SolidWorks package. Students will be introduced to basic CAD and SolidWorks techniques, followed by intermediate and advanced skills including topics such as creating multi-body parts, creating multi-sheets, creating & editing features, flex bending, sweep, with guide curves, loft and boundaries, surfaces and patches, assembly motions and mates, assembly, assembly drawings and BOMs, drawings and detailing, sheet metal parts, using subtract & intersect, using magnetic mates, hybrid modeling, etc. A design project will be required of students to apply skills learned to real projects. In the design project, students will experience the entire design process from concept design, detailed design, assembly and drawing documentation. Prerequisite: ENMF 603. (Summer)

ENMF 606. Bio-Engineered Products. (3 Credits)
Identification and application of engineering principles to the analysis and development of processes using biological molecules including enzymes, whole plant or animal cells. Understand and identify characteristics of separation processes for thermally sensitive products such as proteins, DNA, RNA and plasmids. The objective will be to examine practical and relevant engineering applications from current practice – including the use of process simulators for optimization. Prerequisite: ENMF 603. (Summer)
ENMF 607. Advanced Applied Chemical Process Engineering. (3 Credits)
This course will provide an integrated study of chemical-related manufacturing process systems. A variety of chemical-related manufacturing process systems will be analyzed from the perspective of equipment, operations, and safety. Commercial-grade chemical process simulation software (e.g., Aspen, ProSim, ChemCAD, ChemSep, etc.) will be used to design/simulate/analyze chemical-related manufacturing process systems. Prerequisite: ENMF 603. (Summer)

ENMF 608. Manufacturing Systems Design and Economics. (3 Credits)
The design of manufacturing systems using principles of macroeconomics – including issues of cost, revenues, profit and supply chains. Calculations of profit/loss and rates of return to compare systems and optimize processes/systems used for manufacture. Prerequisite: ENMF 603. (Fall)

ENMF 609. Preventative Maintenance and Reliability Engineering. (3 Credits)
This course is designed to provide insights into how the reliability of an organization's manufacturing and other assets can provide a strategic competitive advantage. Topics will include effective management practices and a study of the most recent technologies available for predicting and preventing failures that will enable the improvement of asset reliability. Prerequisite: ENMF 602. (Fall)

ENMF 610. Engineering Analysis and Simulation. (3 Credits)
The design and analysis of manufacturing systems using the latest methods and practices and the modeling of manufacturing systems using simulation software. Using simulation software to examine alternatives to existing manufacturing methods and systems. Software systems to be used could include ANSYS, CFD, 3d Modeling and Finite Element Analysis. Students will design individual parts of a manufacturing system, assemble them into a manufacturing process and analyze the results in software. Students will be required to prepare a detailed technical report summarizing their conclusions on a final project. Prerequisite: ENMF 603. (Spring)

ES - Earth Science (ES)

ES 521. Applied Paleontology. (4 Credits)
Taxonomic principles, biostatigraphy, paleoecology. Field trips may be required. Independent project and/or term paper required. Prerequisite: ES 132 or departmental approval.
Course Fees: $50

ES 525. Introduction to Oceanography. (4 Credits)
The physics, chemistry, geology, and biology of the oceans. Prerequisites: BI 112; CH 112; PH 242 or 252.

ES 528. Oceanology of the Gulf of Mexico. (2 Credits)
A detailed descriptive study of the coastal zone, continental shelf, and deep ocean of the Gulf of Mexico and adjacent waters. Prerequisite: ES 425 or ES 525. (Offered at Dauphin Island)

ES 531. Structural Geology. (3 Credits)
The nature, classification, origin, and quantification of geologic structures, with emphasis on sedimentary rocks. Field trips may be required. Independent project and/or term paper required. Prerequisite: ES 132.

ES 531L. Structural Geology Laboratory. (1 Credit)
Laboratory analysis, including computer mapping of folds, faults, and other structural features. Prerequisite: ES 431 or concurrent enrollment in ES 531.

ES 541. Stratigraphy and Sedimentology. (3 Credits)
Stratified rocks and the processes involved in the formation of sedimentary rocks. Field trips may be required. Independent project and/or term paper required. Prerequisite: ES 132.

ES 580. Topics in Earth Science. (1-4 Credits)
Field trip and/or term paper required. Departmental approval required. Special fee may be required depending on the topic.

ES 581. Topics in Earth Science. (1-4 Credits)
Field trip and/or term paper required. Departmental approval required. Special fee may be required depending on the topic.

ES 588. Hydrogeology. (3 Credits)
The interrelationships between water and geologic materials and processes. Independent project and/or term paper required. Prerequisite: ES 131.

ES 607. Astronomy for Teachers. (3 Credits)
This course considers popular topics in astronomy. Content includes observational aspects of astronomy including constellations, planets, the Sun, celestial moons, and Earth's seasons with an emphasis on understanding those topics which are known to have common misconceptions. A paper or major project will be completed in partial fulfillment of course requirements. Prerequisite PH 125 or permission of department chair.
Course Fees: $50

ES 615. Problems in Elementary School Science. (3 Credits)
Considers the problems of elementary school teachers in the area of science. Problems involving applications of both physical and biological science to the elementary school curriculum are considered. Recent programs and curriculum developments are emphasized. Provision is made for individual investigation in new curriculum programs. Prerequisite: 12 semester hours of science.
Course Fees: $50

ES 616. Problems in Middle School Science. (3 Credits)
Considers the problems of teachers of science in the middle school grades. Emphasis is placed on middle school programs and new curriculum developments in science. Provision is made for investigation of ideas of relevance to middle school programs. Prerequisite: undergraduate major or minor in science.
Course Fees: $50

ES 617. Problems in Secondary School Science. (3 Credits)
Considers the problems of teachers of science in the secondary grades. Emphasis is placed on recent secondary school programs and new curriculum developments in science. Provision is made for investigation in new curriculum programs. Prerequisite: undergraduate major or minor in science.
Course Fees: $50

ES 680. Topics in Earth Science. (1-6 Credits)
Topics will be selected for earth science and geology disciplines at the graduate level. Field trip and/or term paper required. Special fees may be required. Course may be repeated twice up to a total of 12 hours. (Fall on sufficient demand, Spring on sufficient demand, Summer on sufficient demand)
Course Fees: $30
ES 681. Topics in Earth Science. (1-6 Credits)
Topics will be selected for earth science and geology disciplines at the graduate level. Field trip and/or term paper required. Special fees may be required. Course may be repeated twice up to a total of 12 hours. (Fall on sufficient demand, Spring on sufficient demand, Summer on sufficient demand)
Course Fees: $30

**FI - Finance (FI)**

**FI 563. International Trade and Finance. (3 Credits)**
The international exchange of goods and services with particular attention to the bases of international trade; procedures in importing and exporting; commercial policies and treaties; foreign investments; balance of payments; tariffs, quotas, and other exchange controls. Also listed as EC 563 but creditable only in field for which registered. Prerequisite: AC 251, 252.

**FI 581. Financial Statement Analysis. (3 Credits)**
The study of the analysis of financial statement information, focusing on financial decisions including loan decisions, equity investments, mergers and acquisitions, and other valuation related issues. Prerequisite: AC 392 or FI 394 and approval of department chair.

**FI 593. Advanced Financial Management. (3 Credits)**
An in-depth study of day to day problems of corporate financial management with emphasis on financial planning and management of current assets, and short and intermediated term financing. Also an examination of dividend policy, capital expenditures, acquisitions, mergers, and reorganization. Prerequisite: MBA 600.

**FI 627. Research and Report Writing. (3 Credits)**
A critical review of research methods in the business disciplines. Subjects discussed include nature and sources of secondary data, primary data collection techniques, research design, sample selection, and/or model building. Further, students will explore and prepare various accounting, financial, and general business forms, statements, and reports applicable to business research. Also listed as AC 627, CIS 627, EC 627, MG 627, and MK 627 but creditable only in field for which registered.

**FI 630. Managerial Finance. (3 Credits)**
Concentration of issues of finance of which business managers today are being confronted. Management of working capital and short and intermediate term financing, including leasing, enterprise valuation, internal financing, cost of capital and long-term financing, are the major areas covered. Tax management is covered relating to capital gains, delaying the tax, merger taxation, and inventory. Prerequisite: FI 393 or MG 600 or MBA 600. (Offered upon sufficient demand).

**FI 631. Seminar in Finance. (3 Credits)**
Select topics in applied finance; current problems and problem-solving. The use of case analysis will be the primary focus. The objectives include financial analysis, scenario analysis and written communication commensurate with a graduate-level business finance course. Prerequisite: FI 593. (Spring)

**FI 632. Corporate Financial Strategy. (2 Credits)**
This course is designed to help business leaders enhance shareholder value through the use of finance as a strategic competitive weapon. Topics covered include the valuation of financial assets such as bonds and stocks, the relationship between risk and return, and the applications of financial theory in corporate investment decision making. Prerequisite: FI 393 or MG 600 or MBA 600. (Fall, Spring)

**FI 635. Security and Portfolio Analysis. (3 Credits)**
A study of basic investment instruments, markets for those instruments, and management of those instruments in a portfolio. Topics include portfolio theory, capital markets, equities, fixed-income securities, derivative assets, and portfolio management. Prerequisite: MBA 600. (Spring)

**FI 651. Special Topics. (3 Credits)**

**FI 652. Special Topics. (3 Credits)**

**FI 680. International Experience and Internship. (3 Credits)**
Study abroad experience to include structured group visits to businesses and business centers; lectures delivered by managers involved in international trade, internship experiences, and/or structured participation in a university sponsored academic program. Program must be approved in advance by MBA Graduate Program Coordinator and Dean of the College of Business.

**FI 681. Business Valuation. (3 Credits)**
Study of the theory and practice of business valuation. Course coverage includes valuation of closely held businesses in the context of estate and gift taxes, mergers and acquisitions, fairness opinions, and other legal disputes. Prerequisite: AC 392 or FI 394 or approval of department chair.

**FI 685. Venture Capital and Entrepreneurship. (3 Credits)**
A review of principles of financial management that have special application to new ventures. Topics include working capital management and financial statement analysis. Special attention is given to sources of financing, including venture capital, the initial public offering, and the continuing need to raise debt or equity. Course objectives are met through case analysis and outside readings.

**FI 686. Mergers and Acquisitions. (3 Credits)**
An examination of corporate mergers and acquisitions, including firm valuation, legal tax environment, strategy, financial engineering, and takeover defenses.

**FI 688. Quantitative Finance. (3 Credits)**
The course introduces the fundamental mathematical tools and financial concepts needed to understand quantitative finance, portfolio management and derivatives. Key topics include: the random behavior of asset prices, the Black Scholes model, the Black-Scholes formulae and the Greeks, early exercise and American options, how to delta hedge, fixed-income products and analysis: yield, duration and convexity, swaps, the binomial model and financial modeling in Excel VBA. It is expected that students will have significant experience using Excel spreadsheets. Also listed as FI 688 but creditable only in field for which registered. Prerequisite: FI 630 or approval by department chair.

**FI 698. Independent Study/Research. (3 Credits)**
Guided independent study and/or research in an area related to finance. Prerequisite: approval of department chair. (Offered on sufficient demand)

**FL - Foreign Languages (FL)**

**FL 590. Special Topics in International Studies: Abroad. (3 Credits)**
A detailed study of a particular international studies topic of special interest. Topics will vary and will be listed in the Schedule of Classes and on the student’s transcript. This course must be completed in conjunction with a faculty-led study abroad program of sufficient duration to allow student to complete a significant research project of publishable quality.
FL 597. Methods in Foreign Language Instruction. (3 Credits)
This is a comprehensive class that focuses on the practical aspects of teaching and learning foreign languages at the middle and secondary levels. Topics covered included foreign language curricula, preparation and presentation of lesson materials, classroom management, professional organizations, discovery and use of resources and technology, and professional behavior. Special attention will be paid to theories of second language acquisition, state standards, and applications of best practices in the teaching and learning of foreign languages at different levels. Coursework includes on-site class observations and application exercises. Prerequisite: ABI/FBI background clearance.

FR - French (FR)
FR 501. French for Reading and Research. (3 Credits)
Intensive examination of the grammatical structures and high-frequency vocabulary of French to equip students to read relevant scholarship in their area of specialization, and, as applicable, to prepare students for a graduate school language examination in French. Open to all graduate students. Offered on sufficient demand.

FS - Family Studies (FS)
FS 500. Family and Community Services Graduate Orientation. (1 Credit)
The purpose of the course is to orient students to the policies and procedures of the Family and Community Services graduate program. A grade of S (satisfactory) is given to students who satisfactorily complete all course assignments.

FS 501. Family Life Education. (3 Credits)
The purpose of the course is to increase students’ understanding of the unique issues that children, youth, and families face and to help them to identify and apply appropriate research-based curricula that will help improve the quality of life of the families they serve. Students will become familiar with how to identify quality research-based programs, establish program goals, implement quality family life education programs, and evaluate programs for effectiveness. Also listed as SO 501 but creditable only in field for which registered. Prerequisites: By instructor permit only.

FS 510. Family Diversity and Social Change. (3 Credits)
The purpose of this course is to familiarize students with the varying types of families they may encounter in research, policy, and human service careers and to help students become attuned to issues faced by families in a continually changing society. Also listed as SO 510 but creditable only in field for which registered. Prerequisites: By instructor permit only.

FS 543. Social Psychology of Intimate Relationships. (3 Credits)
Social psychological analysis of the development, maintenance, and dissolution of intimate relationships such as friendship, courtship, and marriage. Emphasis is placed on the theoretical and empirical basis of understanding intimate relationships. Also listed as SO 543 but creditable only in field for which registered. Prerequisites: By instructor permit only.

FS 599. Independent Study-Practicum. (3 Credits)
Field experiences designed to provide students with supervised practical application of family studies theory and research. Practicum placements must be approved, supervised, and evaluated in collaboration with a designated faculty advisor. Also listed as SO 599 but creditable only in field for which registered. International students must receive approval from the Office of International Affairs prior to course registration.

FS 600. Research Methods in Family and Community Services. (3 Credits)
Study of the methods and techniques of research used in the social and behavioral sciences and their related disciplines with a specific emphasis on research in family studies. Attention is given to the fundamentals of research: comprehension and critique of research literature, theoretical and practical basis of research, problem identification, research design, causal inference, sampling, measurement, data collection, hypothesis testing, and ethics in research.

FS 601. Applied Statistics in Family and Community Services. (3 Credits)
An examination of the use of quantitative statistical methods in family studies research, including important principles, theories, and strategies for conducting univariate, bivariate, and multivariate statistical analyses. The course includes an introduction to the use and interpretation of SPSS®. Data analyses include descriptive statistics, Pearson r correlations, t-tests, and ANOVA. An undergraduate course in statistics is a prerequisite for entry into this course. Students will be required to purchase SPSS® software in order to meet course requirements. Prerequisite: FS 600.

FS 602. Family Theories. (3 Credits)
An examination of the current theories and models used in family research and theory development. The course includes an evaluation of the strengths and limitations of each theory and focuses on the application of theoretical concepts in explaining family life.

FS 604. Family and Social Policy. (3 Credits)
An overview of theoretical and substantive issues related to the development and implementation of family policies. Emphasis is given to the connections among family policies, social welfare, family well-being, and political culture.

FS 605. Contemporary Topics in Family and Community Services. (3 Credits)
This course surveys contemporary issues in family studies. Topics will be examined by developing a theoretical understanding of the issue and will foster both writing and critical inquiry skills related to the issue. Also listed as SO 605 but creditable only in field for which registered. May be repeated for up to six credit hours.

FS 606. Family Problems and Methods of Intervention. (3 Credits)
The course focuses on the major social and family problems contemporary families face, such as poverty, violence, substance abuse, divorce, stepfamilies, and care of dependent elders. An emphasis is placed on family strengths and resiliency as well as methods of intervention that can help families withstand and overcome difficulties.

FS 695. Thesis. (3-6 Credits)
Students completing the thesis option will develop a research problem or question, review relevant literature, collect and analyze data, and compose a defensible thesis. Theses must be approved by and completed under the supervision of a designated faculty member. Students completing the thesis option will take FS 695 twice for three credit hours each time.

FS 698. Comprehensive Examination. (0 Credits)
Orientation to the administration of a written comprehensive examination for the M.S. in Family Studies. The course is to be taken in the last term in which a non-thesis option student is expected to complete all other program requirements. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory will be recorded on the transcript. A grade of "S" is required for graduation; may be repeated once. Prerequisite: student must have completed all other program requirements or be enrolled in the last course for program completion.
FS 699. Thesis Defense. (0 Credits)
Orientation to and administration of a thesis defense for the M.S. in Family Studies. The course is to be taken in the last term in which a thesis option student is expected to complete all other program requirements. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory performance will be recorded on the transcript. A grade of "S" is required for graduation; the course may be repeated once. Prerequisite: student must have completed all other program requirements or be enrolled in the last course for program completion.

GE - Geography (GE)

GE 502. Geopolitics. (3 Credits)
Geopolitics examines the intersection of geography, international relations, and politics and explores the geographic factors that explain foreign relations, state behavior, and transnational and global issues such as military conflict, terrorism, international crime, food and water security, energy security, and environmental degradation. Students are trained in negotiation and policy-making skills and participate in a multi-day simulation exercise. (Fall, even-numbered years).

GE 503. Nature and Society Interactions. (3 Credits)
This course involves a global analysis of human-environment issues including human’s impact on the environment and the environment’s impact on humans. Topics addressed may include, but are not limited to global warming, overpopulation, environmental degradation, environmental hazards and disasters, and effective natural resource use. One field trip required. (Spring)

GE 504. Environmental Hazards. (3 Credits)
Natural and technological events continue to impact people and places across the globe. This course draws upon hazard and disaster experiences to address the nature, impact, and social responses to environmental hazards. Course focus is on the relationship between nature, society, and technology and analyzes how people and places experience, cope with, and recover from environmental hazards. (Fall)

GE 510. Integration of Geography and History. (3 Credits)
The integration of the spatial concepts of geography with the chronological concepts of history. Also listed as HI 510 but creditable only in the field for which registered. (Offered on sufficient demand)

GE 515. Quantitative Methods in Geography. (3 Credits)
Course provides an introduction to quantitative methods used by geographers to analyze and interpret geographic data and solve geographic problems. Topics include descriptive statistics, hypothesis formulation and testing, sampling strategies, correlation, regression, and spatial pattern analysis. Examples will be drawn from temporal and spatial relationships in physical and human geography. (Fall)

GE 520. Principles of Urban and Regional Planning. (3 Credits)
This course introduces planning both as a profession and also as an important element of city, county, and regional government. Focusing on American planning experience, GE 520 covers the fundamentals of spatial decision-making at various levels of government. Substantive areas covered in the course include: the legal basis of planning, organizational structure of planning agencies in the US, comprehensive planning, social issues in planning, tools of land use regulation, growth management techniques, smart growth, transportation planning, environmental planning and urban design. (Fall)

GE 530. Biogeography. (3 Credits)
Science of documenting and understanding spatial patterns of biological diversity. This course will introduce students to concepts used in understanding historical, ecological, and geological processes that contribute to past and present biological distributions including the historical development of biogeographic concepts, plate tectonics, evolution, phylogeography, the fossil record, niche theory, and patterns of disjunction. Applications of biogeography to contemporary issues will also be discussed including global climate change, conservation, invasive species, and human population growth. A field trip is required. Prerequisites: GE 112 or BI 112. (Offered upon sufficient demand)
Course Fees: $30

GE 535. Regional Geomorphology. (3 Credits)
Field-based exploration of landforms and features. Focus is on the examination and understanding of various landforms and the processes that shape these features. Course requires travel. By permission of Instructor. Other travel expenses required. (Offered upon sufficient demand).
Course Fees: $30

GE 550. Fundamentals of Sustainability. (3 Credits)
This course provides the foundational principles undergirding the concept of sustainability from a geographical perspective. Course activities involve tracing the history and development of sustainability and the role of the environment, economy and social issues in sustainability. Participants are exposed to a variety of applications of sustainability at the local, national and international levels, preparing them to be advocates for wise use of resources. (Fall)

GE 554. Remote Sensing. (4 Credits)
This course is designed to introduce advanced concepts, applications, and technologies of Remote Sensing. Instruction includes major remote sensing systems, applications, advanced digital image processing techniques. Prerequisites: GE 354 or departmental approval. (Spring)
Course Fees: $30

GE 560. Advanced Cultural Geography. (3 Credits)
A conceptual approach to the study of human environment systems, cultural landscape, ecological perspectives, environmental perception and behavior, and environmental stress. Prerequisite: GE 102 or departmental approval. (Offered on sufficient demand)

GE 564. GIS Programming. (3 Credits)
Geographic Information Systems (GIS) are powerful computational tools for solving spatial problems. GIS programming serves the purpose of customizing GIS applications and streamlining spatial analysis by assembling functions provided by the underlying GIS platforms. This course introduces students to Model Builder and Geoprocessing script programming with Python in ArcGIS. Topics included GIS programming environment, programming syntax and styles, interface customization and a variety of GIS routines and functions that can be assembled through programming. (Fall)

GE 568. Geography of Beer, Wine, and Spirits. (3 Credits)
Course examines geographic factors that account for the historical development and regional variation of beer, wine, and spirits. Students are introduced to the practices of viticulture, hop and grain cultivation, enology, brewing, and distilling. The major cultural, economic, political, and environmental aspects of beer, wine, and spirits in major world regions are analyzed. No class activities will involve alcohol consumptions and/or tasting. (Spring, odd-numbered years).
GE 572. Historical Geography of the United States. (3 Credits)
The role of geographic conditions in the exploration, settlement, and
development of the United States. Also listed as HI 572 but creditable
only in the field for which registered. (Offered on sufficient demand)

GE 574. Web GIS. (3 Credits)
Combining the power of the internet and GIS has increased applications
of GIS in e-business, e-government, e-science, and daily life. GE 574
introduces graduate students to the basic knowledge of, and advances
in, Internet/Web GIS. The course focuses on the principles, methods,
applications, and state-of-the-art Web GIS techniques and platforms.
Using a hands-on approach, graduate students perform GIS data
operations, query maps, analyze spatial data via the internet, and
ultimately develop Web GIS apps for diverse audiences. For course
objectives and learning outcomes, please see syllabus. Prerequisite:
GE 384 or departmental approval. (Spring)

GE 584. Advanced GIS. (4 Credits)
This course focuses on advanced topics in geographic information
science (GIS) including: surface analysis, location analysis, network
analysis, geo-computation methods & modeling, and big data analytics.
Through a series of hands-on self-paced GIS lab exercises, graduate
students are introduced to 64-bit ESRI Desktop GIS Platform - ArcGIS
Pro. The ultimate goal is to equip graduate students with industry-level
advanced analytical and practical skills in GIS and spatial analysis.
Prerequisites: GE 384 or departmental approval. (Spring)
Course Fees: $30

GE 585. GIS Applications. (3 Credits)
This course builds on the core concepts and techniques covered in the
course Geographic Information Systems (GIS) to provide an advanced
skillset in a number of application areas of GIS. Using a hands-on
approach, graduate students use specialized GIS software to complete
projects which focus on GIS applications in business, marketing, local
government, urban planning and community development, environmental
management, resource planning, hazards, federal government, logistics,
and other fields. Topical area(s) are determined by the instructor of
record. Prerequisite: GE 384 or departmental approval. (Fall)

GE 595. Geography Internship. (1-3 Credits)
Open to graduate students in the Department of Geography. A work-
related experience with a public or private organization in which the
graduate student gains experience in the professional geography
field. International students must receive approval from the Office of
International Affairs prior to course registration. (Fall, Spring, Summer)

GE 597. Special Topics. (1-4 Credits)
A study of one or more selected topics in applied or theoretical
geography. Topics vary according to the needs of the students and the
current professional environment. Maybe repeated for credit if the topic is
different. (Fall, Spring, Summer)

GE 599. Independent Study-Practicum. (3 Credits)
Open to graduate students on approval of the department chair. Provides
for independent study and research under departmental determination,
 supervision, and evaluation. (Fall, Spring, Summer)

GE 600. Geographic Thought. (3 Credits)
A study of the history and development of geographic thought, the
evolution of the discipline of geography, and contemporary geographic
philosophies, paradigms, and debates. Prerequisite: None. (Fall)

GE 601. Physical Geography for Teachers. (3 Credits)
Considers the spatial aspects of climate, vegetation, soils, and landforms
with special emphasis given to map use and map interpretation skills.
(Offered on sufficient demand)

GE 602. Cultural Geography for Teachers. (3 Credits)
Considers the spatial aspects of human culture including location,
population, migration, economics, politics, and global interdependence
with special emphasis on map and atlas interpretation skills. (Offered on
sufficient demand)

GE 603. Regional Geography for Teachers. (3 Credits)
An examination of the spatial distribution of physical and cultural
attributes which give uniqueness and diversity to world regional patterns
on the earth's surface. (Offered on sufficient demand)

GE 604. Methods and Materials of Geographic Education. (3 Credits)
The examination and application of instructional procedures and
materials focusing upon current geographic objectives, concepts, and
methods of learning appropriate to the needs of teachers of geography.
(Offered on sufficient demand)

GE 605. Field Experience in Geography. (3 Credits)
A field-oriented approach to the study of environmental concepts,
including man-earth relationships. Designed to be offered as a Saturday
course during the regular school year or as a short summer course to
allow for an adequate block of time to engage in field work. (Offered on
sufficient demand)

GE 609. Geographic Methods in Design. (3 Credits)
A study of the history and development of geographic thought, the
evolution of the discipline of geography, and contemporary geographic
philosophies, paradigms, and debates. Prerequisite: None. (Spring)

GE 610. Seminar in Geospatial Science. (3 Credits)
Geospatial science delves into determining the correct data and
technology to address today's issues related to humans and their
environment. An understanding of geospatial science provides a
distinct perspective on the world, a unique lens through which to
examine and interpret events, patterns, and processes that operate on
or near the surface of Earth. The Seminar in Geospatial Science builds
upon students' progression through a series of techniques courses in
Geographic Information Science, remote sensing, and applications in
urban, environment, and nature and society interaction. (Offered on
sufficient demand)

GE 615. Advanced Quantitative Methods in Geography. (3 Credits)
Application of advanced statistical procedures including multivariate
techniques for analysis of point and areal patterns and spatial data.
Prerequisite: Undergraduate-level statistics. (Spring)

GE 620. Planning Theory and Process. (3 Credits)
This course is designed to provide an overview of the development of
planning theory as it applies to the field of Urban and Regional Planning
in the United States. The course will critically evaluate trends in planning
theory with a focus on the evolution of main ideas and people who
have influenced the field of planning in the US. To accomplish this goal,
emphasis will be placed on normative, conceptual, methodological issues
and various roles planners play, and also the ethical dilemmas they face
in practice. (Offered on sufficient demand)
GE 624. Applied Remote Sensing. (3 Credits)
This course provides students with advanced topics in remote sensing and image processing including, change detection, image fusion, principle components analysis, spectral signatures, fuzzy classification, and pattern recognition. This course includes classroom instruction, videos, laboratory exercises, fieldwork, and state-of-the-art digital image processing techniques, all to support the interpretation of satellite imagery for extraction of land use and land cover information. One field trip is required. Prerequisite: GE 523 or graduate image processing course. (Offered on sufficient demand)
Course Fees: $50

GE 625. Cartographic Design and Visualization. (3 Credits)
This course is concerned with advanced map communication concepts; cartographic visualization; designing graphic solutions to geographic situations and needs; illustrating spatial patterns; and considering cartographic representations in terms of aesthetics. Prerequisite: Cartography or equivalent undergraduate cartography class. (Offered on sufficient demand)
Course Fees: $50

GE 654. Advanced Remote Sensing. (3 Credits)
This course is designed to introduce advanced concepts, applications and technologies of Remote Sensing. Instruction includes major remote sensing systems, applications, advanced digital image processing techniques. Prerequisite: GE 554. (Spring)

GE 664. GIS Programming. (3 Credits)
Geographic Information Systems (GIS) are powerful computational tools for solving spatial problems. GIS programming serves the purpose of customizing GIS applications and streamlining spatial analysis by assembling functions provided by the underlying GIS platforms. This course introduces students to Model Builder and Geoprocessing script programming with Python in ArcGIS. Topics include GIS programming environment, programming syntax and styles, interface customization and a variety of GIS routines and functions that can be assembled through programming. Students are recommended to take some Python programming course before taking this course. Prerequisite: GE 584 or equivalent undergraduate GIS course. (Fall)

GE 674. Web GIS. (3 Credits)
With the internet becoming the main information source and communication platform for many people, the demand for accessing geographic information via internet is increasing rapidly. Web GIS, as the combination of the internet (Web) and GIS (Geographic Information Systems), is a new and promising field. It has unlocked the power of GIS and put online maps and geospatial intelligence to billions of people. Web GIS has immense applicability to e-business, e-government, e-science, and daily life. This course provides students with an understanding of the current state-of-the-art of Web GIS and an opportunity of developing practical Web GIS skills. Prerequisite: GE 584 or equivalent undergraduate course. (Spring)

GE 684. Spatial Modeling and Analysis in Geographic Information Science. (3 Credits)
This course focuses on advanced problem solving in the spatial environment including GIS system planning, and design, error handling and quality control, decision support techniques, exploratory data analysis, and spatial statistics and geostatistical analysis. Course labs and projects will focus on current issues, events and opportunities in GiScience. Prerequisite: GE 554 and GE 584. (Offered upon sufficient demand)
Course Fees: $50

GE 685. GIS Applications - Business Analytics. (3 Credits)
This course focuses on the use of ArcGIS Business Analyst as a lens through which to visualize and solve common challenges in business. It takes a problem-based learning applied to spatially explicit problems. Learning these skills will prepare participants to: 1. Establish justifiable recommendations on where to locate, remodel, expand, or consolidate a business. 2. Develop customer profiles and market analysis from a spatial perspective to help determine the best areas to find new customers and enhance marketing strategies. 3. Apply the core skills of GIS to their own goals relevant to the establishment and operation of a business. Prerequisite: GE 584 or equivalent undergraduate GIS course. (Fall)

GE 686. Remote Sensing Applications - Remote Sensing for Hazards Analysis. (3 Credits)
This course is designed to introduce advanced concepts, applications and technologies in Remote Sensing for Hazards Analysis. The main emphasis of this course is satellite remote sensing applications in Hazards studies, such as floods/droughts, tornadoes/hurricanes, urban heat, and wild fires. The course may be modified according to students' interests. Prerequisites: GE 184, GE 354, GE 384. (Spring)

GE 686. Modeling and Analysis in GIS. (3 Credits)
This is a graduate level course in modeling and analysis at GIS framework. Spatial analysis and modeling involves the use of mathematical and computational methods in conjunction with spatial data to explore human and environmental systems. These methods span a range of spatial analysis and modeling approaches, including spatial decision making, spatial statistics, cognition of spatial information, uncertainty representation, representation of multivariate and temporal geographic data, and visualization applications that use senses other than vision. This course is a fundamental part of Geographic and Environmental Studies methodologies. This course is designed to introduce the student to a broad range of spatial analysis and modeling methods. There are no official prerequisites for this course. However, students are expected to understand basic algebra and mathematical concepts, and basic experience in GIS. A general working knowledge of computers, modern operating systems, word processing software, and spreadsheet programs will be necessary. (Fall)

GE 692. Research. (3 Credits)
Selection of a research topic, collection and analysis of primary and secondary sources, field work, and composition of research paper under faculty supervision. May be taken more than once. Prerequisite: Permission of supervising faculty and graduate director. (Fall, Spring, Summer)

GE 695. Thesis. (3-6 Credits)
Selection of a thesis topic, collection and analysis of primary and secondary sources, field work, and composition of thesis and thesis defense under faculty supervision. May be taken more than once. Prerequisite: Permission of supervising faculty and graduate director. (Fall, Spring, Summer)

GE 697. Advanced Topics. (3 Credits)
Selected topics in geospatial science offered by faculty. May be repeated for credit if the topic is different. Prerequisite: Permission of instructor required in order to enroll. (Fall, Spring, Summer)
GE 699. Thesis and Research and Defense. (0 Credits)
This course serves as an orientation to and administration of an oral examination for the MS in Geospatial Science program. A non-credit course required of all candidates for the thesis and non-thesis options. The course is to be taken during the last term in which the student is expected to complete all other program requirements. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory performance will be recorded on the transcript. A grade of "S" is required for graduation; the course may be repeated once. Prerequisite: student must have completed all other program requirements or be enrolled in the last course for program completion. (Fall, Spring, Summer)

GR - German (GR)
GR 501. German for Reading and Research. (3 Credits)
Intensive examination of the grammatical structures and high-frequency vocabulary of German to equip students to read relevant scholarship in their area of specialization, and, as applicable, to prepare students for a graduate school language examination in German. Open to all graduate students. Offered on sufficient demand.

HEA - Higher Education Admin (HEA)
HEA 601. Introduction to Higher Education Administration. (3 Credits)
This course focuses on theory and practice related to the development of higher education professionals. The course will trace higher education from its historical context through contemporary issues in organization, administration and governance.

HEA 603. Organizational and Administrative Structure of Higher Education. (3 Credits)
This course is designed as a survey of administration, organization and governance of higher education institutions in the United States and aims to provide students with the competencies and training necessary to undertake operational and leadership roles in higher education.

HEA 605. Student Development Theory. (3 Credits)
This course is designed to promote a better understanding of the cognitive, emotional, intra and inter-personal issues that college students face. Attention is given to teaching strategies that facilitate student growth.

HEA 607. Budgetary Management in Higher Education. (3 Credits)
The course provides an overview of the economics and finance of higher education in the United States, with an emphasis on the analysis of financial policies and current issues at the national, state and institutional levels.

HEA 609. Enrollment Management and Institutional Marketing. (3 Credits)
This course provides students with a comprehensive understanding of the enrollment management profession. Attention is given to developing an understanding of the factors that shape students’ college choice decisions as well as institutional marketing, admissions, and enrollment management.

HEA 611. The Legal Environment of Higher Education. (3 Credits)
This course will explore the legal issues that affect the administration of postsecondary educational institutions. Issues pertaining to the various constituents of colleges and universities-student, faculty, and administrators-will constitute the major focus of this course.

HEA 613. Student Affairs Practices, Theory and Policy. (3 Credits)
The course will provide a comprehensive examination of the field of student affairs administration and its role within American higher education. An important related goal is to help students develop a broad foundation for subsequent study and practice.

HEA 615. Contemporary Issues and Trends in Higher Education. (3 Credits)
This course is intended to provide students with a venue to explore current issues affecting the administration of higher education institutions and strategies designed to address those issues.

HEA 617. The Community College System. (3 Credits)
Building upon a brief history of the community college, enrolled students will study the mission and philosophy of the modern community college as well as public policy affecting their daily operations. This course will examine the community college from several perspectives: students, faculty, staff, administrators, boards of trustees, state and local political leaders, and the general public, including special interest groups.

HEA 619. Cultural Diversity in Higher Education. (3 Credits)
This course explores issues of diversity in American higher education. In addition to meeting needs identified by today's students, the class will examine how we research and think about race, class, gender, sexuality, and other relevant issues. Attention will be paid to administrators, faculty members and students, as well as to larger institutional and system issues related to cultural diversity.

HEA 621. Empirical Assessment in HEA. (3 Credits)
This course focuses on the contemporary context of assessment in higher education and teaches strategies that promoted evidence-based planning and improvement. Prerequisite: PRS 601 or undergraduate statistics and methods courses.

HEA 623. University Advancement and Fundraising. (3 Credits)
This course is designed to assist students in developing a better understanding of fundraising for nonprofit organizations, and the critical role philanthropy and fundraising plays in sustaining and growing nonprofits such as colleges and universities. The course explores the history and foundation of nonprofit organizations and the diverse contexts within which they exist. The course will discuss philanthropic and fundraising trends.

HEA 691. Internship in Higher Education. (3 Credits)
This course is offered for students enrolled in the Master of Professional Studies degree program and its Higher Education Administration area of specialization on approval of the MPrS Department Chair. The Internship in Higher Education course is intended to help students integrate theoretical and research coursework with the practice of higher education administration and to reflect on their own development as educators and professionals. International Students must receive approval from the Office of International Affairs prior to course registration. All students must discuss their internship plans with the MPrS Department Chair one semester prior to the planned internship.
HES - Human Environmental Sci (HES)

HES 562. Family and Consumer Sciences in the School and Community. (3 Credits)
The relationship of family and consumer sciences to the school and community, including the underlying philosophies and objectives of teaching family and consumer sciences; development and organization of family and consumer sciences, with emphasis on the Alabama program, exploration and development of materials and methods for implementing the family and consumer sciences program. Prerequisites: ASBI/FBI background clearance. (Offered upon sufficient demand)

HES 606. Interior Design Seminar. (3 Credits)
The complex interaction and impact of the built environment on human behavior is examined through the context of social, behavioral, cultural and environmental variables. Emphasis on creating small-scale environments based on the interaction of the individual with the environment. This course employs readings, lectures and discussion to stimulate and refine critical thinking and practical design problem-solving abilities. Activities and assignments completed in this course contribute to the achievement of the CIEP Family and Consumer Sciences competencies (Standard 6: Housing, Interiors and Furnishings), as well as CIDA standards.

HES 679. Continued Enrollment. (1-3 Credits)

HES 779. Continued Enrollment. (1-3 Credits)

HI - History (HI)

HI 501. The Twelve Caesars. (3 Credits)
In a period dominated by the personalities of the Roman Emperors such as Caligula and Nero, this course explores the personalities and reigns of the 'Twelve Caesars' (31 BC-AD 96) comparing the approaches of ancient historians (Tacitus and Cassius Dio) and biographers (Suetonius and Plutarch) in order to understand the impact of the Emperor on the Roman World.

HI 502. Cicero and the Fall of the Republic. (3 Credits)
What leads a Republic to fail? By the second century BC, Rome already had a long and proud tradition of independence, but growing wealth and military success brought with them greater competition for the glory - and the spoils - of victory. Focusing on the contemporary speeches and writings of the politician Cicero this course explores the breakdown of the Roman Republic in the first century BC. Popular politics, infighting among the Roman elite, and the rise of private armies resulted in a series of civil wars and the emergence of such dominant figures as Marius, Sulla, Pompey and Julius Caesar.

HI 506. Biblical History. (3 Credits)
This course will provide a comprehensive overview of the questions and controversies involving understanding biblical history, in both the Old and New Testaments. (Offered upon sufficient demand)

HI 511. Material Culture. (3 Credits)
Introduces student to the study of material culture. The course examines the interpretation, preservation, and presentation of artifacts and architecture. Examines the cultural and social connections objects have with those who use them.

HI 512. Collections Management. (3 Credits)
Collections Management will provide students with the knowledge and skills to maintain and preserve a museum collection. Students will learn museum standard collections management procedures including collections processing, inventory, cataloging, proper numbering and marking of museum objects, and care and handling of different types of artifacts.

HI 513. Historical Archeology. (3 Credits)
This course will introduce students to historical archeology. Students will learn research and fieldwork methods, as well as methods for analysis and interpretation of objects.

HI 514. Fieldwork Methods Course. (3 Credits)
Students will gain experience in researching, assessing, and mapping historic sites and structures. Students will examine traditional methods of construction and will examine how change over time impacts sites and structures.

Course Fees: $50

HI 515. Digital Collections Management. (3 Credits)
Students will understand the purpose and structure of metadata standards commonly used in the cataloging and management of public history collections. Students will investigate relative strengths and weaknesses of various data management solutions and will create electronic resource records in an online collection management system.

HI 516. History of American Architecture. (3 Credits)
Introduces students to the basic framework and timeline of American architectural history from prehistory to contemporary America. Examines residential commercial, and ecclesiastical architecture. Also examines the role society and culture play in the development of architectural styles.

HI 521. Renaissance and Reformation. (3 Credits)
A balanced survey of Early Modern Europe, 1450-1648, with emphasis on the Italian and Northern Renaissances, the Protestant and Catholic Reformations, overseas expansion, rise of royal absolutism, and the scientific revolution.

HI 522. Age of Discovery. (3 Credits)
An examination of European exploration, expansion, and conquest from the Middle Ages to the 19th century.

HI 524. European Popular Culture, 1500-1800. (3 Credits)
This course explores the lives of common people of the early-modern period (1500-1800) and how they made sense of the world. It seeks to uncover not only what people thought, but how they thought, and how they expressed such thought in behavior. Topics studied include family and community structure, poverty, criminality and violence, oral traditions, popular religion, rituals, popular protest and rebellion, witchcraft and vampires, the development of manners, as well as the impact that the political, economic, social, and intellectual changes of the period had on popular culture.

HI 525. The Revolutionary Age, 1789-1848. (3 Credits)
The origin and course of the French Revolution, the European reaction, the Napoleonic period in Europe and the Western Hemisphere, the rise of industrialism and Romanticism.

HI 527. Nineteenth Century European History, 1815-1914. (3 Credits)
The rise of modern Europe 1815 to 1914. The spread of liberalism, nationalism, and democratic forces; the industrial revolution and the resulting imperialistic and democratic rivalries among the great powers.
HI 529. Twentieth Century European History, 1914-Present. (3 Credits)
Recent and contemporary Europe 1914 to present. The two world wars, decline of colonialism, the rise of new great powers, and conflicting ideologies.

HI 530. English Constitutional History. (3 Credits)
A study of the development of the English Constitution from the Anglo-Saxon period to the present. Also listed as PS 530 but creditable only in field for which registered.

HI 533. History of Balkans. (3 Credits)
A survey of Balkan history from the middle ages to the present with emphasis on the place of the Balkans in the international systems of the Mediterranean and European regions, the rise of modern national movements, ethnic cultures and cooperation, and the life of the modern Balkan states.

HI 538. History of the Caribbean. (3 Credits)
An in-depth study of the major Caribbean countries and of the Lesser Antillian colonies from the colonial period to the present, with special emphasis on the institution of slavery, cultural differentials, dictatorship, the role of the United States, nationalism, and communism.

HI 544. History of the Middle East. (3 Credits)
A study of the history, cultures, and contemporary problems of the Middle East.

HI 546. History of Africa. (3 Credits)
Traces the history of Africa from earliest times to the present, with emphasis on the period since the mid-nineteenth century.

HI 548. The History of World War II. (3 Credits)
The origins, course, and consequences of the second world war.

HI 550. United States Colonial History. (3 Credits)
A study of the political, economic, social, and religious development of the American colonies, with particular attention paid to the British mainland colonies.

HI 551. American Revolution and United States Early Republic, 1763-1800. (3 Credits)
A study of the origins, nature, and consequences of the American Revolution from the middle of the 18th century to the ratification of the federal Constitution.

HI 552. The Middle Period of United States History, 1800-1848. (3 Credits)
A study of the beginnings of the American Republic, its formative years, and its development up to the beginnings of the nation's sectional crisis.

HI 553. Civil War and Reconstruction. (3 Credits)
An intensive study of the development of sectionalism and of the period of the Civil War and Reconstruction.

HI 554. The Gilded Age to World War II: US History, 1877-1945. (3 Credits)
A study of United States history from the end of Reconstruction through World War II.

HI 556. History of the United States Since World War II. (3 Credits)
The United States since World War II, with emphasis on the origins and development of the Cold War, including Korea and Vietnam, domestic social, cultural, and political movements in the 1950s and 1960s, the Age of Reagan, and the influence of the "Baby Boomer" generation in the 20th and 21st centuries.

HI 560. Cold War, 1945-1991. (3 Credits)
An examination of the causes, conduct, and consequences of the Cold War in a global context.

HI 561. History of the South. (3 Credits)
An advanced survey of political, economic, and social developments in Southern history from the 17th century "pre-South" to the Sunbelt of the 21st, with emphasis on regional and cultural identity, and the interaction of the South in the broader history of the United States.

HI 562. History of Mexico. (3 Credits)
An examination of native society, conquest, colonial Mexico, the wars for independence, the revolution, and Mexico since the revolution.

HI 563. Abolition and Emancipation in the United States. (3 Credits)
This course will focus on the movement to end slavery in the United States from the Revolutionary Age to the Civil War and Reconstruction era looking at both the abolition movement itself and manumission and emancipation(s) in the Early Republic and during the Civil War Special attention will be given to how the activism and intellectual thought of African Americans shaped the movement. The course will examine the abolition's varied techniques, its relationship to broader American society and the role women played in the movement It will also introduce students to the context of the broader abolition movement in the Atlantic world.

HI 565. Exhibit Design. (3 Credits)
This course will explore exhibit design, both from the perspective of historians and of designers.

HI 567. History of the West. (3 Credits)
Relation of westward movement to the development of the United States; factors responsible for and composition of various segments of the general movements; problems of frontier and the influence of the frontier on American institutions.

HI 570. History of Asian Religions. (3 Credits)
This course examines both the historical development and current content of the religious and philosophical traditions of Asia with special emphasis on Confucianism, Daoism, Shintoism, Buddhism, Sikhism and Hinduism. The course covers Japan, China, India, Tibet, other parts of Southeast Asia and East Asia. For each of these traditions, we will consider its history and mythology, the great themes and ideas which have shaped the worlds of meaning for the followers, and the ways of worshipping and achieving the good life, individually and socially.

HI 576. Oral History. (3 Credits)
Exposes students to the use of oral history as a research technique and provides experience in conducting professionally acceptable oral history interviews.

HI 579. History of Religion in the United States. (3 Credits)
A nonsectarian survey of religion in United States history from the 17th century to the 21st, including, but not limited to, origins, revivalism, Catholicism, the rise of denominationalism in American Protestantism, civil religion, and the emergence of the holiness and charismatic movements.

HI 580. Digital History. (3 Credits)
The current and potential impact of digital media on the theory and practice of history. Explores a range of production of new media history resources, including both practical work on project management and design.
HI 584. Philosophical Borderlands of Science and Religion. (3 Credits)
An interdisciplinary course concerning the "Demarcation Question", where do the borders of science end and religion begin? Both critical reasoning and historical analysis of those areas that have been perceived on the fringes of science, including Alchemy, Astrology, Atlantis, Galileo and the Church, Mesmerism, Spiritualism, Theosophy, ESP, Near-Death Experience, UFOs and Alien Abductions, Eugenics, the New Age movements, and the Tao of Physics. A strong philosophical component is included, particularly the application of logical fallacies.

HI 585. U.S History Through Film. (3 Credits)
This course will examine the uses of film for exploring the past, critique history as it is depicted in movies, and explore how cinematic depictions of the past have been shaped by the era in which they were made.

HI 590. Special Topics in U.S. History. (3 Credits)
One or more carefully selected U.S. history topics. Course may be repeated for credit as different special topics are offered. Offered upon sufficient demand. (Offered upon sufficient demand)

HI 591. Internship Practicum. (3 Credits)
Open to graduate students in the Department of History and Political Science on approval of the department chair. Professional work situations in which the skills and knowledge appropriate to the historical profession can be practiced under departmental supervision and evaluation. International students must receive approval from the Office of International Affairs prior to course registration.

HI 592. Special Topics in Non-U.S. History. (3 Credits)
One or more carefully selected non-U.S. history topics. Course may be repeated for credit as different special topics are offered. (Offered upon sufficient demand)

HI 593. Study Away. (3-6 Credits)
A study of one or more carefully selected history topics in an off-campus location within the United States supervised by a UNA Department of History faculty member. Course may be repeated for credit as different study away opportunities are offered. Travel expenses may be required. Instructor permission required. (Offered upon sufficient demand)

HI 594. Study Abroad. (3-6 Credits)
A study of one or more carefully selected history topics in an off-campus location outside the United States supervised by a UNA Department of History faculty member. Course may be repeated for credit as different study abroad opportunities are offered. Travel expenses required. Instructor permission required. (Offered upon sufficient demand)

HI 599. Independent Study-Practicum. (3 Credits)
Independent study, research, or special field experience under departmental supervision.

HI 600. Business of Public History. (1 Credit)
Public History practicum taken in conjunction with MBA 600 Foundations of Business, Part 1 (2 credits). This 1 credit course provides for the development of a public history project proposal based upon the business and management fundamentals gained in the companion MBA 600 Foundations of Business course. Areas of emphasis include: Collaborative project development, business plan development, social media and marketing development, and public relations. Corequisite: MBA 600.

HI 603. Teaching Methodology. (3 Credits)
Introduction to the theory and practice of teaching history. Selected readings on pedagogical theory and current research on teaching and learning; emphasis on classroom application. Hands-on exercises in course design, assignment and test preparation, grading and assessment, lecturing, leading discussion, and the use of technology to enhance learning. Normally limited to graduate students in History; other graduate students with departmental approval.

HI 605. Historiography and Methodology. (3 Credits)
A study of the writing and philosophy of history, investigative techniques, and the mechanics of historical research and documentation.

HI 611. Seminar in U.S. History to 1877. (3 Credits)
Research and writing based seminar on topics in American history through the end of Reconstruction with emphasis upon analysis and interpretation. May be repeated for credit with a change in topic.

HI 612. Seminar in U.S. History Since 1877. (3 Credits)
Research and writing based seminar on topics in American history since the end of Reconstruction with emphasis upon analysis and interpretation. May be repeated for credit with a change in topic.

HI 621. Seminar in World History to 1815. (3 Credits)
Research and writing based seminar on topics in World history to 1815 with emphasis upon analysis and interpretation. May be repeated for credit with a change in topic.

HI 622. Seminar in World History Since 1815. (3 Credits)
Research and writing based seminar on topics in World history since 1815 with emphasis upon analysis and interpretation. May be repeated for credit with a change in topic.

HI 640. Directed Research and Study. (3 Credits)
Research and writing based seminar on topics in American history since the end of Reconstruction with emphasis upon analysis and interpretation. May be repeated for credit with a change in topic.

HI 663. Slavery and the Archive. (3 Credits)
The study of slavery is marked by both archival invisibility and the creation of innovative methodologies for making that archive visible. This course will examine the relationship between slavery, the archive, and its historical construction.

HI 665. Public History. (3 Credits)
Introduces students to the theories and methodologies that are fundamental to the practice of public history. Students will engage in collaborative projects, both within the community and state-wide. Students will also focus on developing leadership skills and presentation skills.

Course Fees: $40

HI 667. Heritage Tourism. (3 Credits)
This course analyzes the development of Heritage Tourism during the twentieth century. We will focus on 1) the historical development of identity through tourism initiatives across the country, 2) understanding the linkages between tourism strategies and identity formation, 3) developing a critical eye toward assessing historical narratives missing from touristic landscapes, and 4) understanding the importance of historian participation within any heritage tourism developmental and assessment process. Key concepts are: Heritage Vs. History; Authenticity; Identity; Cultural Landscapes; Contested History; Inclusive Narratives; Affective Environments.
HI 670. Historic Preservation and Cultural Resource Management. (3 Credits)
The identification, preservation, and maintenance of historic sites and artifacts. Explores regulatory policies and procedures employed by federal, state, and local agencies in the work of identifying, evaluating, recording, preserving, and managing the historical, architectural, and cultural resources of the United States.
Course Fees: $30

HI 671. Historical Administration. (3 Credits)
History and philosophy of museums, especially historical museums; organization and operation; planning exhibits; educational activities; and public relations. The nature of archives; various types of records; arranging and processing archives; restoring and protecting records; archival institutions, policies, and procedures.
Course Fees: $30

HI 679. Public History Internship. (3 Credits)
Internship with a public or private historical agency or institution of regional or national significance. Enrollment limited to students in the Master of Arts in History program with an emphasis in Public History. Department approval required. International students must receive approval from the Office of International Affairs prior to course registration.

HI 690. Special Topics in History. (3 Credits)
A variety of topics will be offered under the course number and title as the need arises. Course may be repeated for credit as different topics in history are offered.

HI 693. Study Away. (3-6 Credits)
A study of one or more carefully selected history topics in an off-campus location outside the United States supervised by a UNA Department of History faculty member. Course may be repeated for credit as different study abroad opportunities are offered. Travel expenses may be required. Instructor permission required. (Offered upon sufficient demand)

HI 694. Study Abroad. (3-6 Credits)
A study of one or more carefully selected history topics in an off-campus location outside the United States supervised by a UNA Department of History faculty member. Course may be repeated for credit as different study abroad opportunities are offered. Travel expenses required. Instructor permission required. (Offered upon sufficient demand)

HI 695. Thesis. (3-6 Credits)
Selection of a research topic, collection and analysis of primary and secondary historical sources, composition of and public defense of a thesis.

HI 697. Public History Portfolio. (0 Credits)
Students will compile a portfolio based on their work in the public history program. Students will give a formal presentation on their portfolio during their final semester. A grade of "S" indicating satisfactory performance of a grade of "U" for unsatisfactory will be recorded on the transcript. A grade of "IP" indicating incomplete in progress can also be assigned.

HI 698. Comprehensive Examination. (0 Credits)
Orientation to and administration of a written comprehensive examination for the MA in History program. A non-credit course required of all candidates for the non-thesis option. The course is to be taken in the last term in which the student is expected to complete all other program requirements. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory will be recorded on the transcript. A grade of "S" is required for graduation; the course may be repeated once. Prerequisite: student must have completed all other program requirements or be enrolled in the last course for program completion.

HI 699. Thesis Defense. (0 Credits)
Orientation to and administration of an oral examination for the MA in History program. A non-credit course required of all candidates for the thesis option. The course is to be taken in the last term in which the student is expected to complete all other program requirements. A grade of "S" indicating satisfactory performance or a grade of "U" for unsatisfactory will be recorded on the transcript. A grade of "S" is required for graduation; the course may be repeated once. Prerequisites: student must have completed all other program requirements or be enrolled in the last course for program completion.

HPE - Health, Physical Ed (HPE)

HPE 503. Essentials of Prescribing Resistance Training. (3 Credits)
A professional preparation course addressing the theory and practical skills necessary to design and implement a variety of resistance training programs across the age spectrum. The use of different resistance modalities typically used to improve muscular endurance or muscular strength will be considered as well as the physiological, biomechanical, and safety aspects of resistance training.

HPE 510. Health Promotion. (3 Credits)
An examination of the development of health promotion programs in community, corporate and school settings, including assessment of program development, selection of personnel, administration procedures, evaluation procedures, marketing techniques, and legal issues. (Spring, even-numbered years)

HPE 550. Motor Learning. (3 Credits)
This course is designed to prepare teachers, coaches and fitness instructors to teach motor skills in an effective and efficient manner. (Fall, Spring, Summer)

HPE 596. Cardiopulmonary Rehabilitation and ECG Interpretation. (3 Credits)
Application of physiological principles for clinical exercise evaluation and therapeutic modalities for individuals with controlled cardiovascular, respiratory or metabolic disease including basic principles and interpretation of the electrocardiogram (ECG) as it relates to fitness programs for clients qualifying for cardiac or pulmonary rehabilitation. Emphasis will be placed on application of American College of Sports Medicine (ACSM) Guidelines for risk stratification, appropriate exercise prescriptions and exercise progressions. (Spring)

HPE 600. Research Methods. (3 Credits)
Study of the methods and techniques of research used in health and physical education related disciplines. Special attention will be given to the theoretical and practical basis of research including the fundamentals of problem identification and study design, hypothesis testing, sampling, instrumentation, and data collection. Data analysis will include descriptive statistics, Pearson r correlation, t-tests, and ANOVA. Each student will also prepare and present a research proposal.

HPE 601. Advanced Coaching Techniques. (3 Credits)
Fundamentals and strategy explained, as well as modern methods of training and scouting, new and/or innovative trends, organizations, and ethics.

HPE 603. Sports in American Life. (3 Credits)
Roles of American sports emphasizing social-cultural values; application of principles from sociology and related fields; discussion of changing patterns, current trends, problems, and issues.
HPE 611. Seminar in Health Promotion. (3 Credits)
Advanced study of current concepts germane to the field of health promotion. Content will focus on a variety of approaches to prevent chronic disease and mortality, with specific emphasis on improving healthy living among specific targets, communities, and cultures. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 620. Statistical Methods in Education. (3 Credits)
Educational statistics is an introductory graduate statistics course using quantitative methods for inquiry in the educational, social and behavioral sciences. Candidates will be exposed to the fundamental concepts and procedures of descriptive and inferential statistics. Candidates will develop competence in reading and understanding statistics topics from sources such as texts, dissertations, journals, or technical reports. The course includes an introduction to the use and interpretation of SPSS®, and a statistics lab component will be required. Descriptive and basic inferential statistics, including graphs, frequency distribution, central tendency, dispersion, correlation, and hypothesis testing.

HPE 634. Advanced Methods of Teaching in Physical Education or Health Education. (3 Credits)
Intensive study of current literature and analysis of research application to classroom teaching, including application in a field setting.

HPE 638. Stress Management. (3 Credits)
A holistic examination of stress in today’s society including the physical and mental aspects of stress, short and long term effects of stress on the body, identifying stressors, coping strategies, and stress management planning and implementation.

HPE 639. Epidemiology and Prevention of Chronic Diseases. (3 Credits)
An in-depth study of chronic diseases through a global perspective, examining incidence, prevalence, distribution, and control. This course will focus on global approaches to disease prevention and control through primary, secondary, and tertiary health promotion efforts. (Fall, Spring, Summer)

HPE 641. Integrative Health. (3 Credits)
Emphasis on the principles and theories of integrative health and how a holistic integrative health approach can be integrated into allopathic medicine to promote health and healing.

HPE 642. Mind-Body Connection. (3 Credits)
Emphasis on fundamental principles of the mind-body connection and their association with health and healing. Students will learn intervention strategies that promote health and healing such as relaxation, meditation and biofeedback. Eastern and Western health theories and practices with also be introduced.

HPE 643. Bio-psychosocial Aspects of Nutrition. (3 Credits)
Building on basic nutritional concepts, this course will address nutritional needs at various phases of life and the bio-psychosocial aspects which impact health from a nutritional standpoint. The relationship between people, food, and health around the globe will be examined including the impact of food choices on the health of the planet, the community, and the individual’s mind, body and spirit. Knowledge, skills and behaviors will be examined that impact nutrition across cultures and comparisons will be made between cultures, behaviors, and health in order to understand individuals and how they are affected by the ecosystem which impacts health.

HPE 644. Integrative Health Coaching. (3 Credits)
Emphasis on development of professional skills and knowledge necessary for effective individual and group integrative health coaching. Specific attention will be given to development of essential skills for motivating others to adapt behaviors necessary to achieve optimal health and wellness.

HPE 645. Ethical Practice in Integrative Health. (3 Credits)
Emphasis on current ethical and legal issues impacting the integrative health industry including legal and regulatory issues, credentialing and licensure, and establishing an integrative health operation.

HPE 646. Spirituality, Health, and Healing. (3 Credits)
Emphasis on the theoretical foundations and principles of spiritual based healing therapies within the context of integrative health.

HPE 648. Integrative Health Practicum. (3 Credits)
Practical experience for a minimum of 100 hours under the supervision and mentorship of a healthcare provider. In addition, each student will be required to attend scheduled meetings with the university supervisor for the purpose of discussing assigned readings relative to the practicum and completion of a research assignment selected by the student in consultation with the university supervisor.

HPE 650. Social Determinants of Health. (3 Credits)
An in-depth examination of social determinants of health and their influence on how we live, learn, work and play. The course will explore programs, practices, policies and opportunities for collaboration that affect the health of individuals, families, and communities. Resources will be identified that enhance quality of life and significantly influence population health outcomes. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 651. Special Topics. (3 Credits)
Detailed examination of a specific topic in the field of health and physical education or related disciplines. Topic will be announced prior to the scheduling of the course. May include field trips. A special fee may be required according to the topic and course content.

HPE 660. Scientific Basis of Health and Human Performance. (3 Credits)
Designed to proved an opportunity for teachers and coaches to gain in-depth knowledge of certain aspects of health and human performance through research.

HPE 663. Laboratory Techniques in Health and Human Performance. (3 Credits)
Theoretical and practical understanding of physiological instrumentation, equipment and measurement in physical education, including development of practical laboratory skills and experiences, as preparation for fitness or other assessment as well as research and evaluation in health and human performance paradigms.

Course Fees: $30

HPE 664. Seminar in Exercise Physiology. (3 Credits)
Advanced study of current concepts germane to the field of exercise physiology. Content will focus on various physiological, biomechanical, biochemical, measurement and other contemporary topics as related to acute and chronic responses to exercise. (On sufficient demand)

HPE 665. Critical Analysis of Research and Professional Literature. (3 Credits)
Analysis and critical evaluation of current research and professional literature in health, physical education, recreation, exercise science, sport management, and other related fields. Students will be directly involved in the thorough review, presentation, discussion, and critical evaluation of the most recent published, peer reviewed literature.
HPE 670. Legal Issues and the Health and Physical Education Profession. (3 Credits)
Emphasis on legal issues and concepts related to areas of the health and physical education industry. Areas covered will include negligence, intentional torts, contracts, constitutional law, personnel issues, and risk management from a legal perspective.

HPE 675. Administration of Health and Physical Education Related Programs. (3 Credits)
Emphasis on administrative procedures applicable to operation of health and physical education related programs. Areas covered will include development of mission statements and organizational goals, personnel and budgeting issues, facilities and equipment management, programming and even management, and liability and risk management.

HPE 679. Continued Enrollment. (1-3 Credits)

HPE 680. Trends and Issues in HPE and Related Disciplines. (3 Credits)
Examination, discussion and evaluation of current trends and issues in HPE and related disciplines intended to enhance the diverse background and professional development of students.

HPE 685. Internship. (3 Credits)
Students will be assigned to an appropriate professional agency or organization for a minimum of 200 hours for the purpose of experiencing practical application of professional theory. Placement will be arranged with the student by the course instructor and approved by the department chair.
Course Fees: $30

HPE 686. Internship in Health Promotion. (3 Credits)
Students will be assigned to an appropriate professional agency or organization for a minimum of 200 hours for the purpose of experiencing practical application of professional theory. Placement will be arranged with the student by the course instructor and approved by the department chair. Prerequisites: Admission to Graduate Program in Kinesiology and Department Chair Permission. (Fall, Spring, Summer)

HPE 690. Independent Study. (3 Credits)
Allows a graduate student, on approval of the department chair, to select a problem of interest and pursue a solution through research, library study, or other methods of investigation with departments a supervision or evaluation.

HPE 691. Non-Dissertation Research. (3 Credits)
This course provides students the opportunity to pursue research and scholarship germane to the field of study. Topics of research/scholarship may be within an area of research similar to that in which the student plans to follow when completing the dissertation, however, outcomes from completion of this course will not serve to fulfill any portion of the dissertation. Topic and research question should be discussed with the professor prior to enrolling in this course. Prerequisites: Admission to Graduate Program in Kinesiology and Instructor Permission. (Fall, Spring, Summer)

HPE 693. Comprehensive Examination. (0 Credits)
A non-credit course required of all students enrolled in the non-thesis program of study. Administration of a written comprehensive examination covering courses required as part of the graduate program of study in the core and concentration areas. This course may be taken during the term in which the student expects to complete all remaining program of study requirements or during the term immediately following completion of all program of study requirements. The grade for this course will be "S" indicating satisfactory completion of all comprehensive exams or "U" indicating unsatisfactory performance on all or part of the comprehensive exam. Students receiving a grade of "U" may repeat the course once. A grade of "S" is required for completion of a student's program of study.

HPE 695. Thesis. (3-6 Credits)
Selection of a research problem, review of pertinent literature, collection and analysis of data, and composition and public defense of thesis. May be repeated for a total of six semester hours. Students selecting the thesis option must be continuously enrolled in a graduate level course once they enroll in HPE 695. Thesis, until the thesis has been successfully completed. Failure to do so will result in a grade of "IP" for HPE 695 automatically becoming an "F". If all graduate course work has been completed for the degree and all six hours of HPE 695 Thesis have been taken but the thesis is not completed, the student must be enrolled in HPE 679, Continued Enrollment, until the thesis is successfully completed.

HPE 700. Research Methods. (3 Credits)
Study of the methods and techniques of research used in health and physical education related disciplines. Special attention will be given to the theoretical and practical basis of research including the fundamentals of problem identification and study design, hypothesis testing, sampling, instrumentation, and data collection. Data analysis will include descriptive statistics, Pearson r correlation, t-tests, and ANOVA. Each student will also prepare and present a research proposal. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 702. Advanced Exercise Testing and Prescription. (3 Credits)
This course provides advanced study of the applications of exercise testing and prescription principles to diverse healthy and diseased populations. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 703. Exercise Prescription for Resistance Training. (3 Credits)
A professional preparation course addressing the theory and practical skills necessary to design and implement a variety of resistance training programs across the age spectrum. The use of different resistance modalities typically used to improve muscular endurance or muscular strength will be considered as well as the physiological, biomechanical, and safety aspects of resistance training. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 711. Advanced Approaches for Quality and Quantity of Everyday Life. (3 Credits)
This course will build on the basic constructs within communities to examine the overarching areas of policy, practice, and lifestyle behaviors that can enhance quality and quantity of life. In addition, frameworks to create communities capable of supporting long-term life choices and quality living will be evaluated and pragmatic application of the frameworks will be evaluated. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)
HPE 721. Regression Analysis in Health and Exercise Science. (3 Credits)
This course focuses on applications of correlation and regression analysis in health and exercise science. Prerequisites: Admission to Graduate Program in Kinesiology or Instructor Permission and HPE 620 or equivalent. (Fall, Spring, Summer)

HPE 722. ANOVA and MANOVA. (3 Credits)
This course focuses on understanding and utilizing Analysis of Variance and Multivariate Analysis of Variance techniques for analysis of data used in research and practical applications in Exercise Science and Health Promotion. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 738. Stress Management. (3 Credits)
A holistic examination of stress in today's society including the physical and mental aspects of stress, short- and long-term effects of stress on the body, identifying stressors, coping strategies, and stress management planning and implementation. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 739. Epidemiology and Prevention of Chronic Disease. (3 Credits)
An in-depth study of chronic diseases through a global perspective, examining incidence, prevalence, distribution, and control. This course will focus on global approaches to disease prevention and control through primary, secondary and tertiary health promotion efforts. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 743. Bio-psychosocial Aspects of Nutrition. (3 Credits)
Building on basic nutritional concepts, this course will address nutritional needs at various phases of life and the bio-psychosocial aspects which impact health from a nutritional standpoint. The relationship between people, food, and health around the globe will be examined including the impact of food choices on the health of the planet, the community, and the individual's mind, body and spirit. Knowledge, skills and behaviors will be examined that impact nutrition across cultures and comparisons will be made between cultures, behaviors, and health in order to understand individuals and how they are affected by the ecosystem which impacts health. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 761. Advanced Exercise Physiology II. (3 Credits)
In depth examination of the effects of exercise on skeletal muscle structure and function; cardiorespiratory adjustments during exercise; metabolic and environmental aspects of exercise and work physiology; fatigue and training adaptations. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 763. Lab Techniques. (3 Credits)
Theoretical and practical understanding of physiological instrumentation, equipment and measurement in physical education, including development of practical laboratory skills and experiences, as preparation for fitness or other assessment as well as research and evaluation in health and human performance paradigms. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 765. Critical Analysis of Professional Literature. (3 Credits)
Analysis and critical evaluation of current research and professional literature in the fields of health, physical education, recreation, exercise science, sport management, and other related fields. Candidates will be directly involved in the thorough review, presentation, discussion, and critical evaluation of the most recent published peer-reviewed literature. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 779. Continued Enrollment. (1-3 Credits)

HPE 786. Supervised Teaching Practicum. (3 Credits)
This course directly engages students in assigned teaching responsibilities to advance their classroom and instructional skills. Prerequisite: Admission to Graduate Program in Kinesiology. (Fall, Spring, Summer)

HPE 794. Portfolio Defense. (0 Credits)
Prior to the dissertation, the doctoral student will create and orally present a portfolio defense. The portfolio is an organized, selective collection of work designed to demonstrate a student's academic and professional development and to provide a basis for evaluating degree progress. It should include samples of the student's work and consideration/reflection about their work including but not limited to the following areas: an academic and professional development plan, professional philosophy and teaching, research and scholarly activities, university and community service, and collaboration, networking and leadership. The Portfolio Defense must be presented and a passing grade received prior to advancing to candidacy status. Candidacy status is required to begin the dissertation. Prerequisites: Admission to Graduate Program in Kinesiology and completion of coursework required to enter candidacy. (Fall, Spring, Summer)

HPE 795. Dissertation Research. (1-12 Credits)
This course engages the student directly in a capstone project required for completion of the doctorate. This course is intended to guide and assist doctoral candidates in the generation of relevant research questions, development of methodology to address the research questions and complete the research project. It is expected that, upon completion of the course and defense of the dissertation before the committee, the student prepare and submit manuscripts for presentation at professional meetings and manuscripts for publication in appropriate peer-reviewed outlets. Prerequisites: Admission to Graduate Program in Kinesiology and Admission to Candidacy. (Fall, Spring, Summer)

HPE 796. Cardiac Rehabilitation and EKG Interpretation. (3 Credits)
Application of physiological principles for clinical exercise evaluation and therapeutic modalities for individuals with controlled cardiovascular, respiratory or metabolic disease including basic principles and interpretation qualifying for cardiac or pulmonary rehabilitation. Emphasis will be placed on application of American College of Sports Medicine (ACSM) Guidelines for risk stratification, appropriate exercise prescription and exercise progression. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

HPE 799. Teaching in Academia. (3 Credits)
This course examines the unique paradigm of teaching within a college and university setting. Specific content includes effective classroom teaching skills and strategies for success in higher education. Prerequisite: Admission to Graduate Program in Kinesiology. (Fall, Spring, Summer)

IL 679. Continued Enrollment. (1-3 Credits)

IL 690. Development of Educational Human Resources. (3 Credits)
This course is designed to emphasize the development of school personnel into learning communities designed to improve student achievement. (Spring)
IL 691. Financial and Material Resources for School Improvement. (3 Credits)
This course is designed to provide knowledge and understanding of the economic factors relative to public schools and the effective leader managing resources for school improvement. (Spring)

IL 694. Differentiated Instruction for Diverse Student Learning. (3 Credits)
This course is designed to focus on the role of schools in supporting improved social and educational opportunities for all children understanding technology as an information management tool for teaching and learning for all students. (Fall)

IL 695. Legal and Ethical Responsibilities. (3 Credits)
This course is designed to provide knowledge and understanding of the legal framework and ethical considerations for leading and managing schools. (Fall)

IL 696. Internship and Residency for Instructional Leadership. (3 Credits)
This course is the culminating activity for successful completion of all standards required for the Alabama Class A certification in Instructional Leadership. International students must receive approval from the Office of International Affairs prior to course registration. Prerequisite: Department Permit Only. (Fall, Spring, Summer)

Course Fees: $60

IL 697. Leadership for Successful Schools and Partnerships. (3 Credits)
This course is designed to focus on teaching and learning with regard to effective instruction and supervisory techniques in the school environment for enhancing student learning achievement, growth, and development. Instructional leaders will engage school community in the following actions developing and maintaining a shared vision; planning effectively; using critical thinking and problem-solving techniques; collecting, analyzing, and interpreting data; allocating resources; and evaluating results for the purpose of continuous school improvement. (Summer)

IL 700. Special Topics in Education. (3 Credits)
A variety of topics of study are available to eligible graduate students under this course number and title. Course number may be repeated to address different topics in Education. Department approval is required.

IL 705. Professional Development and Mentoring. (3 Credits)
The course engages in the examination of mentor behaviors and skills focused on designing collaborative learning-focused mentoring and coaching relationships. Preparation is provided for instructional leaders to become effective mentors in facilitating effective learning relationships and providing guidance and professional support for mentees. (Spring)

IL 706. Management of the Learning Organization. (3 Credits)
The course is designed to focus on the daily operations of the school environment. Candidates will learn to develop and administer policies that provide a safe school environment where teachers can teach and students can learn. Candidates will identify and analyze major sources of fiscal and non-fiscal resources. (Summer)

IL 707. Law, Policy and Governance. (3 Credits)
This course is designed to review processes in educational policy and governance for P-12 schools. The Alabama Code will be utilized along with current legal issues and court cases. (Summer)

IL 708. Advanced Curriculum Dev. (3 Credits)
This course expands students' knowledge and skills in curricular instructional leadership and focuses on the teaching and learning processes that support the success of all students in the learning environment. Teacher leader and instructional leader students will focus on the collaborative leadership process of aligning curriculum, instruction, assessment and professional development to ensure effective, focused teaching and continuous student learning and achievement that is both data driven and needs-based.

IL 709. Applied Research II. (3 Credits)
The purpose of this course is to complete project-based research focused on improving instructional and school-based decision making action research that was initiated in Applied Research I. Institutional Review Board approval is required prior to enrolling in this course. A grade of "B" or better is a requisite. Prerequisite completion of Applied Research I with a grade of "B" or better is required. (Spring)

IL 710. Community and Stakeholder Relationships. (3 Credits)
This course is designed to prepare aspiring administrators to respond proactively to their stakeholders and media as partners in public education. (Fall)

IL 711. Professional Standards for Instructional Leadership. (3 Credits)
The course will focus on current national and professional standards. (Fall)

IL 779. Continued Enrollment. (1-3 Credits)

ITD - Instructional Technology and Design (ITD)

ITD 602P. Instructional Technology & Design Tools. (3 Credits)
Provides a critical analysis of technology, focusing on the ways (positive and negative) it affects society, schooling and professional development. This course addresses methodologies for selecting and evaluating technology for learning purposes in a variety of professional settings through practical application and examination of extant literature. (Offered on sufficient demand)

ITD 612P. Instructional Design Principles. (3 Credits)
This course provides an introduction to the professional field and profession of instructional technology. It provides a sense of history, an explanation of how the components of the field fit together with major emphasis on the evolution of the major themes and movements in the field. Students will explore principles and practices of multiple Instructional Design (ID) models; examine the process in professional settings; and obtain information necessary to make informed decisions as they design and develop instruction, offering them a variety of possible approaches for each step in the ID process. (Offered on sufficient demand)

ITD 622P. Exemplary Course Design. (3 Credits)
The purpose of this course is to prepare the student with knowledge and skills in modeling, simulation, testing or analysis or training in real-world context using interactive multimedia processes. It provides students with best practices and characteristics of high quality course design with quality frameworks and emphasis on the importance of continuous improvement. Students will explore quality assurance rubrics and engage in authentic instructional design practice. (Offered on sufficient demand)
ITD 632. Principles of Adult Learning. (3 Credits)
This course provides students with an opportunity to study factors that determine how adults learn, as well as appropriate instructional strategies to best reach these learners. The course will focus on using adult learning principles to strategically design training materials and facilitate adult learning and education.

ITD 642. Data-Driven Instructional Design and Visualization. (3 Credits)
This course prepares students to collect, analyze, and draw conclusions from data. Utilizing technology, students will develop data collection instruments, analyze data, and present the results in a clear and visually appealing way.

ITD 652. Project Management for Instructional Designers. (3 Credits)
This course focuses on managing a project from the beginning stages through completion. Students will learn how to determine priorities of an organization, design and execute a plan, and close a project.

ITD 671. Advanced E-Learning Design. (3 Credits)
This course provides students with the knowledge and skills in designing highly engaging learning environments to support understanding, inquiry, problem solving, communication, and collaboration. Prerequisite: ITD 612.

ITD 672. Instructional Technology and Design Leadership. (3 Credits)
This course provides students with the knowledge and skills to effectively lead in the area of instructional technology and design.

ITD 681. Foundations of Workplace Performance I. (3 Credits)
This course provides students with a historical context of instructional technology and design. Human performance models will be introduced and students will investigate proper procedures for conducting an organizational analysis.

ITD 682. Foundations of Workplace Performance II. (3 Credits)
A continuation of ITD 681 with emphasis on students developing, applying, and evaluating appropriate interventions in real-world situations. Prerequisite: ITD 681.

ITD 690. Gamification. (3 Credits)
This course introduces students to gamification mechanisms and how they can be implemented into a learning management system. Special focus will be placed on applying game design principles to create learning environments that are personalized, visually appealing, and engaging.

ITD 691. Issues and Trends in Instructional Technology and Design. (3 Credits)
Students will examine current issues, explore recent research, and investigate emerging trends in instructional technology and design. Students investigate strategies for making informed decisions regarding enhancing the curriculum, ethics, and equity.

ITD 692. Assistive Technologies. (3 Credits)
This course provides students with a basic knowledge about the field of assistive technology, a wide range of assistive technology devices, and different aspects of using assistive technology to meet the needs of individuals with disabilities.

ITD 697. Special Topics in Instructional Technology & Design. (3 Credits)
This course requires approval from the instructor or department chair and provides for special field experience on departmental determination, supervision, and evaluation. Prerequisites: ITD 602, ITD 612, ITD 622. (Offered on sufficient demand).

ITD 697P. Special Topics in Instructional Technology & Design. (3 Credits)
This course provides for special field experience on departmental determination, supervision, and evaluation. Prerequisites: Approval from the instructor or department chair.

MA - Mathematics (MA)

MA 525. Methods and Materials for Teaching Secondary Mathematics. (3 Credits)
Practical aspects of teaching and learning mathematics at the secondary level. Topics include mathematics curriculum, preparation and presentation of lesson material, classroom management, and professional behaviors. Does not satisfy requirements for major field courses in mathematics. Prerequisite/corequisite: MA 421, College Geometry, or equivalent.

MA 600. Applied Engineering Programming. (3 Credits)
Use of high level programming language (Matlab) and associated application programming interfaces (API) to design and create models for manufacturing processes. Programming methods for designing, implementing and using machines used in manufacture. The approach will be practical where students will learn to develop, debug and execute scripts to achieve specific objectives. (Fall)

MA 601. Fundamental Concepts in Mathematics for the Elementary School Teacher. (3 Credits)
Mathematics as a language and a tool for thinking. Emphasis is placed on teaching with meaning and on seeing arithmetic as a unified system of correlated ideas, facts, and principles. Includes fundamental notions of number, measure, logic, proof, and function.

MA 602. Advanced Applied Engineering Mathematics. (3 Credits)
Advanced Applied Engineering Mathematics: Mathematics remains the language which engineers design, modify and use machines. Topics covered will include: linear algebra, differential equations, numerical methods and approximations, use of computer algebra systems like MATLAB. (Fall)

MA 605. Applied Statistics I. (3 Credits)
An advanced course in statistical methods and applications including statistical computing utilizing the Statistical Analysis System. Prerequisite: MA 345.

MA 606. Applied Statistics II. (3 Credits)
A second course in statistical methods with applications. The topics of this course include regression analysis, ANOVA, ANCOVA, Chi-Square Tests, Non-parametric tests. Prerequisite: MA 605.

MA 611. Applied Mathematics for the Teacher. (3 Credits)
Process approach to problem solving. Emphasis placed on fundamental steps in the solution of problems.

MA 612. Selected Topics in Mathematics for the Teacher. (3 Credits)
Selected topics suitable for laboratory mathematics; mathematics modeling; secondary school mathematics from an advanced point of view.

MA 613. Foundations in Statistics for the Teacher. (3 Credits)
This course emphasizes the concepts of data analysis, probability, and statistics covered in the secondary classroom. Topics include graphical representations of data, descriptive and inferential statistics, and probability models.

MA 617. Symbolic Logic. (3 Credits)
Concept of a logistic system and the propositional calculus. Truthtables and their applications to problems. Syllogistic inference and rules. Class membership and inclusion, the algebra of classes.

MA 621. Foundations in Algebra for the Teacher. (3 Credits)
MA 623. Foundations in Analysis for the Teacher. (3 Credits)
Development of the real number system, limits and continuity, and basic point set theory.

MA 625. Foundations in Geometry for the Teacher. (3 Credits)
Development of Euclidean geometry in two and three dimensions using the axiomatic methods. Introduction to non-Euclidean geometries.

MA 627. Mathematical Thinking for the Teacher I. (3 Credits)
Theoretical framework for mathematical learning, transitioning from action to process to object level thinking. Explicit method for teaching mathematical thinking using computer programming to push the learner to recognize and use connections, relationships and patterns among mathematical ideas, write general expressions, conjecture and write convincing arguments or proof. Project based applications reinforce abstract thinking about the mathematical concepts as representations are used to model and interpret physical and technical phenomena.

MA 630. Foundations of Advanced Mathematics. (3 Credits)
Proof-writing techniques; logic; sets and functions; fundamental topics in analysis, abstract and linear algebra, number theory, and combinatorics. Prerequisite: Admission to MS in Mathematics Program or permission of instructor.

MA 631. Vector Spaces. (3 Credits)
This course is an abstract, mathematically rigorous study of linear algebra through the examination of vector spaces and linear transformations. Topics include fields, structure of vector spaces, linear transformations and matrices, systems of linear equations, determinants, diagonalization, eigenspaces, inner product spaces, and canonical forms. Prerequisite: MA 630.

MA 634. History of Philosophy of Mathematics. (3 Credits)
Development of mathematics in algebra, geometry, an analysis Impact of science and philosophy made by Euclid, Descartes, Newton, Euler, Gauss, Wierstrass, Cantor, Hamilton, Boole, and Galois.

MA 637. Group Theory. (3 Credits)
Introduction to groups; subgroups; group homomorphisms; quotient groups; direct products; semidirect products; group actions; and the Sylow theorems. Prerequisite: A grade of B or higher in MA 630 or permission of instructor.

MA 638. Rings and Fields. (3 Credits)
Theory of rings; integral domains; fields; Galois theory. Prerequisite: MA 637 with a grade of B or higher.

MA 640. General Topology. (3 Credits)
This course is an introduction to point-set topology. Topics include compactness, connectedness, quotient spaces, separation properties, Tychonoff’s theorem, the Urysohn lemma, Tietze’s theorem, and the characterization of separable metric spaces. Prerequisites: MA 630.

MA 641. Elementary Number Theory. (3 Credits)
This course serves as an introduction to elementary number theory and its applications. Topics include integers and divisibility, prime numbers, the fundamental theorem of arithmetic, multiplicative and arithmetic functions, modular arithmetic and congruences, the Chinese remainder theorem, quadratic reciprocity, primitive roots, and applications to cryptography. An auxiliary goal of this course is further refinement of students’ mathematical writing skills. Additional topics may include diophantine equations, elliptic curves, continued fractions, arithmetic geometry, or an introduction to analytic, algebraic, or computational methods in number theory. Prerequisites: MA 630 with a grade of C or higher, or permission of instructor.

MA 647. Mathematical Statistics I. (3 Credits)
Probability and combinational methods, discrete probability functions; probability density functions for continuous variates; mathematical expectation; moment generating functions; appropriate applications. Prerequisite: MA 227.

MA 648. Mathematical Statistics II. (3 Credits)
This is the second of two courses in the mathematical statistics sequence. Topics include sampling distributions, data reduction, estimation, large sample estimation, tests of statistical hypotheses, and nonparametric statistical inference. Prerequisite: MA 647.

MA 651. Advanced Calculus I. (3 Credits)
Logic; basic set theory and topology; real number system; limits; functions; continuity; sequences and series. Prerequisite: MA 630 or permission of instructor.

MA 652. Advanced Calculus II. (3 Credits)
Derivatives; sequences and series of functions; convergence; power series; Riemann-Stieltjes integral; Fourier series. Prerequisite: MA 651 with a grade of C or higher.

MA 653. Real Analysis I. (3 Credits)
Real number system, Lebesgue measure, Lebesgue integral, convergence theorems, differentiation of monotone functions, absolute continuity and the fundamental theorem of calculus, L^p spaces, Holder and Minkowski inequalities, and bounded linear functions on the L^p spaces. Prerequisite: MA 652 with a grade of C or higher.

MA 654. Real Analysis II. (3 Credits)
Measure and integration on abstract measure spaces, signed measures, Hahn decomposition, Radon-Nikodym theorem, Lebesgue decomposition, measures on algebras and their extensions, product measures, and Fubini’s theorem. Prerequisites: MA 653.

MA 655. Complex Analysis. (3 Credits)
This course is a mathematically rigorous, proof-based approach to the theory of functions of a single complex variable. Topics include geometry and algebra of the complex plane, analytic and elementary functions, complex integration, series representation of analytic functions, residues and poles, and conformal mapping. Prerequisite: MA 630.

MA 661. Numerical Analysis. (3 Credits)
Error analysis for iterative methods, approximation theory; numerical differentiation and quadrature; initial-value problems for ordinary differential equations; iterative techniques in matrix algebra. Also listed as CS 561 but creditable only in the field for which registered. Prerequisites: CS 155 or 210; MA 227.

MA 667. Theory of Finite Groups. (3 Credits)
This course is a continuation of topics in group theory from MA 637 with a strong emphasis on the structure of finite groups. Topics include a review of introductory group theory, Sylow theory, composition series and subnormality, split extensions, solvable groups, simple groups, commutators, fusion, and the transfer homomorphism. Computational algebra software may be utilized. Prerequisite: MA 637.

MA 691. Graduate Seminar. (3 Credits)
Mathematics topics selected according to the interest and needs of the individual student, with study at the graduate level. Prerequisites: graduate classification and approval of the chair of the department.

MA 698. Algebra Comprehensive Exam. (0 Credits)
Algebra Comprehensive Exam. Prerequisites: MA 637 and MA 638.

MA 699. Analysis Comprehensive Exam. (0 Credits)
Analysis comprehensive exam. Prerequisites: MA 651 and MA 652, both with a grade of C or higher.
MBA - Master of Business Admin (MBA)

MBA 600. Foundations of Business, Part 1. (2 Credits)
This course will review financial modeling, accounting statements, marketing strategy, and principles of management. The objectives include: review of skills and content necessary for success in the graduate program; development of a foundational knowledge base that will be shared by all new MBA students; and a skills refresher for students who completed business undergraduate degrees but have been out of school for a period of time. Must be completed during the first two semesters of enrollment. PREREQUISITE: Admission into the MBA program.

MBA 601. Foundations of Business, Part 2. (2 Credits)
This course will review analytical and quantitative skills, economic models, and basic computer information systems. The objectives include: review of skills and content necessary for success in the graduate program; development of a foundational knowledge base that will be shared by all new MBA students; and a skills refresher for students who completed business undergraduate degrees but have been out of school for a period of time. Must be completed during the first two semesters of enrollment. PREREQUISITE: Admission into the MBA program.

MBA 603. MBA Essentials. (1 Credit)
This course will provide new MBA students with essential information that is needed for graduate level work and will be taken in the student’s first semester. The focus will be on success in the online environment, graduate level writing expectations, career planning, utilizing university resources, and outlining the program’s learning goals. Prerequisite: Admission into MBA program. Corequisite: MBA 600.

MG - Management (MG)

MG 545. Microsoft Project. (3 Credits)
This course focuses on utilizing Microsoft Project ® for planning, scheduling, resourcing, and sharing initial project plans as well as tracking, reporting progress and closing projects. Additional focus is on the many views and reports available in Microsoft Project ®, Customizing Microsoft Project ®, Utilizing Team Planner, Consolidating projects and resources as well as using Agile project management with Microsoft Project ®. (Fall)

MG 585. Project Management. (3 Credits)
This course is an in-depth study of initiating, planning, executing, monitoring and controlling, and closing of projects. Students will learn how to manage both small and large projects using project management techniques. This course will also include instructions in the use of Microsoft Project. Recommended: Microsoft Office Project Basics course offered by UNA’s Division of Professional, Interdisciplinary and Continuing Education.

MG 602. Leadership. (2 Credits)
This course examines empirically based leadership styles and techniques preparing students to meet the leadership challenges they will face as business professionals. Emphasis is placed on the development of leadership skills that facilitate essential organizational processes such as change management, strategic communication, motivation, and team performance. Prerequisite or Corequisite: MG 600 or MBA 600. (Fall, Spring, Summer)

MG 610. Business Ethics. (3 Credits)
Study of business responsibility with emphasis on the problems of responsible leadership in private enterprise organizations operating in a free society. (Summer).

MG 620. Management Seminar. (3 Credits)
A review of basic theories of management with a study of current problems facing the manager. Course objectives are accomplished through class discussion of relevant business problems and presentation of individual research papers. (Offered on sufficient demand).

MG 621. Survey of Management Issues and Problems. (3 Credits)
A survey course of significant political, psychological, legal, technological, and/or economic issues facing organizations and/or the quality of work lives. Students will draw on current events and research and their own personal experiences within their organizations. (Summer).

MG 622. Advanced Business Plans for New Ventures. (3 Credits)
This course focuses on the development of an entrepreneurial business plan for a new business venture or existing business. The student will develop an extensive business plan that may be used for presentation to venture capital personnel when searching for funding of new ventures or existing businesses. (Offered on sufficient demand).

MG 623. Corporate Entrepreneurship/Intrapreneurship. (3 Credits)
This course focuses on the concepts and skills necessary to establish and sustain entrepreneurial and creative functions within the existing corporation. Major topics include identifying promising business ideas, overcoming resistance to corporate entrepreneurship, evaluation of the fit between the venture and the organization, acquisition of support and resources within the organization. (Offered on sufficient demand).

MG 624. Organizational Behavior. (3 Credits)
Organizational behavior is the study of human behavior in organizations. The course is devoted to understanding individual and group behavior, interpersonal processes and organizational dynamics with the goal of improving the performance of organizations and the people in them. Key topics will include applied motivation, team performance, leadership, decision-making, managerial communications, change and conflict management, managing organizational culture, and the underlying importance of ethics in all organizational activities. Prerequisite: MBA 600. (Offered on sufficient demand).

MG 627. Research and Report Writing. (3 Credits)
A critical review of research methods in the business disciplines. Subjects discussed include nature and sources of secondary data, primary data collection techniques, research design, sample selection, and/or model building. Further, students will explore and prepare various accounting, financial, and general business forms, statements, and reports applicable to business research. Also listed as CIS 627, EC 627, FI 627, and MK 627 but creditable only in field for which registered. (Offered on sufficient demand).

MG 630. Strategic Management and Competitive Analysis. (2 Credits)
This course is a synthesis of the knowledge, skills, and techniques of strategic analysis to formulate, implement, and evaluate a competitive strategy. Prerequisites: MBA and MAcc students must have completed 15 hours of graduate work prior to this course including AC 642 or FI 632 or AC 600. (Fall, Spring, Summer)
MG 632. Advanced Concepts in Global Business. (3 Credits)
This course will focus on advanced concepts in the international trade in goods and services with particular attention to the foundations of international trade. It will delve into the best practice procedures in importing and exporting, as well as commercial practices in the same. It will also address opportunities in foreign investments and the different means to enter and expand global business. Students will garner a strong foundation in sophisticated global business transactions and attendant systems. Prerequisites: EMB 682. (Spring)

MG 640. Management Policy. (3 Credits)
Synthesis of the materials in the functional and managerial areas from the viewpoint of top management. Course objectives are accomplished through relevant case studies. Prerequisite: MBA students must have completed 15 hours of graduate work prior to this course including AC 642 or AC 626 or FI 632 or FI 630; MAcc students may take starting 2nd semester. (Fall, Spring, Summer)

MG 642. Problems in Small Business Operations. (3 Credits)
Investigation of problems peculiar to small business firms in the functional areas of accounting personnel, finance, production, marketing, and general management. Actual business consultation required. (Offered on sufficient demand).

MG 645. Employment Relations. (3 Credits)
A course designed to analyze, synthesize, and evaluate the major federal and state laws that impact the modern work environment. Students will draw upon new insights in the human resources management discipline to summarize and evaluate the legislation and laws regulating the employee/employer relationship. (Offered on sufficient demand).

MG 648. Human Resources Management. (3 Credits)
An intensive study of the personnel functions: recruitment, selection, training and development, performance appraisal, compensation, and labor relations. Particular attention will be given to motivational consequences of HRM activities. The impact of employment laws on the organization will also be discussed. (Fall).

MG 651. Special Topics. (1-3 Credits)

MG 658. Strategic HR Planning and Development. (3 Credits)
This course takes a two-part approach toward understanding the relationship between core elements of an organization's competitive strategy and its human resource activities and capabilities. First, this course examines the various ways core HR functions directly support the development, execution, and effectiveness of business and corporate strategies. Second, this course focuses on the development and application of HR metrics for workforce development, decision making, and human capital investment. The objectives of this course are to enable the graduate student to better understand how to leverage HR competencies for increased business corporate performance in a globally competitive environment. Prerequisite: MG 648. (Spring).

MG 662. Global Entrepreneurship and Business Expansion. (3 Credits)
This course will address entrepreneurial activity in a global context. Students will garner an understanding of what entrepreneurial endeavor involves, and how it may be applied globally to multiply potential business opportunity. The course will be grounded in case studies and address myriad paths to business excellence and success by exploring how global trade in goods and services as well as using the internet and sophisticated investment platforms can be utilized to scale up any business rapidly around the world. Prerequisite: EMB 682 (Summer)

MG 665. Issues in Health Care Management. (3 Credits)
A forum to increase understanding of contemporary issues related to health care management. The course surveys selected current issues in health care management and policy at the regional, national and international levels. The course will also focus on current thinking and debate regarding health care reform in the U. S., using the course text and other readings as resource material. Also listed as MK 665 but creditable only in field for which registered. (Summer).

MG 668. Advanced Personnel Management. (3 Credits)
This course will approach the global challenges of assessing and managing employee performance from an evidence-based perspective. Drawing from core industrial-organizational psychology and organizational behavior disciplines, this course will explore in-depth the research findings and applied methodologies associated with managing and improving key work performance outcomes. Course activities are designed to enable managers and supervisors to better understand the interrelationships between job performance, management decision making, and key social and behavioral concepts as they relate to individual and group performance based goal setting, feedback, and behavior modification. Prerequisite: MG 602 or MG 648. (Summer)

MG 670. Leading High Performance Teams. (3 Credits)
This course investigates the issues of becoming an effective leader and developing teamwork within organizations. The student will explore the leader-member relationship, the nature of productive teamwork, the challenges of virtual and global teams, conditions and abilities that improve accurate and effective communication, successful ways of managing conflict, to resolve issues, and the nature of experiential learning. (Fall, Spring, Summer).

MG 675. Seminar in Negotiation and Conflict Resolution Strategies. (3 Credits)
This course will explore the concept of negotiation in numerous business environments. Attention will be paid to topics such as strategies and tactics, nonverbal communication, and ethical and cultural aspects. Other forms of conflict resolution used in business, such as mediation and arbitration will also be addressed, and the design of conflict management programs will be examined. Also listed as MK 675 but creditable only in field for which registered. (Spring).

MG 680. International Experience/Internship. (3 Credits)
Study abroad experience to include structured group visits to businesses and business centers; lectures delivered by managers involved in international trade, internship experiences, and/or structured participation in a university sponsored academic program. Also listed as AC 680, CIS 680, EC 680, FI 680, and MK 680, but creditable only in field for which registered. Prerequisite: approval of the department chair and internship coordinator. (Fall, Spring, Summer).

MG 685. Cases in Applied Project Management. (3 Credits)
This course will explore more deeply project management practices in today's business environment. Students will examine topics covering scope management, time management, cost management, quality management, human resource management, communication management, risk management, procurement management and stakeholder management. Emphasis will be placed on global projects managed by virtual teams. Prerequisite: MG 585. (Spring).

MG 691. International Business. (3 Credits)
Course provides the opportunity to examine the management practices of executives in multinational firms. Students will analyze the policies and strategies employed by successful international firms in an increasingly global marketplace. Also listed as MK 691 but creditable only in field for which registered. (Spring).
MG 695. Strategic Planning for Health Care Management. (3 Credits)
A capstone course integrating the functional areas of health care management. The role and techniques of strategic planning in the health care industry will be emphasized. Course objectives will be accomplished through lecture, reading, simulation, case analysis and case presentation. (Spring).

MG 698. Independent Study/Research. (1-3 Credits)
Guided independent study and/or research in an area related to management. Prerequisite: approval of the department chair. (Fall, Spring, Summer).

MK - Marketing (MK)

MK 587. Electronic Marketing. (3 Credits)
This course is designed to provide an overview of electronic commerce with an emphasis on e-retailing, consumer behavior online, Internet advertising, and online market research. Web business strategies, international electronic customer relations, electronic customer interface, Internet pricing, distribution challenges, Internet branding, customer information systems and framing the marketing opportunity. An independent research project will be a significant part of the class.

MK 615. Marketing Seminar. (3 Credits)
A study of marketing theory and the contributions of various behavioral sciences to the area of marketing. (Offered on sufficient demand).

MK 616. Survey of Marketing Issues and Problems. (3 Credits)
A survey course of significant influences of facing marketing management. Student will draw on current events and empirical data to discuss current marketing opportunities and problems stemming from the external environment. (Offered on sufficient demand).

MK 620. Sales Techniques for New Business Development. (3 Credits)
This course introduces the new business development process by exploring prospecting, information gathering, presentations, handling sales resistance, earning commitment, and follow-up. Other topics include buyer behavior, communication skills, prospecting technologies, and CRM. (Fall, Spring, Summer).

MK 625. Sales Management Strategies for New Business Development. (3 Credits)
This course provides an overview of the unique opportunities and challenges encountered in the process of managing the professional sales organization. Initially, the course focuses on the distinctiveness and the importance of managing new business development. From this point, the class begins to assess the aspects of sales management that are critical to the organization's success in various markets (consumer, business, government, and global). Each topic is examined through readings, discussions, lectures and specific cases. At the conclusion of the course, the student will have an appreciation for not only the unique challenges of new business development, but also the ways in which managers maximize the long-term productivity and profitability of the sales function. Prerequisite: MK 620 (Fall, Spring)

MK 627. Research and Report Writing. (3 Credits)
A critical review of research methods in the business disciplines. Subjects discussed include nature and sources of secondary data, primary data collection techniques, research design, sample selection, and/or model building. Further, students will explore and prepare various accounting, financial, and general business forms, statements, and reports applicable to business research. Also listed as CIS 627, EC 627, FI 627, and MG 627 but creditable only in field for which registered. (Offered on sufficient demand).

MK 630. Social Media Marketing. (3 Credits)
This course provides a thorough understanding of social media channels including social networking sites, online communities, forums, blogs, video-sharing sites, etc. Emphasis will be placed on the use of these channels as part of an overall marketing communication strategy. Specific topics addressed include targeting online customers through social media channels, effectiveness of social media marketing, and evaluation methods. (Fall).

MK 633. Category Management. (3 Credits)
This course introduces advanced strategies and methodologies in category management including space planning, promotion and pricing analysis, managing the manufacturer-retailer relationship, and developing collaborative networks among industry channel members. The course provides the analytical framework necessary to conduct a category review and make strategic recommendations to both manufacturers and retailers. Prerequisites: MK 620. (Fall)

MK 635. Marketing in a Global Economy. (3 Credits)
A conceptual and analytic approach to the identification of international marketing opportunities and the development of action strategies. (Offered on sufficient demand).

MK 643. Private and Government Contract Business. (3 Credits)
This course analyzes the role of the salesperson/account representative in contract business development in both the private sector and government sector. Students will examine the processes and procedures for acquiring contracts and developing bids to win contracts for new and continuing business. Representatives from private and government organizations interact with students in this course to provide first-hand experience in dealing in the contract business environment. Prerequisite: MK 620 (Spring)

MK 650. Marketing Communications. (3 Credits)
A managerial perspective of the marketing communication process. Includes a study of relevant buyer behavior concepts, resources and budgets, media, creative aspects, and effectiveness measurements as they relate to the task of marketing communications. Prerequisite: MK 360. (Offered on sufficient demand).

MK 651. Special Topics. (3 Credits)

MK 653. Purchasing, Logistics, and Supply Chain Mgt. (3 Credits)
This course provides an understanding of the concepts and science of the supply chain functions and the importance of developing relationships with world-class channel members. Students also utilize information management systems for distribution, e-commerce, and logistics. Prerequisite: MK 620 (Fall).

MK 656. Marketing Strategy. (3 Credits)
Study of the entrepreneurial role and the development and management of new marketing firms and products. Prerequisite: MK 360.

MK 660. Nonprofit Marketing. (3 Credits)
A study of marketing elements and strategies and how they can be applied to help public and private nonprofit organizations achieve various objectives. (Offered on sufficient demand).

MK 663. Key Account Management. (3 Credits)
This course analyzes the role of the salesperson/account representative in high-level sales processes such as those associated with key and strategic account management. The course emphasizes quantitative and qualitative analysis of high-level selling issues, customers' perspectives, and the competitive nature of this sales environment. Additionally, the course examines the interplay between sales and marketing as they relate to acquiring and managing these key accounts. Prerequisites: MK 620. (Summer)
MK 665. Issues in Health Care Management. (3 Credits)
A forum to increase understanding of contemporary issues related to health care management. The course surveys selected current issues in health care management and policy at the regional, national and international levels. The course will also focus on current thinking and debate regarding health care reform in the U. S., using the course text and other readings as resource material. Also listed as MG 665 but creditable only in field which registered. (Summer).

MK 670. Service Marketing. (3 Credits)
Developing, pricing, distribution, and promoting the service, control of quality of customer encounters through service automation and/or employee selection and training; place of marketing in service organization structure; strategic implications of structure of service industries. Prerequisite: MK 360.

MK 671. Marketing for Health Care Management. (3 Credits)
An integrated course that provides health care management students an opportunity to analyze the unique marketing problems and opportunities facing the health care industry. Strategic marketing planning will be emphasized via development of a generic marketing plan. Course objectives will be accomplished through lecture, reading, discussion, case analysis and marketing plan development. (Fall).

MK 672. Strategic Marketing Analysis. (2 Credits)
This course examines the philosophy of marketing concept and how marketing strategies integrate with economics, accounting, finance, technology and production. The 4 Ps are used to organize and evaluate how marketing strategies are influenced by pricing, product development, distribution and promotion. Attention will be given to international strategy and how culture influences strategic decision-making. Prerequisites: MG 600 and MBA 600. (Fall, Spring).

MK 675. Seminar in Negotiation and Conflict Resolution Strategies. (3 Credits)
This course will explore the concept of negotiation in numerous business environments. Attention will be paid to topics such as strategies and tactics, nonverbal communication, and ethical and cultural aspects. Other forms of conflict resolution used in business, such as mediation and arbitration will also be addressed, and the design of conflict management programs will be examined. Also listed as MG 675 but creditable only in field for which registered. (Spring).

MK 680. International Experience/Internship. (3 Credits)
Study abroad experience to include structured group visits to businesses and business centers; lectures delivered by managers involved in international trade, internship experiences, and/or structured participation in a university sponsored academic program. Also listed as AC 680, CIS 680, FI 680 and MG 680, but creditable only in field for which registered. Prerequisite: approval of the department chair and internship coordinator. (Fall, Spring, Summer).

MK 687. E-Marketing. (3 Credits)
This course is designed to provide an overview of electronic commerce with an emphasis on e-retailing, consumer behavior online, Internet advertising, and online market research. Web business strategies, international electronic customer relations, electronic customer interface, Internet pricing, distribution challenges, Internet branding, customer information systems and framing the marketing opportunity. (Offered on sufficient demand).

MK 691. International Business. (3 Credits)
Course provides the opportunity to examine the management practices of executives in multinational firms. Students will analyze the policies and strategies employed by successful international firms in an increasingly global marketplace. Also listed as MG 691 but creditable only in field for which registered. (Spring).

MK 698. Independent Study/Research. (3 Credits)
Guided independent study and/or research in an area related to marketing. Prerequisite: approval of the department chair. (Fall, Spring, Summer).

MU - Music (MU)

MU 504. Vocal and Jazz Ensemble. (1 Credit)
Study and performance of vocal jazz music. May be repeated once with departmental approval.

MU 505. University Band. (1 Credit)
Study and performance of literature for the band. May be repeated once with departmental approval.

MU 506. Jazz Band. (1 Credit)
Study and performance of popular music. May be repeated once with departmental approval.

MU 508. Opera/Musical Theater Workshop. (1 Credit)
Study and performance of opera/musical theater literature. May be repeated once with departmental approval.

MU 509. Shoals Symphony at UNA. (1 Credit)
The study and performance of orchestral music. Two class periods of rehearsal per week. Students are selected by audition.

MU 510. Collegiate Singers. (1 Credit)
Specialized study and performance of choral music. May be repeated once with departmental approval.

MU 527. Chamber Choir. (1 Credit)
The study and performance of chamber music for voices. May be repeated. Audition required. Prerequisite: Departmental approval.

MU 547. Brass Ensemble. (1 Credit)
The study and performance of chamber music for brass instruments. Admission by instructor's approval. May be repeated. Prerequisite: departmental approval.

MU 557. Percussion Ensemble. (1 Credit)
The study and performance of chamber music for percussion instruments. Admissions by instructor approval. May be repeated. Prerequisite: Departmental approval.

MU 567. String Ensemble. (1 Credit)
The study and performance of chamber music for orchestral string instruments. Admission by instructor's approval. May be repeated. Prerequisite: departmental approval.

MU 577. Woodwind Ensemble. (1 Credit)
The study and performance of chamber music for woodwind instruments. Admission by instructor’s approval. May be repeated. Prerequisite: departmental approval.

MU 611. Choral Literature. (3 Credits)
Styles, forms, and performance practices of the choral music from the Baroque, Classic, Romantic, and Modern periods.

MU 612. Band Literature. (3 Credits)
Styles, forms, and performance practices of instrumental music for wind and percussion instruments from the Baroque, Classic, Romantic, and Modern periods.
MU 618. Choral Techniques. (3 Credits)
Organization and procedures, choral tone production, and diction.

MU 622. Music in the Baroque. (3 Credits)
This course will examine instrumental, vocal and choral music from 1600 to 1750 with emphasis on the historical development of style, genres and performance practice of the period.

MU 631. Marching Band Techniques. (2 Credits)
Methods and procedures of the marching band.

MU 635. Care and Repair of Instruments. (1 Credit)
Practice in repairs and adjustments normally made by instrumental directors.

MU 641. Conducting and Rehearsal Technique. (2 Credits)
Study of advanced baton technique and rehearsal procedures. 
Prerequisite: MU 382.

MU 642. Pedagogy of Voice. (1 Credit)
Study of vocal problems at all stages of development. Taught in conjunction with Class Voice (MU 121) plus one seminar each week.

MU 651. Special Topics. (1-6 Credits)
MU 652. Special Topics. (1-6 Credits)
MU 654. Pedagogy of Brass Instruments. (1 Credit)
Course designed to work out specific problems with graduate students in furthering their knowledge of and skill in teaching brass instruments. Taught in conjunction with Class Brass (MU 141) plus one seminar each week.

MU 655. Pedagogy of Percussion Instruments. (1 Credit)
A course designed to focus on development of deepened knowledge, competencies and skill in teaching percussion instruments. Taught in conjunction with MU 151, Class Percussion, plus one seminar hour per week.

MU 657. Pedagogy of Woodwind Instruments. (1 Credit)
Designed to work out specific problems with graduate students in furthering their knowledge of and skill in teaching woodwind instruments. Taught in conjunction with Class Woodwinds (MU 171) plus one seminar each week.

MU 658. Pedagogy of String Instruments. (1 Credit)
Course designed to focus on advanced problems and development in deepening the student's knowledge and skill in teaching orchestral string instruments. Taught in conjunction with MU 161 Class Strings, plus one seminar each week.

MU 661. Methods and Materials in Music Education. (3 Credits)
Concepts, methods, and materials in music education N-12.

MU 675. Master Concert. (1 Credit)
The master concert will be performed by the graduate student's own group in its normal place of performance. Planning, performance, and evaluation of the concert will be under the guidance of the music faculty.

MU 680. Secondary Applied Music. (1,2 Credits)
A course designed to provide individual academic and artistic instruction in the development of skills, techniques and materials of performance and study of music in an applied area of musical performance other than the student's primary area of performance in the applied area studied; departmental approval.
Course Fees: $60

MU 681. Applied Instrument (any instrument or voice). (1,2 Credits)
Approval of department chair required. Course fee of $60 is per credit hour.
Course Fees: $60

MU 682. Applied Music (any instrument or voice). (1-2 Credits)
Approval of department chair required.
Course Fees: $60

MU 683. Applied Music (any instrument or voice). (1-2 Credits)
Approval of department chair required.
Course Fees: $60

MU 684. Applied Music (any instrument or voice). (1-2 Credits)
Approval of department chair required.
Course Fees: $60

MU 690. Special Topics in Music. (1-3 Credits)
A variety of topics for study are available to eligible graduate students under this course number and title. Course number may be repeated to address different topics in music. Departmental approval is required.

NU - Nursing (NU)

NU 502. Health Policy, Social Issues, and Theory. (3 Credits)
The analysis of the development of health care policy, and the political, ethical, and financial factors that influence the challenges and opportunities in current nursing practice. One of the course's major foci are on assessment of community health care systems and the impact that various legal, governmental, and fiscal factors have on these systems. Students will examine current social issues and their effect on the health care arena. Students will explore, apply, and utilize nursing theory to promote and improve health. This course is a prerequisite for NU 605, NU 606 and NU 616.
Course Fees: $225

NU 503. Advanced Nursing Theory. (3 Credits)
The exploration of the nature of knowledge and theory through the study of selected nursing theories, as well as the study of theories in other disciplines. The focus of this course is to apply and utilize theory to promote the understanding of information for improving health. Theoretical foundations of advanced nursing practice are examined including the evolution of nursing knowledge by examining theoretical structures from other disciplines. Students will critique selected theories for their applicability to nursing practice and nursing knowledge development.
Course Fees: $225

NU 508. Advanced Health Assessment. (3 Credits)
This course focuses on the skills of assessment necessary for the master's prepared nurse and builds upon baccalaureate and professional practice knowledge of anatomy, physiology, pathophysiology, and physical assessment and history-taking knowledge and skills. The major focus of this course is to ensure that the student has the ability to perform a high quality and problem-specific psychosocial, developmental, and cultural health history and review of systems with a head-to-toe comprehensive physical exam. Virtual clinical experiences and discussion forums will be used to demonstrate an understanding of establishing patient-centered databases and communicating that information in oral and written form. A grade of "B" or better is required in this course.
Course Fees: $225
NU 609. Statistical Concepts for Nurses. (3 Credits)
This course addresses quantitative methods and statistics with applications to nursing and health care. Topics include descriptive statistics, measures of central tendency, sampling, hypothesis testing, probability distributions, correlation analysis, and analysis of variance. Course Fees: $225

NU 610. Teaching the Health Care Consumer: Clinical Practicum. (6 Credits)
A clinical course that assesses the learning needs of a selected health care population. Students will use these assessed learning needs to plan, implement, and evaluate culturally, age-appropriate teaching plans. The focus of this course is to prepare the nurse to expand the knowledge base of health care consumers - individuals, groups, and communities - in areas of health. The clinical portion of this course consists of a 120-hour preceptorship with a graduate prepared nurse educator or a nurse practitioner who provides direct care education to patients. Course Fees: $365

NU 611. Teaching the Health Care Provider: Clinical Practicum. (6 Credits)
A clinical course in which the learning needs of a selected health care consumer are assessed in higher education. Students design, implement and evaluate courses of study and curricula based on assessed learning needs. These activities will enhance the teaching and learning activities of health care providers. Various teaching-learning theories and evidence based practices will be explored. The clinical portion of this course consists of a 120-hour preceptorship with a nurse educator preceptor in a higher education institution. The student is to select a clinical area of concentration (e.g. Adult Health, Pediatrics, etc.). The clinical areas must be the same as in NU 610. Prerequisite or corequisite: NU 605. Course Fees: $365

NU 612. The Nurse Manager. (6 Credits)
A clinical course that focuses on the identification of management problems in an organizational environment and the development, implementation, and evaluation of outcomes based on scientific evidence. Emphasis is on advanced nursing leadership and influences including political, legal, social, cultural, ethical, and economic forces within the health care system. Students will analyze various types of organizational and management styles. A clinical preceptorship (120-hours) with a nursing middle manager and the use of selected management/leadership theories are integral parts of this course. Prerequisites OR Corequisites: NU 504, NU 505. Course Fees: $365

NU 613. The Nurse Executive. (6 Credits)
A clinical course that builds on concepts in NU 612. Students participate in an executive-level internship with a nursing administrator/executive preceptor using a theory-based management/leadership style (90-hours). Problem-solving methods are demonstrated using actions that are legally, ethically, and culturally appropriate and that exhibit advanced management/leadership competencies. Prerequisite: NU 612. Course Fees: $365
NU 614. Advanced Pharmacology for Nurses. (3 Credits)
The purpose of this course is to examine groups of medications by the
patient's clinical problem(s) or issues, thereby emphasizing the clinical
application of the information presented. Initially, basic pharmacology
principles will be reviewed, followed by a focus on treatment of patients
with common diseases and disorders such as hypertension, diabetes,
infections, and so forth. Pharmacological treatment implications for
patients from specific populations, including pediatrics, women, men, and
the elderly, will also be presented. A passing grade of "B" or better must
be earned in this course.
Course Fees: $225

NU 615. Evidenced Based Practice and Nursing Scholarship. (3 Credits)
A concentrated study of the examination and utilization of the research
process in furthering the body of knowledge in nursing to improve health
outcomes for patients. The course focuses on problem identification and
the use of appropriate research methodology to solve problems in the
health care system. Evaluation and critique of various types of research
are done and research findings are applied to achieve evidence based
nursing practice. The steps of a theoretically-based research proposal are
examined. Prerequisite: admission to College of Nursing Graduate
Studies.
Course Fees: $225

NU 616. Teaching the Health Care Consumer and Provider. (3 Credits)
An online didactic course in which principles of teaching and learning are
explored. Learning needs of selected health care populations and future and
current health care providers are assessed. Students will use these
assessed learning needs to plan, implement, and evaluate teaching plans. Students also analyze, design, implement and evaluate courses of study using information and communication technologies. Transitioning to the role of the nurse educator in academe, teaching-learning theories, and evidence-based teaching practices and evaluation methods will be examined. Prerequisites: NU 502, NU 509.
Course Fees: $225

NU 617. Leadership and Management in Nursing. (3 Credits)
An online didactic course that explores leadership and management
principles in a variety of healthcare settings. Various types of
organizational and management styles will be evaluated. The course will
explore the processes and principles of leading in the healthcare world.
Students will also evaluate methods to improve the quality and safety of
healthcare delivery currently and in the future.
Course Fees: $225

NU 618. Quality Improvement in Nursing. (3 Credits)
A didactic course that examines healthcare quality improvement
(QI) to prepare nurses to engage in QI in healthcare settings and to
develop leadership in improving care for all settings and populations.
The course begins with an overview of current healthcare quality, to
include but not limited to current national efforts toward quality care
and health informatics technology. Students are introduced to the need
for applying the change process to QI, engaging patients and families, and the QI planning process. Nurse leaders are needed in the healthcare
environment to improve care through monitoring, measuring, analyzing,
and developing strategies to prevent QI problems and errors and/or to
respond to those concerns.
Course Fees: $225

NU 619. Introduction to Family Nurse Practitioner. (3 Credits)
The focus of this course is to introduce the nurse practitioner student
to the nurse practitioner role. Family Nurse Practitioner students will
become familiar with the dynamics of the provider-patient relationship,
the complex components of the nurse practitioner education, and the
many facets of the professional role. Students will also be introduced to
the concept of differential diagnosis.
Course Fees: $320

NU 640. Family Nurse Practitioner I. (4 Credits)
The focus of this course is on advanced care of adults along the
wellness-illness continuum. In the clinical course family nurse
practitioner students will diagnose and treat adult patients with
undiﬁferentiated symptoms as well as those with established diagnoses.
Family nurse practitioner students will be providing initial, ongoing, and
comprehensive care, which includes taking comprehensive histories,
providing physical examinations and other health assessment and
screening activities, and diagnosing, treating, and managing patients
with acute and chronic illnesses and diseases. Ordering, performing,
supervising, and interpreting laboratory and imaging studies; prescribing
drug therapy and durable medical equipment; and making appropriate
referrals for patients are skills that will be demonstrated by the family
teaching-learning theories,
nurse practitioner student. Growth and development, health promotion,
disease prevention, health education, cultural and environmental
variables are integrated throughout. Prerequisites: NU 640.
Course Fees: $320

NU 642. Family Nurse Practitioner II. (4 Credits)
The focus of this course is on advanced care of adults along the
wellness-illness continuum. In the clinical course family nurse
practitioner students will diagnose and treat adult patients with
undiﬁferentiated symptoms as well as those with established diagnoses.
Family nurse practitioner students will be providing initial, ongoing, and
comprehensive care, which includes taking comprehensive histories,
providing physical examinations and other health assessment and
screening activities, and diagnosing, treating, and managing patients
with acute and chronic illnesses and diseases. Ordering, performing,
supervising, and interpreting laboratory and imaging studies: prescribing
drug therapy and durable medical equipment; and making appropriate
referrals for patients are skills that will be demonstrated by the family
nurse practitioner student. Growth and development, health promotion,
disease prevention, health education, cultural and environmental
variables are integrated throughout. Prerequisites: NU 640, NU 641.
Course Fees: $320

NU 643. Family Nurse Practitioner III. (4 Credits)
The focus of this course is on advanced care of adults along the
wellness-illness continuum. In the clinical course family nurse
practitioner students will diagnose and treat adult patients with
undiﬁferentiated symptoms as well as those with established diagnoses.
Family nurse practitioner students will be providing initial, ongoing, and
comprehensive care, which includes taking comprehensive histories,
providing physical examinations and other health assessment and
screening activities, and diagnosing, treating, and managing patients
with acute and chronic illnesses and diseases. Ordering, performing,
supervising, and interpreting laboratory and imaging studies; prescribing
drug therapy and durable medical equipment; and making appropriate
referrals for patients are skills that will be demonstrated by the family
nurse practitioner student. Growth and development, health promotion,
disease prevention, health education, cultural and environmental
variables are integrated throughout. Prerequisites: NU 640, NU 641, NU 642.
Course Fees: $320
NU 644. Family Nurse Practitioner IV. (4 Credits)
The focus of this course is on advanced care of females along the wellness-illness continuum. In this clinical course family nurse practitioner students will diagnose and treat female patients with undifferentiated symptoms as well as those with established diagnoses. Family nurse practitioner students will be providing initial, ongoing, and comprehensive care, which includes taking comprehensive histories, providing physical examinations and other health assessment and screening activities, and diagnosing, treating, and managing patients with acute and chronic illnesses and diseases. Ordering, performing, supervising, and interpreting laboratory and imaging studies; prescribing medication and durable medical equipment; and making appropriate referrals for patients are skills that will be demonstrated by the family nurse practitioner student. Growth and development, health promotion, disease prevention, health education, cultural and environmental variables are integrated throughout. Prerequisites: NU 640, NU 641, NU 642, NU 643.
Course Fees: $320

NU 645. Family Nurse Practitioner V. (4 Credits)
The focus of this course is on advanced care of infants, children, and adolescents along the wellness-illness continuum. In this clinical course family nurse practitioner students will diagnose and treat pediatric patients with undifferentiated symptoms as well as those with established diagnoses. Family nurse practitioner students will be providing initial, ongoing, and comprehensive care, which includes taking comprehensive histories, providing physical examinations and other health assessment and screening activities, and diagnosing, treating, and managing patients with acute and chronic illnesses and diseases. Ordering, performing, supervising, and interpreting laboratory and imaging studies; prescribing medication and durable medical equipment; and making appropriate referrals for patients are skills that will be demonstrated by the family nurse practitioner student. Growth and development, health promotion, disease prevention, health education, cultural and environmental variables are integrated throughout. Prerequisites: NU 640, NU 641, NU 642, NU 643, NU 644.
Course Fees: $320

NU 680. Evidence-based Practice and Teaching/Learning Practicum I. (4 Credits)
This practicum experience is designed to integrate theory and evidence-based teaching practices in the academic setting. Learners select an experienced nurse educator preceptor in the academic setting where they will have opportunities to participate in all phases of the teaching role, including classroom and clinical instruction in an area of specialization, and to experiment with different teaching materials, teaching strategies, and evaluation methods. The practicum area of specialization will be the same for Practicum I and II. Translating research into evidence-based teaching practice is the goal. In Practicum I and Practicum II, students will utilize new knowledge to create and evaluate one (1) evidence-based project that addresses an identified learning need in a selected clinical area of specialization. Prerequisite or Corequisite: NU 605 and NU 606 and NU 616.
Course Fees: $300

NU 681. Evidence-based Practice and Teaching/Learning Practicum II. (4 Credits)
This practicum experience is designed to provide students an opportunity to demonstrate advanced nursing care and use evidence-based practices to strengthen patient care delivery skills. Learners select an experienced advanced practice registered nurse (APRN) preceptor in an area of specialization, who will provide opportunities and guidance in delivering direct client and family services in a setting of their choice (i.e. acute and critical care, long term care, home health, or community-based settings). The practicum area of specialization will be the same for Practicum I and II (i.e. family health, adult health, women's health, or pediatric health). Synthesizing translational processes to improve practice and associated health outcomes for patient aggregates is the goal. In Practicum I and Practicum II, students will utilize new knowledge to create and evaluate one (1) evidence-based project that addresses an identified learning need in a selected clinical area of specialization. Prerequisite or Corequisite: NU 508, NU 607, NU 614 with a minimum grade of B.
Course Fees: $300

NU 682. Evidenced-based Practice and Leadership Practicum I. (4 Credits)
This practicum experience is designed to integrate theory and evidence-based leadership and management practices into the healthcare setting. Learners select an experienced mid-level nurse manager or leader in the healthcare setting. Learners should select a nurse leader or manager preceptor where they will have exposure to all aspects of the role, including but not limited to writing policy and procedure, staffing, budgeting, purchasing, role-modeling, staff interaction, problem identification with resolution, conflict management, participation in interdisciplinary meetings, etc. Learners will translate current research into evidence-based practice. In Practicum I and Practicum II, students will utilize new knowledge to create and evaluate one quality improvement project that addresses an identified need within the clinical setting. The clinical area for Practicum I is mid-level leadership and management and for Practicum II the clinical area is upper management and leadership. Prerequisites OR Corequisites: NU 608 and NU 617 or NU 618.
Course Fees: $300

NU 683. Evidence-based Practice and Leadership Practicum II. (4 Credits)
This practicum experience is designed to integrate theory and evidence-based leadership and management practices into the healthcare setting. Learners select an experienced upper-level nurse manager or leader in the healthcare setting. Learners should select a nurse leader or manager preceptor where they will have exposure to all aspects of the role, including but not limited to budgeting, large scale staffing, financial planning, policy and procedure, accreditation, interdisciplinary team meetings and planning, etc. Learners will translate current research into evidence-based practice. In Practicum I and Practicum II, students will utilize new knowledge to create and evaluate one quality improvement project that addresses an identified need within the clinical setting. The clinical area for Practicum I is mid-level leadership and management and for Practicum II the clinical area is upper management and leadership. Prerequisites OR Corequisites: NU 608 and NU 617 and NU 618.
Course Fees: $300

NU 698. Independent Study. (1-3 Credits)
Guided Independent Study or Research in an area related to nursing education or leadership. Prerequisite: Approval of Program Director.
Course Fees: $225
NU 699. Capstone Project. (3 Credits)
The purpose of the Capstone Project is to provide an opportunity for students to develop and evidence-based practice project proposal that addresses a problem, issue, or concern in professional practice or nursing education while integrating and synthesizing concepts from the MSN curriculum. This course provides an opportunity for students to apply the program core competencies of patient-centered care, safety, quality improvement and teamwork and collaboration, utilization of evidence based practice, and informatics. Students identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a plan to implement the solution, and evaluate its potential outcome(s). Problems Teaching/Learning. For those in Teaching-Learning option, the clinical focus will be in a specific area of nursing practice. This clinical area must be the same as in NU 610 and NU 611. Students making satisfactory progress but who do not complete the project in one semester will receive an S grade but will receive no credit hours. Student must reregister for the course in the following semester in order to complete the project. Upon successful completion of the project, students will earn the P grade and receive three credit hours. Students may reregister for the course one time only. Grading is P (Pass) or F (Fail). Prerequisite: satisfactory completion of 30 hours in the MSN program. Course Fees: $225

PH - Physics (PH)

PH 502. Biophysics. (3 Credits)
Physical processes in biological systems and sub-systems. Independent project and/or term paper required. Prerequisites: BI 111 and two semesters of physics.

PH 520. Optics. (3 Credits)
Physical and geometric optics. Independent project and/or term paper required. Prerequisite: PH 252.

PH 547. Electricity and Magnetism. (3 Credits)
Electric and magnetic fields in vacuum and in matter. Computer project, independent project and/or term paper required. Prerequisites: MA 126, PH 252.

PH 548. Electromagnetic Fields. (3 Credits)
Maxwell’s equations, multipole fields, the wave equation with boundary conditions. Computer project, independent project and/or term paper required. Prerequisite: PH 447 or PH 547.

PH 556. Statistical Mechanics. (3 Credits)
Classical statistical mechanics and thermodynamics, with an introduction to quantum statistical mechanics. Prerequisites: MA 126, PH 252.

PH 571. Mechanics I. (3 Credits)
Statics and kinematics of particles and rigid bodies including periodic motion. Computer project, independent project, and/or term paper required. Prerequisites: MA 126, PH 252.

PH 572. Mechanics II. (3 Credits)
Moving coordinate systems, LaGrange’s and Hamilton’s equations, rotation of rigid bodies, fluid mechanics. Computer project, independent project and/or term paper required. Prerequisite: PH 471 or PH 571.

PH 580. Topics in Physics. (1-6 Credits)
Topics selected from various branches of physics. Departmental approval required. Special fee may be required depending on the topic. Course Fees: $30

PH 581. Topics in Physics. (1-6 Credits)
Topics selected from various branches of physics. Departmental approval required. Special fee may be required depending on the topic. Course Fees: $30

PH 582. Topics in Physics. (1-6 Credits)
Topics may be selected from electronic instrumentation, optics, spectroscopy, nuclear physics, solid state physics, statistical mechanics, advanced quantum mechanics, and mathematical physics. Departmental approval required. Course Fees: $30

PH 583. Topics in Physics. (1-6 Credits)
Topics may be selected from electronic instrumentation, optics, spectroscopy, nuclear physics, solid state physics, statistical mechanics, advanced quantum mechanics, and mathematical physics. Departmental approval required. Course Fees: $30

PH 584. Topics in Physics. (1-6 Credits)
Topics may be selected from electronic instrumentation, optics, spectroscopy, nuclear physics, solid state physics, statistical mechanics, advanced quantum mechanics, and mathematical physics. Departmental approval required. Course Fees: $30

PH 585. Topics in Physics. (1-6 Credits)
Topics may be selected from electronic instrumentation, optics, spectroscopy, nuclear physics, solid state physics, statistical mechanics, advanced quantum mechanics, and mathematical physics. Departmental approval required. Course Fees: $30

PH 586. Topics in Physics. (1-6 Credits)
Topics may be selected from electronic instrumentation, optics, spectroscopy, nuclear physics, solid state physics, statistical mechanics, advanced quantum mechanics, and mathematical physics. Departmental approval required. Course Fees: $30

PH 587. Topics in Physics. (1-6 Credits)
Topics may be selected from electronic instrumentation, optics, spectroscopy, nuclear physics, solid state physics, statistical mechanics, advanced quantum mechanics, and mathematical physics. Departmental approval required. Course Fees: $30

PH 588. Topics in Physics. (1-6 Credits)
Topics may be selected from electronic instrumentation, optics, spectroscopy, nuclear physics, solid state physics, statistical mechanics, advanced quantum mechanics, and mathematical physics. Departmental approval required. Course Fees: $30

PH 589. Topics in Physics. (1-6 Credits)
Topics may be selected from electronic instrumentation, optics, spectroscopy, nuclear physics, solid state physics, statistical mechanics, advanced quantum mechanics, and mathematical physics. Departmental approval required. Course Fees: $30

PH 595. Directed Research. (1-3 Credits)
Experimental, theoretical, or computational investigation of problems in physics under the direction of departmental faculty. Departmental approval required. Prerequisite: undergraduate physics major or minor, or equivalent experience.
PH 601. Teaching Physics in the Secondary School. (3 Credits)
Considers the problems of what to teach in physics at the secondary level and how to teach it. Discussions cover the relevance of physics in today’s world and how to use this to motivate students to learn. Independent project and/or term paper required. Prerequisite: PH 252.
Course Fees: $30

PH 603. Modern Physics for Teachers. (3 Credits)
Considers physics developed in this century, including relativity, particle-wave nature of matter, uncertainty, and topics from nuclear physics. Independent project and/or term paper required. Prerequisite: PH 343.

PH 605. Modern Physics for Teachers. (3 Credits)
Considers the basic components in electronics and the function of each. Complete but simple circuits are analyzed and functions discussed. Modern developments are surveyed. Prerequisite: PH 252.
Course Fees: $30

PH 607. Astronomy for Teachers. (3 Credits)
This course considers popular topics in astronomy. Content includes observational aspects of astronomy including constellations, planets, the Sun, celestial moons, and Earth’s seasons with an emphasis on understanding those topics which are known to have common misconceptions. A paper or major project will be completed in partial fulfillment of course requirements. Prerequisite: PH 125 or permission of department chair.
Course Fees: $50

PH 644. Quantum Mechanics. (3 Credits)
The wave equation with interpretations, operation, eigenvalues, expectation values, one-dimensional motion, angular momentum, spin and approximate solutions to the wave equation with applications. Prerequisites: MA 126, PH 343.

PH 680. Special Topics in Physics. (3-6 Credits)
Courses on a variety of topics are available to eligible graduate students under this course number and title. Course number may be repeated as different topics in physics are offered. Prerequisite: Departmental approval required. (Fall on sufficient demand, Spring on sufficient demand)

PH 683. Topics in Physics: Observational Astronomy. (3 Credits)
The course involves an introduction to observational astronomy, including spherical astronomy, coordinate systems, observing techniques, types of telescopes and detectors. Methods of calibrating and verification of astronomical measurements and their error estimates will be discussed. Students will also become familiar with the operating systems and software used by professional astronomers and how to setup a small telescope for observing. They will also conduct real scientific observations in order to gain experience conducting a research project. Prerequisite: PH 242 or PH 252. (Fall on sufficient demand, Spring on sufficient demand)
Course Fees: $30

PRS 601. Applied Research for Professionals. (3 Credits)
This course introduces students to important readings, central concepts, research methods and applications related to interdisciplinary studies. Students are expected to demonstrate mastery of those concepts and apply them collaboratively and individually to the formulation of a research question and in the design of a scientifically valid research method that can feasibly be applied toward that research question.

PRS 603. Professional Communications. (3 Credits)
An examination of communications literature and practices, including theory and application of communication approaches. Students will evaluate communication effectiveness to diverse audiences and seek to improve their individual communication effectiveness. MPS students will complete a Personal Report on Communication Apprehension (PRCA) and meet appropriate steps to lower their communication apprehension.

PRS 605. Professional Ethics in a Multicultural World. (3 Credits)
Exploration of the nature of ethics relating to the professions in a multicultural world, including ethical theory and applied ethics.

PRS 607. Leadership, Negotiation, and Conflict Resolution. (3 Credits)
This course provides early and mid-career professionals an opportunity to explore their personal strengths and weaknesses related to current leadership skills. Strategies applicable to resolving conflict internal and external to an organization through negotiation, including mediation and arbitration, will be addressed.

PRS 609. Organizations, Institutions, and Change. (3 Credits)
Understanding Change is a multi-disciplinary study of the impact of change on individuals, organizations, and society. The course will focus on developing in students the ability to understand, plan for, cope with, and manage personal and organizational change in the context of an ever increasingly dynamic society.

PRS 611. Globalization and Society. (3 Credits)
This course explores historical and contemporary aspects of globalization, defined as the increased interconnectivity and internationalization of economic, political, social, and cultural systems. The course examines the historical development trajectory of globalization, focusing on its causes and effects, including positive and negative impacts of globalization on modern societies and the debates surrounding these impacts.

PRS 695. Capstone/Thesis. (3-6 Credits)
Selection of a research topic, review of pertinent literature, collection and analysis of data, and composition and defense of a thesis.

PS - Political Science (PS)

PS 522. Politics, Justice, and Law in Television and Film. (3 Credits)
The course will examine how the national political mood affects scripted television programing and movie releases and the possible effects entertainment can have of the public’s view and understanding of politics, justice, and the law. (Summer on sufficient demand)

PS 530. English Constitutional History. (3 Credits)
The English Constitution from the Anglo-Saxon period to the present. Also listed as HI 530 but creditable only in the field for which registered.

PS 531. International Relations. (3 Credits)
The nature of international relations.

PS 535. International Organization. (3 Credits)
The development problems and role of international organizations.

PS 544. The Middle East Past and Present. (3 Credits)
Multidisciplinary study of the history, cultures, and contemporary politics of the Middle East.
PS 581. Contemporary United States Foreign Policy. (3 Credits)
United States foreign policy from World War II to the present. Also listed as HI 581 but creditable only in the field for which registered.

PS 590. Special Topics. (3 Credits)
A study of one or more major political science topics.

PS 599. Independent Study-Practicum. (3 Credits)
Independent study, research, or special field experience under departmental supervision.

RE - Religion (RE)

RE 570. History of Asian Religions. (3 Credits)
This course examines both the historical development and current content of the religious and philosophical traditions of Asia with special emphasis on Confucianism, Daoism, Shintoism, Buddhism, Sikhism and Hinduism. The course covers Japan, China, India, Tibet, other parts of Southeast Asia and East Asia. For each of these traditions, we will consider its history and mythology, the great themes and ideas which have shaped the worlds of meaning for the followers, and the ways of worshipping and achieving the good life, individually and socially.

SA - Study Abroad (SA)

SA 597. Introduction to China. (1 Credit)
Introduction to the history, language and culture of China, designed specifically to provide students participating in study abroad in China with a useful orientation and framework for evaluating their experience abroad. Open to all graduate students. Required of all graduate students taking part in study abroad in China programs.

SCED - Science Education (SCED)

SCED 580. Teaching Science in the Secondary School. (3 Credits)
Examines the problems of teachers in secondary science in integrating laboratory activities into the science curriculum as a basis for inquiry learning. The course provides experience in effective planning, preparing, teaching, in a context of inquiry learning as well as assessing student achievement. This course centers on active engagement of teaching candidates as they incorporate safety concerns, technology, resources, science education reform concepts, the Alabama Course of Study and National Science Education Standards in their science major. Two periods and one two-hour laboratory per week. Field trip(s) and a paper are required. Credit is awarded only in science major BI, CH, ES, or PH.
Course Fees: $50

SEM - Security & Emergency Mgmt (SEM)

SEM 500. Foundations of Homeland Security and Emergency Management. (3 Credits)
A study of the history of the fields of Homeland Security and Emergency Management; contemporary homeland security and emergency management concepts, functions, and practices for the civilian government sector, military, law enforcement, nonprofit organizations, and the private sector.

SEM 505. Terrorism and Terrorist Operations. (3 Credits)
The history, methods, and philosophy of terrorism are reviewed. Emphasis is placed on extremism as a foundation for terrorist behavior, types of terrorism, and how governments and law enforcement agencies respond to terrorism. Case studies of terrorist activities and implications for emergency response are highlighted. Prerequisites SEM 500.

SEM 506. Disaster Response and Recovery. (3 Credits)
How people, groups, organizations, communities and governments manage disasters in the immediate aftermath and recover from their effects, including social, physical, business, and infrastructure problems as well as intra- and inter-organizational issues. Prerequisites SEM 500.

SEM 560. Homeland Security & Emergency Management Seminar/Exercise. (3 Credits)
A two-day (onsite) seminar/exercise with online preparatory readings, discussions, and assignments during the course. The exercise serves as the capstone event for the SEM program and should be taken at the conclusion of all other coursework. Prerequisites SEM 500.

SEM 595. Internship/Practicum in Security and Emergency Management. (3 Credits)
Open to program participants who have completed all other coursework in the Security Studies and Emergency Management program (minor, certificate or area of concentration). Provides for independent study, research, or practical experiences under departmental determination, supervision, and evaluation. Prerequisites SEM 500.

SEM 597. Special Topics In Security and Emergency Management. (3 Credits)
Topical courses exploring contemporary topics in the field of security studies and emergency management. Topics will be treated by developing a theoretical and practical understanding of the issues focused on in the course and will foster both writing and critical inquiry skills. Prerequisites SEM 500.

SO - Sociology (SO)

SO 500. Theories of Deviance. (3 Credits)
The major theoretical perspectives, both past and present, in the study of deviance in society.

SO 501. Family Life Education. (3 Credits)
The purpose of the course is to increase students’ understanding of the unique issues that children, youth, and families face and to help them to identify and apply appropriate research-based curricula that will help improve the quality of life of the families they serve. Students will become familiar with how to identify quality research-based programs, establish program goals, implement quality family life education programs, and evaluate programs for effectiveness. Also listed as FS 501, but creditable only in field for which registered. Prerequisites: By instructor permit only.

SO 503. Gerontology. (3 Credits)
An advanced focus on the biological, psychological, and social aspects of aging in American society.

SO 510. Family Diversity and Social Change. (3 Credits)
The purpose of this course is to familiarize students with the varying types of families they may encounter in research, policy, and human service careers and to help students become attuned to issues faced by families in a continually changing society. Also listed as FS 510, but creditable only in field for which registered.
SO 521. Divided Cultures: A Study of Minority Groups. (3 Credits)
An advanced examination of race, ethnic, and gender differences and their intersection with the distribution of and access to opportunity structures in society.

SO 523. History of Social Thought. (3 Credits)
Theory and methodology in social thought from ancient times to the present.

SO 528. Modern Sociological Theory. (3 Credits)
Analysis of the major theoretical perspectives within sociology since the 1920s.

SO 530. Law and Society. (3 Credits)
Analysis of the creation and functioning of law as an element of culture and how law, in its many cultural forms, affects the structure of social institutions and human behavior.

SO 542. Social Psychology. (3 Credits)
The psychology of groups and their influences on the individual.

SO 543. Social Psychology of Intimate Relationships. (3 Credits)
Social psychological analysis of the development, maintenance, and dissolution of intimate relationships such as friendship, courtship, and marriage. Emphasis is placed on the theoretical and empirical basis of understanding intimate relationships.

SO 544. Sociology of Emotions. (3 Credits)
Examination of social and cultural nature of emotions including the process of emotional socialization; investigate emotions such as shame, guilt, empathy, jealousy, envy, and anger in the context of social institutions such as marriage and family, work, and education.

SO 599. Independent Study-Practicum. (3 Credits)
Independent study, research, or practice experiences under departmental determinations, supervision, and evaluation. Enrollment by permission of chair of the department. Also listed as FS 599, but creditable only in field for which registered. International students must receive approval from the Office of International Affairs prior to course registration.

SO 601. Indians of North America. (3 Credits)
Study of the aboriginal cultures of North America from the Arctic to Meso America. Special emphasis placed on their origins, on cultures prior to extensive acculturation, and on their contemporary situations.

SO 603. Sociology of Education. (3 Credits)
Theoretical, conceptual, and descriptive contributions of sociology to education; structural analysis of education as a social system; and education as an instrument of change from sociological perspective.

SO 605. Contemporary Topics in Family and Community Services. (3 Credits)
This course surveys contemporary issues in family and community services. Topics will be examined by developing a theoretical understanding of the issue and will foster both writing and critical inquiry skills related to the issue. May be repeated for up to six credit hours.

SO 607. Urban Sociology. (3 Credits)
Historical and contemporary causes, trends, and patterns of urbanization throughout the world. Various approaches to studying the process of urbanization, including ecological, social organization, and political perspective. Current developments and problems in urban planning.

SO 609. Principles of Sociological Analysis. (3 Credits)
Advanced course in general sociology designed to give a systematic conception of social order, focusing on its structural components and the functions they serve.

SP - Spanish (SP)

SP 501. Spanish for Reading and Research. (3 Credits)
Intensive examination of the grammatical structures and high-frequency vocabulary of Spanish to equip students to read relevant scholarship in their area of specialization, and, as applicable, to prepare students for a graduate school language examination in Spanish. Open to all graduate students. Offered on sufficient demand.

SP 505. Survey of Spanish Literature I. (3 Credits)
This course studies Spanish literature from its origins in the 9 Century with the jarchas through the Siglo de Oro and into Romanticism. It will acquaint students with the major literary, intellectual and historical trends through the study of representative works from each period. In addition, this course focuses on literary analysis and critical study of Spanish literature through focused research of primary and secondary sources. This course is conducted entirely in Spanish.

SP 506. Survey of Spanish Literature II. (3 Credits)
This course studies Spanish literature from Romanticism to present-day, emphasizing the Generación del '98 and literature of the Spanish Civil War. It will acquaint students with the major literary, intellectual and historical trends through the study of representative works from each period. In addition, this course focuses on literary analysis and critical study of Spanish literature through focused research of primary and secondary sources. This course is conducted entirely in Spanish.

SP 510. Survey of Latin American Literature I. (3 Credits)
This course studies Latin American literature from its pre-Columbian origins to Modernismo. It will acquaint students with the major literary, intellectual and historical trends through the study of representative works from each period. In addition, this course focuses on literary analysis and critical study of Spanish literature through focused research of primary and secondary sources. This course is conducted entirely in Spanish.

SP 511. Survey of Latin American Literature II. (3 Credits)
This course studies Latin American literature from Modernismo to present-day, with special focus on the Vanguardia and the Boom. It will acquaint students with the major literary, intellectual and historical trends through the study of representative works from each period. In addition, this course focuses on literary analysis and critical study of Spanish literature through focused research of primary and secondary sources. This course is conducted entirely in Spanish.

SP 601. Spanish Golden Age Prose: The Picaros. (3 Credits)
This course focuses on the development of picaresque narrative and on broader issues of narrative theory and criticism, including the question of “the modern novel.” The primary texts are the anonymous Lazarillo de Tormes, Mateo Alemán’s Guzmán de Alfarache, Francisco de Quevedo’s La vida del buscon, and Jerónimo de Salas Barbadillo’s La hija de Celestina. Readings will be accompanied by an examination of critical studies and of relevant theoretical matters.

SP 602. The Spanish Realist Novel. (3 Credits)
This seminar explores the Spanish realist novel through the reading of texts by authors including Leopoldo Alas “Clarin,” Benito Perez Galdos, and Emilia Pardo Bazán, among others. It is a study of the poetics of the Spanish realist novel as well as the social, historical, and cultural background of the period. Some of the topics to be discussed will be: the problematic of representation, the obsession with the fabrication of people, the politics of gender and sex, the relation of the novel with other art forms and media, the historical conditions of existence of the realist novel, and the social function of literature, its actual or intended performative value.
SP 611. Las mujeres del modernismo y del posmodernismo. (3 Credits)
The course is designed to explore the nature of modernismo, as represented by the poetry of Ruben Dario, and the view of women that it engendered, reinforced, and/or disseminated. It further seeks to examine the way three important female writers, Delmira Agustini, Alfonso Sorni, and Gabriela Mistral, appropriated and redefined modernista discourse, the vision of artistic creation, and the image of woman.

SP 612. La novela del Boom. (3 Credits)
This course is a study on the literary phenomenon of the 1960s in Latin America known as "The Boom." The primary focus of this course is on several key authors from the period, including Gabriel Garcia Márquez, Julio Cortázar, Carlos Fuentes, Guillermo Cabrera Infante, Mario Vargas Llosa, among others. This course will examine the social, historical, and cultural events surrounding the emergence of the Boom novels onto the international scene, as well as critical response to the authors and their works and the literary impact of the Boom novels on Latin American narrative.

SP 621. Lingüistica aplicada del espanol. (3 Credits)
This course is a comprehensive seminar for graduate students of Spanish Education which emphasizes the understanding and application of linguistics concepts and Spanish structures, as well as second language acquisition (SLA) theories and their applications in language education.

SP 651. Special Course. (1-6 Credits)
Course numbers 651 and 652 are reserved for special courses offered from time to time in response to special circumstances.

SP 652. Special Course. (1-6 Credits)
Course numbers 651 and 652 are reserved for special courses offered from time to time in response to special circumstances. When offered they are identified by department, content, and credit.

SRM - Sports Recreation Mgt (SRM)

SRM 540. Applied Research Methods in Sport & Recreation Management. (3 Credits)
The course introduces students to applied statistical methods in Sport and Recreation Management (SRM). This course is designed to prepare SRM students to develop advanced research skills necessary to deal with a wide variety of practical problems in the field. Prerequisites: Admission to graduate program, AMP, or instructor approval. (Fall)

SRM 541. Outdoor Education. (3 Credits)
Principles of environmental use, group, family, and individual camping. Outdoor teaching of environmental relationships, sports, crafts, and living skills. Weekend outdoor living experience required as part of this course. Three class periods per week. (Fall)
Course Fees: $30

SRM 544. Recreation for Special Populations. (3 Credits)
This course is an introduction to the area of therapeutic recreation and providing recreational services to special populations. Components of this course will include background information on the development of therapeutic recreation, environmental barriers and recreation opportunities, characteristics of selected populations, and program planning considerations for special populations. This is a field based course requiring students to complete a minimum of 75 clinical hours at Camp ASCCA. Special fee required. (Summer)

SRM 550. Qualitative Methods in Sport & Recreation Management. (3 Credits)
Students will overview qualitative methods that can be applied to research within various SRM settings. Some theories and techniques will be overviewed, which include grounded theory, autoethnographies and ethnographies, case studies, discourse, and critical discourse analysis, ethnmethodology, gender theories, narrative inquiry, phenomenological studies, inductive and deductive coding, triangulation, and preparing a research event. Prerequisites: Graduate Student Status in SRM Major or Instructor Approval.

SRM 555. Quantitative Methods in Sport & Recreation Management. (3 Credits)
Study of quantitative research methods and analysis used in sport and recreation management related disciplines. Special attention will be given to the theoretical and practical basis of research including but not limited to research process, research design, research report, descriptive statistics, correlation, regression, t-test, analysis of variance, chi-square tests, structural equation modeling, factor analysis, (exploratory factor analysis, confirmatory factor analysis).

SRM 600. Marketing in Sport and Recreation Management. (3 Credits)
Emphasis on application of the principles of marketing and finance in the sport and fitness industries including the areas of professional, intercollegiate and interscholastic athletics, corporate fitness, and resorts.

SRM 602. Recreation, Event, & Tourism Management. (3 Credits)
This course will allow students to have mastery level competencies in the recreation, event, and tourism (RET) management fields. This course will study topics such as commercial business ventures in recreation and tourism, entrepreneurship, products and services in RET, retail, profit centers, and facilities in RET, marketing, promotions, communications in RET, management, leadership, and team building, quality management and customer loyalty, ethics, environmental management, sustainability, liability and risk management, financial planning, business plans, career preparation, and others. Prerequisites: SRM Graduate Student Status or Permission from Course Instructor.

SRM 605. Media Relations in Sport & Recreation Management. (3 Credits)
This course provides a framework for understanding the connection between the informational and commercial aspects of sport information management. Emphasis will be placed on acquisition and refinement of effective internal and external communication with all constituencies.

SRM 610. Sport Facility Planning and Organizational Behavior. (3 Credits)
This course will overview management and leadership styles as they relate to sport and recreation facility management. Students will overview preparation for sport and recreation related events/activities, mitigate risks, understand organizational management theories and practices, motivation, stress, individual and group behavior, organizational structures, power, politics, job descriptions and design, decision making, types of organization communications, and organizational development. Prerequisites: SRM Graduate Student Status or Permission from Course Instructor.

SRM 615. Finance & Accounting Practices in Sport & Recreation Management. (3 Credits)
This course covers basic principles of accounting and finance in the context of sport and recreation management. Emphasis will be placed on the application of basic concepts, principles, and theories to the financial decision making of profit or non-profit enterprises in the sport and recreation industry.
SRM 625. Sport Sales & Analytics. (3 Credits)
This course will overview best practices in both selling and analytics within the context of the sport industry. This course will enhance the student's abilities in a variety of related areas through mastering sales techniques, and applicable analytical techniques to the sport sales sector. Prerequisites: Admission into a UNA graduate program, AMP program, or instructor approval. (Fall on sufficient demand)

SRM 641. Advanced Recreation Programming and Leadership. (3 Credits)
Methods of leadership in organizations and conducting recreational programs for all ages and ability groups. Emphasis on programming principles, planning goals and objectives, and program organization and evaluation. Emphasis will also be given to leadership techniques, group dynamics, and communication skills. (Spring)

SRM 645. eCommunications in Sport. (3 Credits)
This course is designed to give students an overview on the changes in public relations and marketing to sports entities with the rollout of Web 2.0, interactive webpages, and social media. Students will be equipped with an understanding and application capabilities to use these forms of eCommunication to enhance a sport entity’s presence. Further, students will understand and apply social media to marketing strategies and public relations based scenarios to increase their sport entity's brand image. Prerequisites: Admission as a graduate student, AMP student, or instructor approval. (Fall on sufficient demand)

SRM 650. Leadership Concepts in Sport & Recreation Management. (3 Credits)
This course overviews knowledge related to leadership theory, principles, group dynamics, and face-to-face leadership techniques seen throughout sport and/or recreation management. Students will gain an understanding of effective leadership theories and techniques as they are applied in a field setting. Further, students will better understand and critique their own styles of leadership. Prerequisites: SRM Graduate Student Status or Permission from Course Instructor.

SRM 655. Sport Consumer Behavior. (3 Credits)
This course is designed to provide an overview of sport consumer behavior with an emphasis on consumer decision making, motivation, constraints in sport engagement, segmentation, attitudes, personality, life style, involvement, and consumer satisfaction in sport.

SRM 665. Risk Management in Sport & Recreation Management. (3 Credits)
This course will prepare students to proactively work to mitigate risks in sport and recreation management areas. Emphasis will be placed on risk management best practices in sport and recreation management positions. Areas that will be covered will include negligence, an overview of the legal system, defamation, assault, battery, waivers and other forms of legal mitigation, and defenses to lawsuits in all areas previously described. Prerequisites: Graduate Student States in SRM Major or Instructor Approval.

SRM 675. Legal Issues in Sport and Recreation Management. (3 Credits)
Emphasis on legal issues and concepts related to areas of the health and physical education industry. Areas covered will include negligence, intentional torts, contracts, constitutional law, personnel issues, and risk management from a legal perspective. Prerequisites: SRM 665 with a grade of C or greater.

SRM 679. Continued Enrollment. (1-3 Credits)
SRM 685. Internship in Sport & Recreation Management. (3 Credits)
Students will be assigned to an appropriate health, exercise science, recreation or sport management agency for the purpose of experiencing a minimum of 200 hours of extended field experience. These 200 hours of field experience may be equally split between two separate agencies at the discretion of the program coordinator. Students will be consulted as to the agency with which they would desire to intern. At the completion of the internship, each student will provide a portfolio describing and providing examples of work completed and make an oral presentation to peers and departmental faculty. For students in the recreation and sport management concentration, this course will be taken concurrently with SRM 497, Internship.

SRM 693. Comprehensive Exams in Sport & Recreation Management. (0 Credits)
This non-credit course is required of all students enrolled in the non-thesis program of study in the Sport & Recreation Management program. Administration of a written comprehensive examination covering courses required as part of the graduate program of study in the core and concentration areas. This course may be taken during the term in which the student expects to complete all remaining program of study requirements or during the term immediately following completion of all program of study requires. The grade for this course will be “S” indicating satisfactory completion of all comprehensive exams or “U” indicating unsatisfactory performance on all or part of the comprehensive exam. Students receiving a grade of “U” may repeat the course once; a grade of “S” is required for completion of a student’s program of study. TEXT: No texts are required for this course. PREREQUISITES: Completion of all course work in the graduate program of study or enrollment in the last semester of graduate course work before graduation.

SRM 695. Thesis in Sport & Recreation Management. (6 Credits)
Students will select a research topic of their interest, and complete an in-depth and thorough thesis based on a research problem selected from said research topic. Students will be expected to select a research problem, complete a thorough, pertinent, and if applicable, timely literature review, submit an IRB proposal (with the help of their thesis advisor, if needed), logically describe their methodology, ethically and soundly collect and analyze data, write a grounded and insightful discussion, and defend their thesis in a public forum. Students will also propose their thesis idea before their thesis committee before data collection, analysis, and the writing of the discussion/conclusion section. Thesis papers must be formatted to a particular academic journal, which must be identified and agreed upon by the advisor and thesis committee.

SRM 700. Marketing in Sport and Recreation Management. (3 Credits)
This course develops essential knowledge and skills for implementing and controlling the strategic marketing process in sport and recreation management. Emphasis will be placed on the application of basic marketing concepts and principles as well as advanced marketing theories to strategic marketing planning. Further, students will be exposed to various modes of professional and theoretical applications to strategic marketing in SRM, including marketing research process, consumer behavior, segmentation, targeting, positioning, product characteristics, product development process, communication process, promotion planning, advertising, sponsorship programs, pricing concepts and strategies, strategic marketing process in SRM. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)
SRM 744. Recreation for Special Populations. (3 Credits)
Theoretical and philosophical foundations of therapeutic recreation, history of therapeutic recreation, concepts of illness and disability role of the professional recreation therapist, and survey of therapeutic recreation services and settings. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

SRM 765. Risk Management in SRM. (3 Credits)
This course will prepare students to proactively work to mitigate risks in sport and recreation management areas. Emphasis will be placed on risk management best practices in sport and recreation management positions. Areas that will be covered will include negligence, an overview of the legal system, defamation, assault, battery, waivers and other forms of legal mitigation, and defenses to lawsuits in all areas previously described. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

SRM 770. Legal Issues in Sport and Recreation Management. (3 Credits)
This course will prepare practitioners to avoid common forms of litigation, personally and from an organization’s standpoint. Emphasis will be on sport and recreation areas. Areas covered will include intentional torts, contracts, constitutional law, personnel issues, and worker’s compensation and insurance from a legal perspective. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

SRM 775. Problems in the Administration of Health and Physical Education Related Programs. (3 Credits)
Emphasis on administrative procedures applicable to operation of health and physical education related programs. Areas covered will include development of mission statements and organizational goals, personnel and budgeting issues, facilities and equipment management, programming and event management, and liability and risk management. Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission. (Fall, Spring, Summer)

SRM 779. Continued Enrollment. (1-3 Credits)

SW - Social Work (SW)

SW 500. Social Work Licensure for Workforce Readiness. (2 Credits)
This course will act as an integrative seminar in both foundation and specialization years, allowing the students to understand the history, necessity, and structure of social work licensure at the Master’s level. This course will be structured according to the material below (particularly the assignments for each competency) (Spring)

SW 501. Orientation to Social Work Values, Skills and Ethics. (2 Credits)
This course is an intensive four-week orientation to Social Work values, skills and ethics designed to orient two-year MSW students to the profession. Students will meet in-person and online with all MSW faculty members to ensure they are ready to begin the MSW program, with curricular content, team-building exercises, and presentations by various UNA support services. The course will be team-taught by MSW faculty. (Summer)

SW 503. Foundations of Social Work History, Policy and Philosophy. (2 Credits)
The political, philosophical and historical perspectives of social welfare policies and services. A study of basic criteria for analysis and formulation of social welfare policies and their implications for diverse populations. (Fall)

SW 515. Human Behavior I. (2 Credits)
A study of the life span of the individual from infancy to young adulthood from a systems perspective with emphasis on interactions with families, groups, organizations and communities. Special attention is given to the biological, social, psychological, and cultural forces that affect human behavior with emphasis on values and ethical issues, and the significance of human diversity on behavior in a pluralistic society. (Fall)

SW 516. Human Behavior II. (2 Credits)
A study of the life span of the individual from middle adulthood to later adulthood is from a systems perspective with emphasis on interactions with families, groups, organizations, and communities. Special attention is given to the biological, social, psychological, and cultural forces that affect human behavior with emphasis on values and ethical issues and the significance of human diversity on behavior in a pluralistic society. (Fall)

SW 524. Social Justice, Human Rights, Advocacy and Sustainability. (2 Credits)
A study of the cultural differences and similarities of diverse populations with emphasis on the dynamics and consequences of discrimination, and social and economic injustice. Issues relevant to ethical social work practice will be explored. (Spring)

SW 530. Field Internship and Seminar for Social Work Practice. (3 Credits)
Primary focus is on the integration of classroom learning with social work practice. Students are required to do a 250-hour field internship in an assigned social service agency under joint supervision of an agency field instructor and social work faculty liaison. A two hour seminar is held weekly to evaluate the integration of the student’s classroom learning with field practice experiences. (Fall)

SW 531. Field Internship and Seminar for Social Work Practice. (3 Credits)
Primary focus is on the integration of classroom learning with social work practice. Students are required to do a 250-hour field internship in an assigned social service agency under joint supervision of an agency field instructor and social work faculty liaison. A two hour seminar is held weekly to evaluate the integration of the student’s classroom learning with field practice experiences. (Fall)

SW 532. Field Internship and Seminar for Social Work Practice. (3 Credits)
Primary focus is on the integration of classroom learning with social work practice. Students are required to do a 250-hour field internship in an assigned social service agency under joint supervision of an agency field instructor and social work faculty liaison. A two hour seminar is held weekly to evaluate the integration of the student’s classroom learning with field practice experiences. (Spring)

SW 533. Field Internship and Seminar for Social Work Practice. (3 Credits)
Primary focus is on the integration of classroom learning with social work practice. Students are required to do a 250-hour field internship in an assigned social service agency under joint supervision of an agency field instructor and social work faculty liaison. A two hour seminar is held weekly to evaluate the integration of the student’s classroom learning with field practice experiences. (Spring)
SW 540. Family Violence: Social Work Strategies for Prevention and Intervention. (2 Credits)
The focus of this course is on the methods of prevention, intervention and social change used to address and end the major forms of family violence. "Family" is defined broadly to include any intimate relationship. The course will provide overviews of the risk factors and traumatic effects of family violence. There will be an emphasis placed on the special needs of oppressed groups. Most family violence organizations work on multiple levels, such as macro, mezzo, and micro levels, and they frequently come into contact with a variety of fields of service, primarily the legal, health and mental health, housing, public assistance, and child welfare systems. Therefore, models of inter-system and inter-disciplinary coordination will be presented. Illustrations of the integration of micro, mezzo, and macro practice will be given, in particular how dimensions of power, privilege, oppression, and difference influence actions, perceptions, choices and consequences across system levels. The understanding and critical evaluation of theories, policies, organizations, and interventions using scientific principles will be stressed. (Spring)

SW 541. Grant Writing Skills for the Social Services. (2 Credits)
This course is designed to provide MSW students with the skills to develop and write grant proposals. Emphasis will be placed on the fundamentals of writing program grants while also developing the macro practice skills of needs assessment, program planning and development, coalition-building, goal and objective formulation, developing clear measurable outcomes for programs and evaluation plans. Students will also learn how to research potential grant funders, create an outreach/marketing plan, develop a post-grant sustainability plan and explore the potential of other funding sources, including social media competitions, social enterprises and crowd funding websites. (Spring)

SW 542. Advanced Social Work Practice in Health Settings. (2 Credits)
The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions. (Spring)

SW 543. Global Social Work: Issues and Opportunities. (2 Credits)
The purpose of this course is to expose students to a variety of global social issues related to social welfare and social development. Engaging in critical thinking and analysis of global social welfare issues, students will explore how political, economic, cultural, faith base, historical and environmental factors impact social welfare policies and the delivery of human services in different regions of the world. Students will analyze alternative models for national and international service intervention as well as review how social work practice is delivered in other countries around the world. The geographic context for this course will primarily be Asia, Africa and Latin America. Special emphasis will be given to the conceptualization of international social work practice, the analysis of theories and models attempting to explain international social welfare, and the use of a social development approach as a preferred strategy to assist developing countries around the world. The course will be useful for those who are interested in international social work and are looking for a forum in which such experiences and interests can be processed in the context of existing theoretical frameworks and models of social welfare service delivery. By examining international models of social work practice, this course is also relevant to students working with ethnic/immigrant/refugee populations in the United States. (Spring)

SW 544.Field Research Methods. (2 Credits)
This course will provide an overview of the research process, including the development of research questions, selection of participants, and the use of a variety of research methods. Students will also learn how to interpret and critique research findings. Participation in a community research project is required. (Spring)

SW 545. Foundation Research Methods. (2 Credits)
Fundamental research principles and skills as applied in social work practice. Course content includes an exploration of quantitative and qualitative research methods employed in social work research and the review of ethical standards of scientific research and technological advances. Emphasis is on the relationship between social work research and practice. A survey of research designs, sampling procedures, data collection, data analysis, and interpretation is included in the curriculum. Participation in a community research project is required. (Spring)

SW 546. Social Work Licensure for Workforce Readiness. (2 Credits)
This course will act as an integrative seminar in both foundation and specialization years, allowing the students to understand the history, necessity, and structure of social work licensure at the Master's level. This course will be structured according to the material below (particularly the assignments for each competency) (Spring)

Models of policy analysis applied to social welfare issues and problems. Addresses understanding of values and socio-political forces that define problems; populations affected; current policies and programs and their impact, along with their unintended consequences; service delivery and resource allocation; unmet needs; trends; analysis of political processes and change strategies; and the role of evaluation. (Fall)

SW 548. Foundations of Generalist Practice with Individuals and Families. (2 Credits)
The focus is on the integration of practice theory, skills and professional ethics in working with individuals and families, examining the strengths and coping mechanism utilized by client systems. A community field experience is required. (Fall)

SW 549. Foundations of Generalist Practice with Groups. (2 Credits)
An overview of psychosocial and therapeutic groups across client populations. Students will learn co-leadership and leadership of groups, the history of group counseling, and techniques for group leadership. (Spring)

SW 550. Community Organization and Social Change. (2 Credits)
This course will cover the history of group counseling, and techniques for group leadership. (Spring)

SW 551. Globalization, Social Welfare, and Development. (2 Credits)
This course will provide an overview of the role of social work in international development. Students will analyze the impact of globalization on social welfare policies and practices, and explore the role of social work in promoting social justice and development. (Spring)

SW 552. Social Work and Social Change. (2 Credits)
This course will provide an overview of the role of social work in social change. Students will analyze the impact of social work interventions on social change, and explore the role of social work in promoting social justice and development. (Spring)

SW 553. Social Work Research Methods. (2 Credits)
This course will cover the methods of social work research, including qualitative and quantitative research methods. Students will learn how to design and conduct research studies. (Spring)

SW 554. Social Work and Social Change. (2 Credits)
This course will provide an overview of the role of social work in social change. Students will analyze the impact of social work interventions on social change, and explore the role of social work in promoting social justice and development. (Spring)

SW 555. Social Work and Social Change. (2 Credits)
This course will provide an overview of the role of social work in social change. Students will analyze the impact of social work interventions on social change, and explore the role of social work in promoting social justice and development. (Spring)

SW 556. Social Work and Social Change. (2 Credits)
This course will provide an overview of the role of social work in social change. Students will analyze the impact of social work interventions on social change, and explore the role of social work in promoting social justice and development. (Spring)
SW 610. Clinical Assessment and Diagnostic Psychopathology. (2 Credits)
This course explores major forms of emotional distress in adults, children, and youth, including classification trends, issues, and models. The course provides an introduction to clinical syndromes in terms of diagnostic methodology, research and social concerns and their implications for at risk groups. (Fall)

SW 630. Field Internship and Seminar for Social Work Practice. (3 Credits)
Primary focus is on the integration of classroom learning with social work practice. Students are required to do a 250-hour field internship in an assigned social service agency under joint supervision of an agency field instructor and social work faculty liaison. A two hour seminar is held weekly to evaluate the integration of the student's classroom learning with field practice experiences. This builds upon the foundation practicum and allows students to apply and demonstrate advanced generalist practice skills. (Fall)

SW 631. Field Internship and Seminar for Social Work Practice. (3 Credits)
Primary focus is on the integration of classroom learning with social work practice. Students are required to do a 250-hour field internship in an assigned social service agency under joint supervision of an agency field instructor and social work faculty liaison. A two hour seminar is held weekly to evaluate the integration of the student's classroom learning with field practice experiences. (Fall)

SW 632. Field Internship and Seminar for Social Work Practice. (3 Credits)
Primary focus is on the integration of classroom learning with social work practice. Students are required to do a 250-hour field internship in an assigned social service agency under joint supervision of an agency field instructor and social work faculty liaison. A two hour seminar is held weekly to evaluate the integration of the student's classroom learning with field practice experiences. (Spring)

SW 633. Field Internship and Seminar for Social Work Practice. (3 Credits)
Primary focus is on the integration of classroom learning with social work practice. Students are required to do a 250-hour field internship in an assigned social service agency under joint supervision of an agency field instructor and social work faculty liaison. A two hour seminar is held weekly to evaluate the integration of the student's classroom learning with field practice experiences. (Spring)

SW 661. Advanced Generalist Practice with Children, Adolescents and Families. (2 Credits)
This course focuses on therapeutic interventions for children (approximately infancy to middle school age), with a particular emphasis on how their developmental needs are addressed within various system structures (e.g., family/household, school, community settings). As children generally reside in families, various family forms and risk statuses will be examined with a focus on anti-oppressive social work practice. Course content will also focus on adolescents and families. (Fall)

SW 662. Advanced Generalist Practice with Communities and Organizations. (2 Credits)
This course is a practice course based on a generalist social work perspective, this course uses a problem-solving model for work with Macro (organization and community) systems and considers implications for at-risk groups. (Spring)

SW 665. Advanced Generalist Practice with Groups. (2 Credits)
This course focuses on the application of multiple theoretical approaches in group work practice with diverse and at-risk populations with an emphasis on social and economic justice. Although the focus is on treatment groups, content will include the structure, function and techniques of intervention with all types of groups, emphasizing the conscious use of self. (Fall)

SW 670. Social Service Program Evaluation: Practice Implications. (2 Credits)
This course will cover beginning level evaluation that builds on basic research knowledge as a method of assessing social work practice and strengthening clients, communities and their social programs as well as the systems that serve clients and communities. It addresses the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural, and social justice perspectives. (Spring)

TH - Theatre (TH)

TH 502. Dramatic Literature and Criticism I. (3 Credits)
Advanced study of the works of major playwrights and critical theorists of western theatre from Greece through the Romantic period. There will be extensive reading of both dramatic and critical literature. A major project will be required. (Fall, odd-numbered years)

TH 505. Dramatic Literature and Criticism II. (3 Credits)
Advanced study of the works of major playwrights and critical theorists of western theatre from the 19th and 20th centuries. There will be extensive reading of both dramatic and critical literature. A major project will be required. (Spring, odd-numbered years)

TH 530. Theatre History I. (3 Credits)
Advanced study and research of specific plays and staging practices of the Greek, Roman, Medieval, and Renaissance periods with an emphasis on the unique methods and problems associated with theatre history research. (Fall, even-numbered years)

TH 540. Theatre History II. (3 Credits)
Advanced study and research of specific plays and staging practices of the Restoration, Eighteenth Century, Romantic, and Modern Periods; study and research of non-Western theatre practice. (Spring, even-numbered years)

TH 560. Arts Management. (3 Credits)
Advanced study of the various approaches used in theatre management. Emphasis will include box office management, marketing strategies, funding challenges, promotion, and public relations activities specific to arts organizations. A major project will be required. (Spring, odd-numbered years)
TH 570. Directing. (3 Credits)
Advanced study of the art and practice of stage direction; study of the
work and theories of influential directors; intensive research of the
work of a chosen playwright culminating in the production of a one-act
play or cutting from a full-length play. Prerequisite: previous production
experience or departmental approval. (Spring, even-numbered years)

TH 580. Topics in Theatre. (3 Credits)
A detailed study of a particular topic of special interest. Topics will vary
but will be listed in the schedule of classes offered, and on the students’
transcripts. May include a field trip. May be repeated one time. A major
project will be required. (Fall, odd-numbered years)

TL - Teacher Leader (TL)

TL 679. Continued Enrollment. (1-3 Credits)

TL 710. The Teacher Leader. (3 Credits)
This course provides an overview of the attributes and behavior of
teacher leaders, explores the roles teacher leaders engage in and
examines how the teacher leader is a powerful force for school
improvement. (Fall)

TL 712. Coaching and Mentoring for Teacher Leaders. (3 Credits)
This course will focus on development of knowledge and skills to mentor
new teachers in improving instruction. (Spring)

TL 715. Curriculum Development for Teacher Leaders. (3 Credits)
This course is designed to develop skills for collaborating and leading
colleagues in the planning, implementation, and evaluation of programs
and curriculum. Emphasis will be placed on methods of determining
curriculum priorities, recent developments in curriculum, learning
research, and alternative modes of presentation. (Summer)

TL 779. Continued Enrollment. (1-3 Credits)

UNA - University Experience (UNA)

UNA 500. Preparing Future Faculty I. (1 Credit)
This one-credit seminar is designed to provide an initial preparation for
students who anticipate teaching at the university level. The course
focuses on both abstract and concrete concepts essential to successful
college teaching, including: course preparation, facilitating and assessing
student learning, classroom management, using technology, and
professional ethics. It is the first course in the three-credit Preparing
Future Faculty coursework sequence.

UNA 501. Preparing Future Faculty II. (1 Credit)
This one-credit seminar is designed to provide an initial preparation for
students who anticipate teaching at the university level. The course
focuses on pedagogy, the scholarship of teaching and learning (SoTL),
and evidence-based instruction. Students will also be introduced to
philosophies of academic advising and mentorship. It is the second
course in the three-credit Preparing Future Faculty coursework sequence.

UNA 502. Preparing Future Faculty III. (1 Credit)
This one-credit seminar is designed to provide an initial preparation for
students who anticipate teaching at the university level. The course
focuses on issues related to the transition from graduate school to
academia. Course topics include: strategies for balancing teaching,
research, and service; networking within your institution and the field;
work-life balance; and employer expectations. Students will also
visit local colleges/universities to gain insight into the structure and
atmosphere of various schools according to their Carnegie Classification.
This is the third course in the three-credit Preparing Future Faculty
coursework sequence.
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