

COLLEGE OF LIBERAL ARTS

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Degree: Master of Arts

Dean: Sue W. Kirkpatrick, B.Sc., M.Sc., Ph.D., Professor of Psychology

Mission

The College of Liberal Arts is committed to excellence in teaching, research, and service in the following disciplines: fine arts, humanities, the social and behavioral sciences, and teacher education. For its own majors, as for those in the professional schools, the College strives to provide superior liberal arts education characterized by close interaction between teachers and learners. Its goals are to impart to each student a spirit of intellectual curiosity, critical thinking skills, abilities in writing and oral communication, aesthetic awareness and creativity, familiarity with human history and behavior, a knowledge of languages and cultures, and an understanding of the bases of ethical behavior and the duties of citizenship. Believing in the centrality of liberal learning to the mission of a university, the College is committed to maintaining a diverse community of teacher-scholars of the highest quality and to providing an environment that encourages personal and professional growth. It considers teaching and research mutually enriching activities and strives to make its knowledge and expertise available to professional programs on campus and to the educational needs of society. Through its graduates and programs, the College contributes to the cultural, intellectual, and economic growth of the state and nation.

Accreditation

The University of Alabama in Huntsville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, and the College of Liberal Arts thus offers baccalaureate and master's programs under the auspices of that accrediting body. In addition, The University of Alabama in Huntsville is an accredited institutional member of the National Association of Schools of Music. Teacher education programs are approved by the Alabama State Board of Education, according to standards of the National Association of the State Directors of Teacher Education and Certification (NASDTEC), for the issuance of appropriate professional certificates for service in public schools.

Facilities

The College of Liberal Arts utilizes the facilities and resources of the entire university. However, the College is housed primarily in two buildings, namely Morton Hall and Roberts Hall. Critical to study of the liberal arts is the Salmon Library, located in close proximity to both Morton and Roberts Halls. Supporting facilities include the Writing Center located on the second floor of Morton Hall, a student computer laboratory on the first floor of Morton Hall, an instructional computer laboratory on the second floor of Salmon Library, an art gallery in the University Center, and Union Grove Gallery and Meeting Hall, an historic church moved to campus in 1974 and currently used as an art gallery and a meeting place for students and faculty.

The Humanities Center

The Humanities Center was established in 1991 with the aid of an award from the National Endowment for the Humanities (NEH). The NEH award took the form of a challenge grant that was subsequently matched by funds from other sources, including public, corporate, and private giving, to create the three endowments that support the Center's activities in five areas: hiring of eminent and visiting scholars, library enhancement grants, public programming grants, faculty travel, and faculty research. The Humanities Center is located on the third floor of Roberts Hall.

Degrees And Programs

Graduate study in the College of Liberal Arts brings together faculty and advanced students to share the excitement of creative learning. All degree candidates plan a Program of Study with faculty members who share the student's intellectual interests. Students design, in consultation with a faculty advisor, a graduate program fitted to their particular interests and needs.

The College of Liberal Arts offers programs of study leading to the Master of Arts degree in English, History, Psychology, and Public Affairs. Class A teacher certification is available with for degree programs in English and History, as well as the disciplines of Biology, Chemistry, Mathematics and Physics (offered within the College of Science).

Teacher certification may be achieved through either traditional (including the Strengthened Subject Matter Option or the Technology Option) or non-traditional "fifth year" approaches. Those students who have earned graduate degrees in appropriate disciplines may be eligible for certification only programs.

Discipline Graduate Programs

Discipline	Degree	Focus
English	M.A.	Literature, Teacher Preparation, Teaching English to Speakers of Other Languages, Technical Communication
History	M.A.	American History, European History, Teacher Preparation
Public Affairs	M.A.	Public Policy, Public Administration
Psychology	M.A.	Experimental: Developmental, Social/Personality, Biopsychology, Applied Psychology, Cognition

Teacher Preparation Graduate Programs

Discipline	Degree	Focus	Teacher Certification	Possible Teacher Certification Routes				
				Traditional	Strengthened Subject Matter Option	Traditional w/ Technology	Nontraditional Fifth-Year Option	Certification Only*
English	M.A.	Reading Specialist	P-12	Yes	NA	NA	NA	Yes
	M.A.	English as a Second Language	P-12	Yes	Yes	Yes	Yes	Yes
	M.A.	English Language Arts	6-12	Yes	Yes	Yes	Yes	Yes
History	M.A.		6-12	Yes	Yes	Yes	Yes	Yes
Biology**	M.S.		6-12	Yes	Yes	Yes	Yes	Yes
Chemistry**	M.S.		6-12	Yes	Yes	Yes	Yes	Yes
Mathematics**	M.A.		6-12	Yes	Yes	Yes	Yes	Yes
Physics**	M.S.		6-12	Yes	Yes	Yes	Yes	Yes

* For those who have already earned appropriate graduate degrees, but who seek teacher certification

** Offered within the College of Science

COMMUNICATION ARTS

Chair: Clarke Rountree, Associate Professor

The Department of Communication Arts offers a comprehensive program of study leading to a Bachelor of Arts degree in Communication Arts. It also offers the following courses for graduate students in technical communication and engineering.

Graduate Courses in Communication Arts (CM)

501 Theory and Practice in Technical Communication

3 hrs.

Explores the relationships between common practices in technical communication and the theories that legitimize those practices. Introduces students to research and theories about fundamental issues in technical communication. May then become the basis for further graduate study in technical communication. Prerequisites: advanced undergraduate standing, CM 301 and 302 are strongly recommended. (Same as EH 501).

505 Advanced Media Writing

3 hrs.

Introduces and investigates a variety of media writing genres through generation of advertising, public relations, and multimedia copy.

601 Communication for Engineers

1 hr.

The course provides an introduction to technical presentations for advanced engineering students. Students are briefly introduced to rhetorical theory, provided training in oral communication skills, and given the opportunity to practice rhetorical communication. The class meets for 7 two-hour class periods.

EDUCATION

232K Morton Hall
Telephone: (256) 824-6180
Email: educ.grad@uah.edu

Degree: Master of Arts

Chair: M. L. Piersma, Associate Professor

Associate Professors:

Enger, S.; science education
Piersma, M.L.; reading and elementary education

Assistant Professors:

Confer, C.; special education
Goodson-Espy, T.; educational psychology, math education

History and Objectives

The Department of Education at The University of Alabama in Huntsville has been concerned with programs for the preparation of public school personnel since the University's inception in 1950. The earliest teacher education programs were initially connected directly to the College of Education at the University of Alabama. During the next 17 years, the Department of Education

became more independent and autonomous as the demand for courses and programs expanded. Finally, by 1967 students could complete all coursework in teacher education at the University of Alabama in Huntsville. The education program at UAH was officially approved in spring 1968, and the first independent Department of Education was established. The program has continued to prepare prospective elementary and high school teachers at the graduate and undergraduate level to assume leadership roles in public and private schools. The faculty in the Department of Education is committed to a knowledge base for these programs which reflects the view that educators are reflective decision makers who facilitate student learning.

Accreditation

Teacher education programs in the Department of Education are approved by the Alabama State Board of Education, according to standards of the National Association of the State Directors of Teacher Education and Certification (NASDTEC), for the issuance of appropriate professional certificates for service in public schools.

Facilities

The Department of Education utilizes the facilities and resources of the entire university, the community, and the schools. The department maintains a special partnership with the teachers and students at University Place Elementary School in Huntsville. Classrooms and faculty offices are located in Morton Hall. The department also maintains a Teacher Materials Center in Morton Hall where current teaching materials are available. The Institute for Science Education, a resource center for teaching and research in science and mathematics, is also located in Morton Hall. Technology classes are scheduled in the Salmon Library computer laboratory.

Services

In addition to its teaching function, the Department of Education provides in-service education for schools, agencies, and institutions of higher learning; conducts and disseminates research to solve educational problems; and provides consultative service to all types and levels of educational institutions.

Academic Advising

Students who plan to enroll in the Teacher Education Program and qualify for teacher certification should contact the chair of the Department of Education to be assigned an advisor. Students are expected to consult their advisors about curricular and degree requirements. In addition, students are expected to consult with advisors from their teaching field departments to coordinate the planning of programs of study.

Career Services

The Office of Career Services, 117 Engineering Building, assists all students who have completed an approved Teacher Education Program at The University of Alabama in Huntsville and who are eligible for an Alabama professional certificate, in securing teaching positions. All teacher education students are encouraged to file their credentials with the Office of Career Services during their last semester of study.

THE STATE BOARD OF EDUCATION PERIODICALLY REVISES THE REQUIREMENTS GOVERNING CERTIFICATION IN THE STATE OF ALABAMA. THEREFORE, REQUIREMENTS FOR DEGREES LEADING TO CERTIFICATION ARE SUBJECT TO CHANGE FROM THOSE PUBLISHED IN THIS CATALOG. THE STUDENT IS REQUIRED TO SEEK ADVISEMENT FROM THE EDUCATION DEPARTMENT (AS EARLY AS POSSIBLE IN THE PROGRAM OF STUDY) TO ENSURE THAT BOTH DEGREE REQUIREMENTS AND CERTIFICATION REQUIREMENTS ARE MET.

Admission and Enrollment in the Teacher Education Program

General Regulations

Student Responsibility. Education students are expected to register for appropriate courses necessary to make reasonable progress toward completing program requirements by the expected date of graduation. They must familiarize themselves with the requirements contained in this catalog and initiate the application process for a program of study. Faculty advisors are available to assist students as needed.

Local Mailing Address. Students are expected to maintain a mailing address at which communication from the department will, with reasonable certainty, reach them. The address should be recorded in the department office.

Registration and Enrollment. Education students seeking an institutional recommendation from UAH for professional certification must complete all professional education coursework at UAH. Transfer students will have their credits evaluated on an individual basis to determine course equivalency. In cases of extreme hardship, students may petition for an exception to the policy.

Course Substitution. When a course substitution in professional studies or the teaching field is desired, permission must be obtained prior to enrolling in the course. Students should contact the Certification Officer in the UAH Department of Education to complete appropriate forms for such approval. This requirement is very crucial and must be adhered to. Courses taken without approval may prevent a student from completion as planned.

Course Repeat Policy. The UAH course repeat policy allows students to repeat courses on a limited basis in order to improve the grade in a course. Education students may take advantage of this policy in all subjects. Education students, however, are required to repeat teaching field and professional education courses at UAH. This is in compliance with the Alabama State Code of Education, but differs from the UAH course repeat policy in this regard. See the School of Graduate Studies section of this catalog for the UAH course repeat policy.

Program Completion. If a student does not complete requirements for the graduate degree within a period of seven years from the date of admission, the Department of Education will modify the student's program to bring it into harmony with current degree and certification requirements. In addition, students in the teacher education program must complete that program's requirements within four years from the date of formal admission to the program, or they must re-apply for admission.

Admission and Enrollment in the Non-Traditional Fifth-Year Program*

Admission to the graduate school does not qualify a student for admission to the Teacher Education Program (TEP). Students may apply for admission to the teacher education program after they have been admitted to the graduate school. Eligibility for admission to teacher education is determined after the student has been unconditionally admitted to the graduate school.

*Persons who enter the program with master's (or higher) degrees and who wish to obtain certification must complete or meet the institution's approved program. Course equivalency must be determined following the usual procedures. An additional master's degree at UAH is not necessarily required. The student's previous degree(s) may be recognized as long as it is deemed equivalent to UAH's.

Criteria for Unconditional Admission to Teacher Education Program.

Applications for admission to the Teacher Education Program are available in the department office or from the Certification Officer. Students who meet the following minimum criteria may apply for admission to the Teacher Education Program (TEP). However, meeting the minimum criteria does not guarantee admission. In addition to meeting the following criteria, all students who are admitted to the Teacher Education Program must have an approved Program of Study on file in the Department of Education. Applications for programs of study must be filed before completion of 12 semester hours.

- (a) A bachelor's (or higher) degree from an accredited institution;
- (b) An undergraduate program with as many hours as those required for a Class B certification program in the teaching field at UAH;

- (c) General studies courses at the undergraduate level, with some work in each of four areas: humanities, social science, science, and mathematics;
- (d) Admission into the School of Graduate Studies and to subject field programs (see Graduate Admissions section);
- (e) Submission of proper application forms with documentation of items (a)-(d) above to the certification officer. Completed applications will be forwarded to the appropriate departments;
- (f) An appropriate grade point average (B or better) on all work attempted in teaching field;
- (g) Passing score on the Alabama Prospective Teacher Test (APTT);
- (h) Completion of ED 301;
- (g) A satisfactory interview(s) with faculty in the Department of Education;
- (h) Individuals who are already certified (in any field) are not admissible to the Non-Traditional Fifth-Year Program.

Retention and Completion of the Teacher Education Program.

Admission to the TEP implies continuous evaluation of the student's progress and qualifications for teaching

1. A grade of "C" or above must be earned in all professional education courses. A student who receives a grade below "C" in a required education course must repeat the course at UAH;
2. To remain in the program each student shall make satisfactory progress as determined by continuous evaluation. Students enrolled in the TEP at UAH must maintain at least a B average which was required for admission to the program. In addition, admitted students must maintain at least a B average in all professional education courses and at least a B average in the teaching field(s) courses with no grade lower than a "C". This grade-point average is consistent with requirements for student teaching and certification;
3. Students whose grade-point average in professional education courses falls below the minimum average at any time following admission to the TEP will be placed on probation for one semester. During the probationary semester the student may enroll in only one professional education course and progress will be closely monitored. Enrollment in courses outside of the education department will not be limited. Any student who fails to raise the grade-point average to at least the minimum requirement during the probationary semester will not be permitted to continue in the TEP;
4. A student who wishes to apply for readmission should submit a letter to the chair of the Department of Education. A department committee will evaluate each request for readmission. Readmitted students who subsequently earn a grade lower than a "C" in any professional education course will be permanently dismissed from the program;
5. A student may be removed from the program, after due process, at any time the advisor, area head, and others in a position to judge determine that the student's potential for success as a teacher is minimal;
6. Reported or observed behavior that is inappropriate or unprofessional may result in immediate dismissal from the Teacher Education Program.

Practicum Requirements

The Department of Education requires that a student seeking certification at the master's level must engage in observation/practicum experiences in schools and communities as specified by the instructors of the professional education courses in his/her degree program. For further details, check with the instructor of the respective education course as to the practicum requirements. All students enrolled in the Nontraditional Fifth Year program are required to complete an extended field experience (ED 301) during their first year in the program. Contact the Chair of Education for information.

Internship Semester

Students in the Nontraditional Fifth Year Program are required to make formal application for the Internship Semester. Applications are available in the certification office. In order to accommodate students with appropriate clinical settings, the following priority dates for applications have been established. January 31 for the following Fall Semester and June 30 for the following Spring Semester. Please note that student teaching is offered only in the Fall and Spring Semesters, and must be taken the last semester before graduation. All grade point average requirements must be met at the time of application for student teaching. Students in the P-12 certification program must also make formal application for the Internship. The January 31 and June 30 deadlines are also in place for P-12 students. Specific internships will be designed to meet the needs of the individuals enrolled in the P-12 program.

Internship Requirements

The teaching internship (student teaching) is one of the most important experiences teacher education students have. It is generally regarded as the culminating activity of one's preparation to become a teacher. At The University of Alabama in Huntsville the internship is a full-time, full-semester assignment of 15 weeks. Students enrolled for an internship should not expect to be enrolled in other courses while interning.

Eligibility Requirements for the Internship Semester

1. Admission into the Teacher Education Program;
2. A completed Program of Study on file in the Education Department;
3. A minimum grade point average of 3.0 on all work attempted in the teaching field(s) with no grade lower than "C";
4. A minimum grade point average of 3.0 on all work attempted in professional education courses, with no grade lower than a C";
5. Satisfactory completion of all appropriate professional studies: ED 604, 606, 607, 608, ED 593 and a technology course (ED 520, 560, or 620);
6. Completion of at least two-thirds of teaching field courses.

Internship Placements

All internship placements are coordinated by the Department of Education faculty. Placement sites are selected in a manner to assure the quality of the internship experience and of the supervision provided by the cooperating teacher. Most internship placements are in the Huntsville-Madison County area, in order to facilitate supervision of students by UAH faculty. Nontraditional fifth year students seeking certification in grades 6-12 will complete a middle and a high school assignment during the 15-week internship. P-12 reading specialist and ESL candidates will complete assignments in both elementary and secondary settings. Individuals who wish to add an endorsement in another teaching field or at another level must hold a valid baccalaureate certificate. An abbreviated internship will be required for any additional endorsements. Individuals should contact the chair of the Education Department to make arrangements for the abbreviated internship.

Exit Examinations.

All students seeking Class A certification must take comprehensive written exit examinations in their teaching field and professional education. Both degree and non-degree seeking graduate students are required to complete a series of exit examinations: (1) Students must successfully complete a written examination based on the professional education coursework in their program of study; (2) At the end of the internship students must also submit and present a teaching portfolio to a faculty committee; (3) Students must take a comprehensive examination over their teaching field coursework. These examinations are designed by the teaching field department and use a variety of assessment techniques: oral examinations, multiple choice tests, performance assessments, and written examinations. Students should contact their teaching field department(s) to schedule these examinations.

Students enrolled in a traditional certification program, Option A-the technology option or Option B-the strengthened subject matter option should consult their teaching field department regarding their comprehensive examinations. They should also consult their education advisor about the written education examination.

Graduation

The student must have met all teaching field and education program requirements as outlined in the catalog. The student must have maintained a 3.0 grade point average in all teaching field courses and a 3.0 in all professional education courses and passed all exit examinations, including the Alabama Prospective Teacher Test (APTT), professional education and teaching field comprehensive written examinations.

Application for Certification

The issuance of an Alabama teaching certificate is the legal responsibility of the Alabama State Department of Education. Colleges and universities cannot issue a professional certificate. However, in order to be recommended for a professional teacher's certificate, a student must complete an appropriate course of study at a college or university which has been approved by the Alabama State Board of Education. When the student has completed the course of study, the institution recommends to the State Department of Education that an appropriate certificate be awarded. (Completion of program requirements, however, does not automatically guarantee recommendation for certification.) **It is the responsibility of the student to initiate the application for initial certification.**

Programs offered by the Department of Education are designed to prepare teachers for professional certification at the Class A (master's degree) level. The Department of Education, in accordance with the Alabama State Board of Education, also provides courses for persons who hold expired certificates and wish to reinstate them.

Students who expect to teach in states other than Alabama are responsible for a knowledge of the licensure requirements in those states. Some states have reciprocity with Alabama through interstate agreements of the State Department of Education. Such students should inform their advisor or the certification officer of their intentions, as the advisor and certification officer may be of assistance in ensuring compliance with other states' certification requirements.

Requirements for Alabama Certification

1. Applications for an Alabama professional teaching certificate are available in the certification office. Students should make application for a teaching certificate during the final semester of their education program.
2. To be eligible for a recommendation for an Alabama certificate, the candidate must earn a passing score on all exit examinations which cover the content of the teaching field and professional education courses.
3. No grade below "C" in the teaching field or professional studies may be used to meet certification requirements.
4. The applicant must submit a finger print card to the Alabama State Department of Education (the appropriate fee in the form of a money order or cashier's check made payable to the Alabama Department of Education must accompany the finger print card) and successfully pass a background review conducted by the Alabama Bureau of Investigation and the Federal Bureau of Investigation.

5. Individuals who obtain background clearance through the ABI will not be required to obtain another background clearance for additional certification as long as they hold a valid Alabama certificate. Individuals who obtain background clearance for the issuance of an Alabama certificate and allow their certificates to lapse for more than 90 days (holding no Alabama certificate for that 90-day period) will be required to obtain another background clearance for the issuance of any certificate or license. Individuals who hold a valid Alabama substitute license will be required to submit a copy of that license along with other certification application paperwork.
6. Anyone convicted of a felony and/or misdemeanor other than a minor traffic violation may be denied certification or have certification revoked by the State Department of Education.

Initial Certification

Successful completion of the master's program in teacher education leads to Alabama Class A certification which is valid for five years. This certification may be renewed upon verification of successful teaching for four of the five years and completion of an approved professional development program.

Ensuring the Competence of Graduates

For a period of two years after program completion and recommendation for certification, The University of Alabama in Huntsville, through the Department of Education, shall warranty and provide remediation at no cost to students who are evaluated to be unsatisfactory or deficient in any area of preparation. Remediation in professional education and/or teaching field departments will be based upon recommendations from the performance evaluations conducted by public school administrators who use the Alabama Professional Education Personnel Evaluation (PEPE) or comparable evaluation recognized and approved by the State Board of Education. This policy is consistent with the Alabama State Code of Education.

Degree Programs Offered

The Department of Education, in conjunction with the College of Liberal Arts and the College of Science, offers three options for graduate teacher certification. Two Class A certification programs are available for teachers already certified at the baccalaureate level. A nontraditional fifth year program is also available for individuals without prior certification. Certification for all programs is available in the following areas:

1. Secondary/High School (6-12 Certification)

Biology Master of Science

English Language Arts Master of Arts

Mathematics Master of Arts

Chemistry Master of Science

History Master of Arts

Physics Master of Science

2. P-12 Certification

English as a Second Language - Master of Arts in English option

Reading Specialist - Master of Arts in English option

Master of Arts or Master of Science Traditional Programs

Strengthened Subject Matter Option

6-12 Certification

Biology, Chemistry, English Language Arts, History, Math, Physics

Basic Requirements

ED 604 - Contributions of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - Educator as Evaluator 3 hrs.

A technology course: ED 520, 560, or 620 3 hrs.

ED 593 - Education of Exceptional Children and Youth 3 hrs.*

*Required for students who have not previously satisfied the Special Education requirement.

Teaching Field Requirements 24 hrs.

By advisement of the faculty in the major, select 24 semester hours from your chosen teaching field. A student may transfer no more than six semester hours in the teaching field.

A minimum GPA of 3.0 is required for coursework in the teaching field and in all professional education courses with no grade lower than a "C". Transfer credit cannot be used to raise the GPA in the teaching field course work to the required 3.0. Students must hold a valid baccalaureate level Alabama teacher certificate with an endorsement in the same or broader field of study for which the Class A certification is sought. Teacher certification in English as a single field is no longer an option in Alabama. Individuals seeking certification to teach English will be required to meet the state standards for English Language Arts instead.

Students entering the English Language Arts program must complete at least one course in each of the following two areas, drama, journalism, or speech to satisfy the state standards for the undergraduate language arts program. CM 221 - Acting and CM 205 and 405 Advanced Media Writing I and II or their equivalents are recommended.

At the graduate level, students are encouraged to take a drama and a writing course to satisfy the standards for English Language Arts certification.

Students pursuing English as a Second Language as a teaching field must have an undergraduate degree with total hours that represent the average of other related programs.

33-36 Semester Hours Required for the Degree Programs

Master of Arts (P-12 Certification)

Strengthened Subject Matter Option

Teaching English as a Second Language (P-12 Certification)**

The ESL Certification Program is designed to prepare teachers to assist and support second language learners in P-12 school settings.

Basic Requirements (21 hours)

ED 604 - Contributions of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - Educator as Evaluator 3 hrs.

A technology course: ED 520, 560, or 620

ED 593 - Education of Exceptional Children and Youth 3 hrs.*

*Required for students who have not previously satisfied the Special Education requirement.

ED 605 - Reading Research and Instruction OR 3 hrs.

ED 375 - Teaching Reading in the Elementary School 3 hrs.

ED 699 - P-12 Internship 6 hrs.

Teaching Field Requirements (18 hours)

EHL 505 - Survey of General Linguistics: Applied English Linguistics I 3 hrs.

EHL 507 - Advanced English Grammar Studies: Applied English Linguistics II 3 hrs.

EHL 508 - History of the English Language: Applied English Linguistics III, 3 hrs.

EHL 509 - Special Topics in Applied English Linguistics, or EH 601 - Writing Pedagogy 3 hrs.

EHL 608 - Second Language Acquisition: Applied English Linguistics IV 3 hrs.

EHL 609 - Strategies for Research and Teaching Methods in TESOL: Applied English Linguistics V 3 hrs.

EHL 610 - Practicum in TESOL: Applied English Linguistics VI 3 hrs.

The English as a Second Language program is an option within the English Master's degree program. Students pursuing English as a Second Language as a teaching field must have an undergraduate degree with total hours that represent the average of other related baccalaureate level programs. Students must have a valid baccalaureate level certificate.

A minimum GPA of 3.0 is required in the teaching field and in all professional education courses with no grade lower than "C".

Internships for students enrolled in the P-12 English as a Second Language program will be individually tailored to the needs of the individual; however, students will be required to demonstrate their teaching knowledge and skills at the P-12 levels.

39 Semester Hours Required for the Degree Programs

Master of Arts or Master of Science

Technology Option

6-12 Certification

Biology, Chemistry, English Language Arts, History, Math, and Physics

Basic Requirements

ED 603 - Sources of American Educational Thought 3 hrs.

ED 604 - Contributions of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - Educator as Evaluator 3 hrs.

ED 620 - Curriculum Integration Technology 3 hrs.

ED 593 - Education of Exceptional Children and Youth* 3 hrs.

*Required for students who have not previously satisfied the Special Education requirement.

Other Requirements

ED 520 - Computer-Based Instructional Technologies 3 hrs.

ED 560 - Current and Emerging Instructional Technologies 3 hrs.

Teaching Field Requirements 24 hrs.

By advisement, of the faculty in your major, choose 24 hours in your chosen teaching field. A student may transfer no more than six semester hours in the teaching field.

A minimum GPA of 3.0 is required in the teaching field and in all professional education courses with no grade lower than "C". Transfer credit cannot be used to raise the GPA in the teaching field course work to the required 3.0.

Students must hold a valid baccalaureate level Alabama teacher certificate with an endorsement in the same or broader field of study for which the Class A certification is sought.

Teacher certification in English as a single field is no longer an option in Alabama. Individuals seeking certification to teach English will be required to meet the state standards for English Language Arts instead.

Students entering the English Language Arts program must complete at least one course in each of the following two areas, drama, journalism, or speech to satisfy the state standards for the undergraduate language arts program. CM 221 - Acting and CM 205 and 405 Advanced Media Writing I and II or their equivalents are recommended.

At the graduate level, students are encouraged to take a drama and a writing course to satisfy the standards for English Language Arts certification.

45-48 Semester Required for the Degree Programs

Master of Arts (P-12 Certification)

Technology Option

Teaching English as a Second Language (P-12 Certification)**

The ESL Certification Program is designed to prepare teachers to support and assist second language learners in P-12 school settings.

Basic Requirements (30 hours)

ED 603 - Sources of American Educational Thought 3 hrs.

ED 604 - Contributions of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - Educator as Evaluator 3 hrs.

ED 620 - Curriculum Integration Technology 3 hrs.

ED 593 - Education of Exceptional Children and Youth* 3 hrs.

*Required for students who have not previously satisfied the Special Education requirement.

ED 605 - Reading Research and Instruction OR

ED 375 - Teaching Elementary Reading 3 hrs.

ED 699 - P-12 Internship 6 hrs.

Other Requirements:

ED 520 - Computer-Based Instructional Technologies 3 hrs.

ED 560 - Current and Emerging Instructional Technologies 3 hrs.

Teaching Field Requirements (18 hours)

EHL 505 - Survey of General Linguistics: Applied English Linguistics I 3 hrs.

EHL 507 - Advanced English Grammar Studies: Applied English Linguistics II 3 hrs.

EHL 508 - History of the English Language: Applied English Linguistics III, 3 hrs.

EHL 509 - Special Topics in Applied English Linguistics 3 hrs., OR

EH 601 - Writing Pedagogy 3 hrs.

EHL 608 - Second Language Acquisition: Applied English Linguistics IV 3 hrs.

EHL 609 - Strategies for Research and Teaching Methods in TESOL: Applied English Linguistics V 3 hrs.

EHL 610 - Practicum in TESOL: Applied English Linguistics VI 3 hrs.

Teaching English as a Second Language is an option available within the English Master's degree program. Students pursuing English as a Second Language as a teaching field must have an undergraduate degree with total hours that represent the average of other related baccalaureate level programs. Students must have a valid baccalaureate level certificate.

A minimum GPA of 3.0 is required in the teaching field and in all professional education courses. Internships for students enrolled in the P-12 English as a Second Language program will be individually tailored to the needs of the individual; however, students will be required to demonstrate their teaching knowledge and skills at the P-12 levels.

48 Semester Hours Required for this Degree Program

Master of Arts (P-12 Certification)

Reading Specialist (P-12 Certification)

The Reading Specialist Program (P-12) is designed to serve certified, practicing teachers and will prepare them to become a reading specialist for schools systems or to return to the classroom with greater knowledge of effective, research-based reading instruction.

Basic Requirements (6-9 hours)

ED 603 - Sources of American Educational Thought 3 hrs.

ED 604 - Contributions of Psychology to Education, OR a technology course (ED 520, 560, or 620)

ED 607 - Educator as Evaluator 3 hrs.

ED 593 - Educating Exceptional Children and Youth 3 hrs.

*Required for students who have not previously satisfied the Special Education requirement.

Teaching Field Courses (21 hours)

EH 601 - Writing Pedagogy 3 hrs.

EHL 505 - Survey of General Linguistics: Applied English Linguistics I OR 3 hrs.

EHL 507 - Advanced English Grammar Studies: Applied English Linguistics II* 3 hrs.

EHL 609 - Strategies for Research and Teaching Methods in TESOL: Applied English Linguistics IV 3 hrs.

EH/ED 613 - Children's and Adolescent Literature 3 hrs.

ED 605 - Reading Research and Instruction 3 hrs.

ED 608 - Expanding Reading Ability through Content Area Instruction 3 hrs.

ED 612 – Reading Diagnosis and Acceleration 3 hrs.

Capstone Courses

ED 691 - Portfolio Seminar and Symposium 1 hr.

ED 699 - P-12 Internship 6 hrs.

*Linguistics courses may be used to meet the language requirement for M.A. students in English.

Admission Requirements

In addition to meeting the general requirements for graduate admission to the UAH School of Graduate Studies, the students must meet the following prerequisite requirements for admission into the Teacher Education Program.

1. Program of Study on file in the Education Department;
2. A baccalaureate level certification in an area of education;
3. Two years of successful classroom teaching experience; AND
4. Certification in Early Childhood Education, Elementary Education, or Collaborative Teacher (K-6 or 6-12); OR completion of two reading courses including an introductory reading course.

Exit Requirements

1. Complete a 300-hour internship in a public school setting;
2. Present a research-quality paper/project at the graduate symposium;
3. Submit the research paper/project to a professional organization for possible presentation;
4. Develop and submit a portfolio with evidence documenting compliance with SDE and institution standards;
5. Pass a comprehensive written examination covering the content of the curriculum

34-37 Semester Hours Required for this Degree Program

Master of Arts or Master of Science: Alternative Fifth Year Certification Programs

The Alternative Fifth Year Program is available to individuals who have completed a baccalaureate degree from a regionally accredited institution in a field other than teacher education. Students eligible for this program do not have a Class B (baccalaureate level) teaching certificate. Students should contact the Teacher Certification Officer and the advisor in the chosen teaching field for an individual evaluation concerning undergraduate deficiencies prior to initial registration in this program.

Degree Programs Offered

1. Secondary/High School (6-12 Certification)

Biology	Master of Science	Chemistry	Master of Science
English Language Arts	Master of Arts	History	Master of Arts
Mathematics	Master of Arts	Physics	Master of Science

2. P-12 Certification

English as a Second Language - Master of Arts in English option

Alternative Fifth-Year Program (6-12 Certification)

Master of Science

Major: Biology

Prerequisite for Admission

ED 301 - Introduction to Education 1 hr.

Required Courses

ED 593 - Education of Exceptional Children and Youth 3 hrs.

ED 604 - Contribution of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - The Educator as Evaluator 3 hrs.

ED 608 - Expanding Reading Ability through Content Area Instruction 3 hrs.

A technology course - ED 520, 560, or 620 3 hrs.

ED 690 - Seminar in Teaching 1 hr.

ED 698 - High School Internship 6 hrs.

Teaching Field Requirements (24 hours)

By advisement, of the faculty in your major, choose 24 hours in biology. A student may transfer no more than six semester hours in biology. A minimum GPA of 3.0 is required in the teaching field and all professional education courses with no grade lower than a "C". Transfer credit may not be used to raise the GPA in biology to the required 3.0.

49 Semester Hours Required for this Degree

Undergraduate Requirements: 36 hours of undergraduate courses in biology are required.

Additional hours of related ancillary courses may also be required.

Undergraduate Program for Biology

BYS 119 - Principles of Biology 4 hrs.

BYS 120 - Organismal Biology 4 hrs.

BYS 219 - Genetics 4 hrs.

BYS 312 - Principles of Ecology 4 hrs.

BYS 321 - General Microbiology 4 hrs.

BYS 340 - Cell & Developmental Biology 4 hrs.

BYS 490 - Senior Seminar 2 hrs.

BYS 300+ - Electives 10 hrs.

TOTAL: 36 hours

Ancillary requirements:

Chemistry:

CH 121, 125 - General Chemistry I & Lab I 4 hrs.

CH 123, 126 - General Chemistry II & Lab II 4 hrs.

CH 331, 335 - Organic Chemistry I & Lab 4 hrs.

CH 332, 336 - Organic Chemistry II & Lab 4 hrs.

CH 361, 362 - General Biochemistry & Lab 4 hrs.

Physics:

PH 111, 114 - Physics with Calculus I & Lab 4 hrs.

PH 112, 115 - Physics with Calculus II & Lab 4 hrs.

Alternative Fifth-Year Program (6-12 Certification)

Master of Science

Major: Chemistry

Prerequisite for Admission

ED 301 - Introduction to Education 1 hr.

Required Courses

ED 593 - Education of Exceptional Children and Youth 3 hrs.

ED 604 - Contribution of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - The Educator as Evaluator 3 hrs.

ED 608 - Expanding Reading Ability through Content Area Instruction 3 hrs.

A technology course: ED 520, 560, or 620

ED 690 - Seminar in Teaching 1 hr.

ED 698 - High School Internship 6 hrs.

Teaching Field Requirements (24 hours)

By advisement, of the faculty in your major, choose 24 hours in chemistry. A student may transfer no more than six semester hours in chemistry. A minimum GPA of 3.0 is required in the teaching field in all professional education courses with no grade lower than a "C". Transfer credit may not be used to raise the GPA in chemistry to the required 3.0.

49 Semester Hours Required for this Degree

Undergraduate Requirements: 31 hours of undergraduate chemistry courses required including the following. Additional hours from the ancillary courses may also be required.

Undergraduate Program for Chemistry

CH 121/125 - General Chemistry I & Lab 4 hrs.

CH 123/126 - General Chemistry II & Lab 4 hrs.

CH 223/224 - Quantitative Analysis & Lab 4 hrs.

CH 315 - Chemical Demonstrations 2 hrs.

CH 331/335 - Organic Chemistry I & Lab 4 hrs.

CH 332/336 - Organic Chemistry II & Lab 4 hrs.

CH 347 - Biophysical Chemistry I 3 hrs.

CH 348 - Biophysical Chemistry II 3 hrs.

CH 361/362 - General Biochemistry I & Lab 4 hrs.

TOTAL: 32 hours

Ancillary Courses:

PH 111/114, 112/115, 113/116 - General Physics with Calculus 12 hrs.

MA 171, 172, 201 - Calculus A, B, C 12 hrs.

BYS elective minimum of one course in GER 4 hrs.

Alternative Fifth-Year Program (6-12 Certification)

Master of Arts

Major: English Language Arts

Prerequisite for Admission

ED 301 - Introduction to Education 1 hr.

Required Courses

ED 593 - Education of Exceptional Children and Youth 3 hrs.

ED 604 - Contribution of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - The Educator as Evaluator 3 hrs.

ED 608 - Expanding Reading Ability through Content Area Instruction 3 hrs.

A technology course: ED 520, 560, or 620 3 hrs.

ED 690 - Seminar in Teaching 1 hr.

ED 698 - High School Internship 6 hrs.

Teaching Field Requirements (24 hours)

By advisement, of the faculty in your major, choose 24 hours in English Language Arts. A student may transfer no more than six semester hours in English Language Arts. A minimum GPA of 3.0 is required in the teaching field and in all professional education courses with no grade lower than a "C". Transfer credit may not be used to raise the GPA in English to the required 3.0. At the graduate level, students are encouraged to take a drama and a writing course to satisfy the standards for English Language Arts certification.

49 Semester Hours Required for this Degree

Undergraduate Requirements: 21 semester hours of undergraduate course work in English beyond the sophomore level are required. Students entering the English Language Arts program must complete at least one course in two of the following three areas - drama, journalism, or speech - to satisfy the state standards for the undergraduate language arts program. CM 122 - Acting and CM 405 - Advanced Media Writing or their equivalents are recommended.

Undergraduate Program for English Language Arts

Sophomore Survey (as described in the GER) 6 hrs.

Shakespeare (EH 360) 3 hrs.

Structure of Modern English (EH 307) 3 hrs.

Composition Studies for Teachers (EH 400) 3 hrs.

American Literature (EH 330, 331, 339, 430, 431, 530, 532, 533) 3 hrs.

Literature before 1800 (EH 380, 381, 450, 460, 470, 492, 551, 571, 572) 3 hrs.

Literature after 1800 (EH 330, 331, 390, 391, 418, 421, 430, 431, 493, 500, 3 hrs.
520, 522, 533, 592)

Literature elective (must be 300 level or above) 3 hrs.

One course in creative writing (EH 310, 311, or 412) may serve as the literature elective.

TOTAL: 21 hours

Introduction to Rhetorical Communication (CM 113) 3 hrs.

Communication Arts Elective (CM 309, 310, or 315) 3 hrs.

Drama and Theatre (CM 122 and 221) 6 hrs.

Journalism and Media Writing (CM 205 and 405) 6 hrs.

Note: One course devoted entirely to the novel.

Two courses in 400 or 500-level courses.

No more than one creative writing course may count toward major.

**Students entering this program with a B.A. in English are required to take some courses in drama, journalism, and speech. (CM 221 - Theatre and CM 305-Media Writing - recommended)

Alternative Fifth-Year Program (6-12 Certification)

Master of Arts

Major: History

Prerequisite for Admission

ED 301 - Introduction to Education 1 hr.

Required Courses

ED 593 - Education of Exceptional Children and Youth 3 hrs.

ED 604 - Contribution of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - The Educator as Evaluator 3 hrs.

ED 608 - Expanding Reading Ability through Content Area Instruction 3 hrs.

A technology course: ED 520, 560, or 620 3 hrs.

ED 690 - Seminar in Teaching 1 hr.

ED 698 - High School Internship 6 hrs.

Teaching Field Requirements (24 hours)

By advisement, of the faculty in your major, choose 24 hours in history. A student may transfer no more than six semester hours in history. A minimum GPA of 3.0 is required in the teaching field and in all professional education courses with no grade lower than "C". Transfer credit may not be used to raise the GPA in history to the required 3.0.

49 Semester Hours Required for this Degree

Undergraduate Requirements: 24 hours of undergraduate history courses beyond the 100 level are required.

Undergraduate Program for History

HY 101, 102 - Western Civilization 6 hrs. (GER)

HY 221, 222 - American History 6 hrs.

HY 225 - Alabama History 3 hrs.

HY 300 + electives 9 hrs.

HY 400 + electives 3 hrs.

HY 490 - Research Seminar in History 3 hrs.

Note requirements for electives:

6 hours of American history beyond 221, 222

6 hours of non-American history beyond 101, 102

15 hours must be at the 300+ level

Alternative Fifth-Year Program (6-12 Certification)

Master of Arts

Major: Mathematics

Prerequisite for Admission

ED 301 - Introduction to Education 1 hr.

Required Courses

ED 593 - Education of Exceptional Children and Youth 3 hrs.

ED 604 - Contribution of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - The Educator as Evaluator 3 hrs.

ED 608 - Expanding Reading Ability through Content Area Instruction 3 hrs.

A technology course: ED 520, 560, or 620 3 hrs.

ED 690 - Seminar in Teaching 1 hr.

ED 698 -High School Internship 6 hrs.

Teaching Field Requirements (24 hours)

By advisement, of the faculty in your major, choose 24 hours in Mathematics. A student may transfer no more than six semester hours in Mathematics. A minimum GPA of 3.0 is required in the teaching field and in all professional education courses with no grade lower than "C". Transfer credit may not be used to raise the GPA in mathematics to the required 3.0.

49 Semester Hours Required for this Degree

Undergraduate Requirements: 39 hours of undergraduate courses in mathematics including the following will be required. Additional hours from the ancillary courses listed below may also be required.

Undergraduate Program for Mathematics Certification (B.A.)

Mathematics courses:

MA 171 - Calculus A 4 hrs.

MA 172 - Calculus B 4 hrs.

MA 201 - Calculus C 4 hrs.

MA 244 - Linear Algebra 3 hrs.

MA 330 - Foundations of Math 3 hrs.

MA 385 - Intro. to Probability 3 hrs.

MA 442 - Algebraic Structures With Applications 3 hrs.

MA 452 - Intro. to Real Analysis 3 hrs.

MA 333 - Intro. to Geometry 3 hrs.

MA 465 - Math Modeling 3 hrs.

MA/ST 487 - Intro. to Math Statistics 3 hrs.

MA 500+ elective 3 hrs.

TOTAL: 31 hours

Ancillary Courses:

CS 121 - Computer Science 3 hrs.

PH 111/114 and 112/115 Physics 8 hrs.

Alternative Fifth-Year Program (6-12 Certification)

Master of Arts

Major: Physics

Prerequisite for Admission

ED 301 - Introduction to Education 1 hr.

Required Courses

ED 593 - Education of Exceptional Children and Youth 3 hrs.

ED 604 - Contribution of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - The Educator as Evaluator 3 hrs.

ED 608 - Expanding Reading through Content Area Instruction 3 hrs.

A technology course: ED 520, 560, or 620 3 hrs.

ED 690 - Seminar in Teaching 1 hr.

ED 698 - High School Internship 6 hrs.

Teaching Field Requirements (24 hours)

By advisement, of the faculty in your major, choose 24 hours in physics. A student may transfer no more than six semester hours in physics. A minimum GPA of 3.0 is required in the teaching field and in all professional education courses. Transfer credit may not be used to raise the GPA in physics to the required 3.0.

49 Semester Hours Required for this Degree

Undergraduate Requirements: 33 hours of undergraduate physics including the following are required. Additional related courses may also be required.

Physics Courses:

PH 110 - Frontiers in Science 3 hrs.

PH 111, 114 - Physics with Calculus I 4 hrs.

PH 112, 115 - Physics with Calculus II 4 hrs.

PH 113, 116 - Physics with Calculus III 4 hrs.

AST 106 - Exploring the Cosmos I 4 hrs.

AST 107 - Exploring the Cosmos II 4 hrs.

PH 337 - Electronics 4 hrs.

PH 351 - Introduction to Modern Physics 3 hrs.

PH 499 - Physics Practicum 3 hrs.

TOTAL: 33 hours

Ancillary courses:

MA 171, 172, 201 - Calculus 12 hrs.

EH 301 - Technical Writing 3 hrs.

CS 102 or 103 - Computer Science 3 hrs.

MA 324 - Differential Equations 3 hrs.

Alternative Fifth-Year Program

Master of Arts

Major: English

P-12 Certification: Teaching English as a Second Language option

The ESL Certification Program is designed to prepare teachers to assist and support second language learners in P-12 school settings.

Required Courses

ED 593 - Education of Exceptional Children and Youth 3 hrs.

ED 604 - Contribution of Psychology to Education 3 hrs.

ED 606 - Principles of Curriculum Development 3 hrs.

ED 607 - The Educator as Evaluator 3 hrs.

ED 608 - Expanding Reading Ability through Content Area Instruction 3 hrs.

A technology course: ED 520, 560, or 620 3 hrs.

ED 690 - Seminar in Teaching 1 hr.

ED 698 - High School Internship 6 hrs.

Teaching Field Requirements (18 hours)

EHL 505 - Survey of General Linguistics: Applied English Linguistics I 3 hrs.

EHL 507 - Advanced English Grammar Studies: Applied English Linguistics II 3 hrs.

EHL 508 - History of the English Language: Applied English Linguistics III, 3 hrs.

OR EHL 509 - Special Topics In Applied English Linguistics 3 hrs. OR EH 601 - Writing Pedagogy 3 hrs.

EHL 608 - Second Language Acquisition: Applied English Linguistics IV 3 hrs.

EHL 609 - Strategies for Research and Teaching Methods in TESOL: Applied English Linguistics V 3 hrs.

EHL 610 - Practicum in TESOL: Applied English Linguistics VI 3 hrs.

Teaching English as a Second Language is an option within the English master's degree program. Students pursuing English as a Second Language as a teaching field must have an undergraduate degree with total hours that represent the average of other related baccalaureate level programs. A minimum GPA of 3.0 is required in the teaching field and in all professional education courses.

Internships for students enrolled in the P-12 English as a Second Language program will be individually tailored to the needs of individual students; however, students will be required to demonstrate their teaching knowledge and skills at the P-12 levels.

43 Semester Hours Required for this Degree

Graduate Courses in Education (ED)

500 Special Problems in Education

3 hrs.

Independent study, special projects, and special in-service programs. Prerequisite: Senior standing.

520 Computer-Based Instructional Technologies

3 hrs.

Introduces prospective teachers to current state of the art in educational technology. Extensive hands-on experiences with microcomputers and other emerging technology. Emphasis on effectively integrating technology into instructional setting for both special and regular students. Lab Fee: \$40. (Same as CS 520.)

532 Space Orientation for Educators: Huntsville

3 hrs.

Introduces the teacher to a variety of space-related subjects and techniques which may be used in the classroom. Curriculum is designed to reflect current research and technological development in a hands-on experience with the space program. Includes a number of experiments which can be duplicated in the classroom. Offered in cooperation with the Alabama Space and Rocket Center. Lab Fee: \$20. (Same as ES 532.) *This course may not be used to meet degree requirements for UAH graduate programs.*

533 Space Orientation for Educators: Washington

3 hrs.

Builds on material already attained by those educators who have participated in the generic program conducted at UAH, by providing educational experiences available in Washington, D.C., at the National Air and Space Museum, Goddard Space Flight Center, Owens Science Center (Challenger Center), Maryland Science Center, U.S. Naval Observatory, Space Telescope Science Institute at Johns Hopkins, National Oceanic and Atmospheric Administration, and the Office of Technology Assessment. Prerequisite: ED 532 or ES 532. (Same as ES 533.) *This course may not be used to meet degree requirements for UAH graduate programs.*

534 Space Orientation for Educators: Russia

3 hrs.

On-site seminar on the Russian space program. Lectures deal with rocket and shuttle design, cosmonautics, Russian science education and space policy decision-making. Locations include Space Mission Control, Star City, the Baikanur Cosmodrome, and various schools, institutes, ministries, and factories involved in aerospace education and industry in Moscow, Kiev, Leningrad, and Krasnoyarski. (Same as ES 534.) *This course may not be used to meet degree requirements for UAH graduate programs.*

560 Current and Emerging Instructional Technologies

3 hrs.

Designed to build competency in computer technologies appropriate to instructional use. Concepts of authoring and scripting will be used to unify course materials. Lab Fee: \$40. Prerequisite: ED/CS 520. (Same as CS 560.)

593 Education of Exceptional Children and Youth

3 hrs.

Introduction to the field of exceptional children and youth, including observations. This course, or equivalent, is a prerequisite to certification. School-based practicum required.

600 Special Problems in Education

1-3 hrs.

Independent study, special projects, and in-service programs.

603 Sources of American Educational Thought

3 hrs.

Foundations of education in their philosophical, historical, social, and comparative aspects. Major relationships of schools and educative processes with society at large pointing to development of particular crucial issues.

604 Contributions of Psychology to Education

3 hrs.

Principles, theory, and practice of psychology for teaching and administrative service in educational institutions. Factors that determine learning and conditions of effective teaching. Administrator and supervisor as organizer of the milieu wherein teaching, learning, and growth occur. School-based practicum required.

- 605 Reading Research and Instruction** **3 hrs.**
Elements of effective reading instruction for beginning readers as supported by current research and practice. Topics include balance, language-rich/print-rich environment, language development, phonemic awareness, print awareness, phonics, writing, spelling, and comprehension. Students participate in an intensive school-based practicum.
- 606 Principles of Curriculum Development** **3 hrs.**
Principles of curriculum construction that underlie the organization of the programs of study in schools. Origin and background of the curriculum, methods of organization, curriculum planning and development, and pertinent applications. School-based practicum required.
- 607 The Educator as Evaluator** **3 hrs.**
Procedures and techniques of evaluation and research approaches. Emphasis on teachers as evaluators; based on action research in the classroom. School-based practicum required.
- 608 Expanding Reading Ability through Content Area Instruction** **3 hrs.**
Strategies to enhance reading comprehension when using materials in all subject areas. Teacher-directed, integrated instruction; extensive use of authentic printed materials; discussion at literal and higher levels of understanding, motivation, vocabulary, and writing. Students participate in an intensive school-based practicum.
- 610 Psychological Foundations of Evaluation** **3 hrs.**
Foundations of educational theory and practice as related to evaluation. Factors that determine learning, motivation, and conditions of learning will be viewed as an integral part of the overall planning, instruction, and assessment in today's classrooms.
- 612 Reading Diagnosis and Acceleration** **3 hrs.**
Focuses on ways to address the needs of students who do not read at grade level. Intervention strategies such as on-going assessment and evaluation, explicit instruction in phonemic awareness and phonics, extensive practice, comprehension strategies, and writing, along with careful examination of standardized state assessment measures. An intensive school-based practicum is included.
- 613 Children's and Adolescent Literature** **3 hrs.**
Course content will include the study of various genres of children's and adolescent literature and their relationship to beginning reading, enhancement of reading comprehension, and intervention instruction in the various content areas. (Same as EH 613.)
- 620 Curriculum Integration Technology** **3 hrs.**
Prepares teachers to plan curriculum integration by using computer technology and software in various curriculum areas for both regular and special students. Students will develop competency in instructional design and production skill techniques and implement instructional events using long-distance technologies. Lab Fee: \$40. Prerequisites: ED/CS 520, ED/CS 560. (Same as CS 620.)
- 626 Modern Middle School Programs** **3 hrs.**
Survey of important viewpoints and issues, reorganization trends, typical research findings by subject fields and analysis of current curriculum proposals at the national, state, and local levels.
- 630 Modern Secondary School Programs** **3 hrs.**
Survey of main foundational ideas of education in philosophic and social perspectives; survey of important trends and issues; analysis of curricula in relation to subject fields.
- 641 Staff Development** **3 hrs.**
Principles and techniques for the continued professional development of individuals and groups who are responsible for establishing learning environments. Designed for those in instructional leadership positions who are responsible for the development (in-service) programs including conferences, workshops, single sessions, and comprehensive programs.

661 Major Issues and Trends in Instructional Leadership **3 hrs.**

Designed to: stimulate student participation in the analytic process of examining issues and trends in the broad field of instructional leadership; serve as a vehicle for increasing proficiency in writing skills; refine participants' abilities to analyze, synthesize, and formulate a position relative to controversial educational issues and areas.

662 Instructional Leadership **3 hrs.**

Upon completion of this course students describe themselves in terms of leadership strengths, modality strength, cognitive strength, personality type, coping procedures, time management, and other pertinent leadership variables. Designed to promote peer interaction and introspection such that students receive feedback which enables them to analyze the conflict between self perception and peer perception.

690 Seminar in Teaching **1 hr.**

Provides opportunity for reflection and discussion of student teaching experiences in light of current trends and problems in education. To be taken concurrently with student teaching.

691 Portfolio Seminars and Symposium **1 hr.**

The seminar will provide a forum in which the student's culminating portfolio is refined and submitted for faculty review. The seminar will also serve as a mechanism to support the final writing stages of the required action research project or case study report. The student's work will be approved and supervised by the faculty advisor(s). A symposium in which students present their research will be the culminating activity.

695 Supervised Teaching **1 hr.**

Provides graduate teaching assistants with theoretical background, knowledge, skills, and practical strategies needed to develop, implement and assess appropriate instructional experiences which adult learners need to succeed. For graduate teaching assistants only.

698 High School Internship **6 hrs.**

Student teaching is learning the art of teaching with guidance and support from a mentor teacher. Student teachers are expected to integrate, synthesize, and apply theoretical knowledge from previous courses in realistic, planned, professional settings. They are expected to effect current research-based practices and strategies that provide for growth in pupil learning and growth in professional knowledge, skills, and dispositions of novice teachers. Candidates will complete middle and a high school teaching assignment. Students must complete a minimum of 100 clock hours of actual teaching as part of the 300 in-school hours required by the State Department of Education, including a minimum of 20 full-time teaching days, of which at least 15 must be consecutive. Prerequisites: Completion of all professional education courses and a minimum of two-thirds of the teaching field courses. ED 690 is to be taken concurrently with student teaching.

699 P-12 Internship **6 hrs.**

The purpose of the P-12 Internship is to provide teacher candidates seeking certification as a reading specialist or a teacher of ESL students with an opportunity to apply the knowledge and strategies required of them as a professional. They will be evaluated on their competency 1) to provide literacy services to children at the pre-school through grade 12 classroom levels, and 2) to assist other teachers with their students. Graduate students seeking the reading specialist or ESL teacher certification will be expected to work in variety of pre-school through grade 12 classroom settings. During the internship, students must accumulate a minimum of 300 total clock hours.

ENGLISH

222 Morton Hall
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Degree: Master of Arts

Chair: David S. Neff, Professor

Professors:

Mebane, J.S.; Renaissance literature
Neff, D.S.; Romantic period, criticism
Norman, R.; Technical writing, women's studies

Associate Professors:

Bollinger, L; American literature
Early, J.; Victorian literature
Moore, R.S.; American literature
Nelson, J.; Renaissance literature
Schenker, D.; Modern British literature
Szilagyi, S.; Augustan and eighteenth-century literature

Associate Professor Emeritus:

Munson, W.F.; Medieval literature

Assistant Professors:

Bell, D.; Rhetoric and composition pedagogy
Dillard, N.F.; Milton, seventeenth-century literature
Price, M.; Medieval literature
Youmans, M.; Linguistics, TESOL

The Master of Arts with a major in English meets the needs of a variety of professional options. The M.A. sharpens the student's scholarship to the level of professional competence and leads to new levels of appreciation and pleasure in English studies. It qualifies secondary school teachers to earn Class A certification. It also enables graduates to become faculty members in private schools, junior colleges, community colleges, and certain four-year institutions. In addition, it prepares students to move into programs leading to the Ph.D.

Graduate courses are offered both as seminars and as lecture courses. They are focused both on specific topics (individual authors or genres) and broader subjects, such as the historical periods of literature. Classes are usually small, so that all students are given the benefit of personal counseling.

Degree Requirements

Students seeking an M.A. in English may choose either Plan I (24-27 semester hours plus a thesis) or Plan II (33 semester hours). Except for specializations in Reading and English as a Second Language (pre-school through twelfth grade certification), both plans require a minimum of 18 semester hours in literature courses offered by the English Department. (EH 501, 502, 601, 602, and EHL courses do not count toward the literature requirement.) Special certificate programs require additional hours which are determined by guidelines given below and in consultation with the appropriate program advisors. Six hours of graduate work in English may be transferred with the approval of the department. Other requirements are as follows:

1. At least half of the hours for the degree (exclusive of thesis credit hours) must be in courses numbered 600 or above, and at least nine hours in English courses at UAH numbered 600 or above (exclusive of thesis credit hours);
2. Six semester hours of EH 699 for students following Plan I;
3. A maximum course load of 15 semester hours per semester;
4. Oral comprehensive examination on courses taken and, if applicable, on the thesis;
5. A reading knowledge of French, German, Spanish, or another language deemed by the department to be academically appropriate. Adequate reading knowledge must be demonstrated by one of the following options:
 - a. Nine semester hours or their equivalent in one language with a minimum average grade of B at an accredited institution, completed not more than five years before the student's first graduate course in the UAH program.
 - b. Intermediate-level performance on a UAH examination in the language, given by arrangement.
 - c. In lieu of the language requirement, additional graduate course work of three semester hours of English EHL 505 (Survey of General Linguistics), 507 (Advanced English Grammar Studies), or 508 (History of the English Language) or an approved course of similar nature is required. EHL 509 (Special Topics in Applied Linguistics) will sometimes be appropriate for approval, depending on the topic.

Class A Teacher Certification—Traditional Master's Program, Option B

In addition to the requirements for the M.A. in English (or in lieu of them as indicated below), a student seeking Class A teacher certification must meet the following requirements:

1. Hold or earn a Class B Certificate before receiving the M.A. degree;
2. Take 9 hours of graduate courses in education as specified by the Education Department which replace the thesis requirement; thus, of the 33 semester hours required, 24 are in English and 9 are in education. Under provisions for strengthened subject matter programs, English courses may be taken instead of education courses if certain requirements have been met at the undergraduate level.

Class A Teacher Certification—Non-Traditional Fifth-Year Program

Those who have a B.A. or B.S. degree with a major or its equivalent in English, who have not taken more than twelve semester hours in teacher education (graduate or undergraduate), and who are interested in obtaining Class A (master's level) certification for secondary school teaching in English should consider the Non-Traditional Fifth-Year Program. See the description of the program in the Education section for more details. Contact the Education Department for preliminary advisement on admission and general program requirements. The English Department will assist in devising a Program of Study.

Class A Teacher Certification in English as a Second Language, Pre-school through Twelfth Grade

Prerequisites for the M. A. in English with Class A Teacher Certification in English as a Second Language (pre-school through twelfth grade) include the following:

1. Class B teaching certificate in any discipline;
2. ED 375, Teaching Elementary Reading, or equivalent.

In addition to the requirements for the M. A. in English (or in lieu of them as indicated below), a student seeking the P-12 Class A teaching certificate in English as a Second Language must meet the following requirements:

1. A 6-hour internship (ED699) must be a part of the M. A. program;
2. Fifteen hours of graduate courses in education as specified by the Education Department. These hours replace the thesis requirement; thus, of the 33 semester hours required, 18 are in English and 15 (including the 6-hour internship) are in education.

This curriculum option includes the following English courses: EHL505; 507; 508 or 601 or 509; 608; 609; and 610. Required education courses are ED 604, 606, 607 and 699. ED 593, Education of Exceptional Children and Youth, is required if no special education course has been taken at the undergraduate or graduate level prior to entering the program.

Students who have previously completed the 18-hour TESOL certificate program (see below) should consult with the Department of Education concerning transfer of credits into the P-12 certification program.

This curriculum option should be selected only by graduate students who seek P-12 teacher certification in ESL; students who wish to obtain Class A teacher certification in English must take a minimum of 18 semester hours in literature as part of their M. A. in English

Class A Teacher Certification as a Reading Specialist, Pre-school through Twelfth Grade.

The Reading Specialist Program (P-12) is designed to serve certified, practicing teachers and will prepare them to become reading specialists for school systems or to return to the classroom with greater knowledge of effective, research-based reading instruction.

Prerequisite requirements:

In addition to meeting the general requirements for graduate admission to the UAH School of Graduate Studies, the student must meet the following prerequisite requirements for admission into the Teacher Education Program.

1. Program of Study on file in the Education Department;
2. A baccalaureate level certification in an area of education;
3. Two years of successful classroom experience; AND
4. Certification in Early Childhood Education, Elementary Education, or Collaborative Teacher (K-6 or K-12); OR
Completion of two reading courses including an introductory reading course

Exit requirements:

1. Complete a 300-hour internship in a public school setting, demonstrating competence to teach reading and assist other teachers with their students in the area of reading;
2. Present a research quality presentation at the graduate symposium as described in the ED 691 syllabus;
3. Develop and submit a portfolio with evidence documenting competence in meeting the ability standards set by the State Department of Education for the Reading Specialist Program;
4. Submit the research paper to a professional organization for possible presentation at a regional, state, or national/international conference;
5. Pass a comprehensive written examination covering the content of the curriculum.

Program of Study

Professional Education Core:

ED 603 Sources of American Educational Thought, OR	3 hrs.
ED 604 Contributions of Psychology to Education, OR	
a Technology Course (ED 520, 560, or 620)	
ED 607 Educator as Evaluator	3 hrs.
ED 593 Education of Exceptional Children and Youth*	3 hrs.

Teaching Field Courses:

EH 601: Writing Pedagogy	3 hrs.
EHL 505: Survey of General Linguistics OR EHL 507: Advanced English Grammar Studies: Applied English Linguistics II**	3 hrs.
EHL 609: Strategies for Research and Teaching Methods in TESOL: Applied English Linguistics V	3 hrs.
ED 605 Reading Research and Instruction	3 hrs.
ED 608 Expanding Reading Ability Through Content Area Instruction	3 hrs.
EH/ED 613 Children's and Adolescent Literature	3 hrs.
ED 612 Diagnosis and Acceleration of Reading Ability	3 hrs.

Capstone Courses:

ED 691 Portfolio Seminar and Symposium	1 hr.
ED 699 P-12 Internship	6 hrs.

Total 34 - 37 hrs.

*A special education survey is required for those individuals who have not previously taken an appropriate special education course.

**Linguistics courses may be used to meet the language requirement for M.A. students in English.

Certificate Programs in TESOL and Technical Communication

Students who wish to earn the Certificate in TESOL and/or the Certificate in Technical Communication must be admitted to the Graduate School, but may pursue the certificates independent of a master's degree program.

A. Graduate Certificate in TESOL

The English Department offers an 18-credit-hour Certificate in the Teaching of English to Speakers of Other Languages (TESOL). The certificate courses in applied English linguistics prepare students for classroom instruction, testing, and material evaluation and preparation in the area of TESOL. The certificate is awarded upon completion of the following six courses: EHL 505, EHL 507, EHL 508 or EH 601 or EHL 509, EHL 608, EHL 609, and EHL 610. Students who wish to apply 500-level courses to the certificate must take these courses at the graduate level. EHL 505, 507, 508, and 509 may be applied to the M.A. degree in English. No more than six credit hours of relevant graduate level course work taken at another institution may be applied to the certificate. Students who wish to earn both the M.A. degree and the TESOL Certificate will pursue a program consisting of the prescribed 18 hours of TESOL-related courses and 18 hours of appropriate graduate-level literature courses in English.

TESOL Certificate candidates must have completed at least one semester of foreign language study before receiving the TESOL Certificate. Equivalent experience such as study or work abroad may satisfy this requirement at the discretion of the TESOL Program Director; if you have such potentially equivalent experience, please see the TESOL Program Director. Note that this requirement does not substitute for the language requirement for students pursuing the M.A. in English. EHL 505, 507, 508, and 509 do not satisfy the TESOL Certificate language requirement.

B. Graduate Certificate in Technical Communication

The English Department offers a 15-credit-hour Certificate in Technical Communication. The certificate requires three specialty courses in technical writing and editing (EH 501, 502, and 601 or 602) and two specialty courses in an allied field (such as linguistics, psychology, education, cognitive science, or management information systems). Students wishing to apply 500-level courses toward the certificate must take those courses at the graduate level. EH 501, 502, 601, and 602 may be applied to the M.A. degree in English.

No more than six credit hours taken at another institution may be applied to the certificate, and certificate courses taken at UAH must include EH 501 or 502 and EH 601 or 602. In some cases, a special topics course or independent study may be substituted for EH 601 or 602. Students wishing

to write a thesis in technical communication may use the six allied field hours as thesis hours (EH 699).

Graduate Courses in English (EH)

500 Literary Criticism and Theory **3 hrs.**

Major texts and approaches from Plato to the present.

501 Theory and Practice in Technical Communication **3 hrs.**

Explores the relationships between common practices in technical communication and the theories that legitimize those practices. Introduction to research and theories about fundamental issues in technical communication which may then become the basis for further graduate study in technical communication. Prerequisites: graduate or advanced undergraduate standing; EH 301 and 302 are strongly recommended. (Same as CM 501.)

502 Problems in Technical Editing **3 hrs.**

Advanced study of research and practice in common problems of technical editing, including documentation standards, document design, and management of complex editorial projects. Involves collaborative project with professional writers in industry. Prerequisites: EH 302 or 501.

510 Advanced Fiction Writing **3 hrs.**

Workshop in advanced fiction writing. Prerequisite: approval of instructor.

511 Poetry Writing **3 hrs.**

Workshop in advanced poetry writing. Prerequisite: EH 311 or approval of instructor.

512 Special Topic in Creative Writing **3 hrs.**

A creative writing workshop in a selected topic. Prerequisite: 6 hours of sophomore literature or permission of instructor.

520 Modern Poetry **3 hrs.**

American and British poetry from the 1890's to the present: Yeats, Pound, Eliot, Frost, Stevens, and others. Poets will be studied against the background of the social, political and technological revolutions that characterize the modern world.

522 Modern Novel **3 hrs.**

Considers responses to the experience of modernity; focus on English and American but in different years; texts will also be drawn from Continental, Latin American, Asian, or African traditions.

525 Literature and Technology **3 hrs.**

Considers the relation between technology and culture as it has been understood since the classical period through a broad range of literary texts.

530 Special Studies in American Literature **1-3 hrs.**

Topics announced in advance.

532 Literature of the American South **3 hrs.**

Selected figures and movements from colonization to the present.

533 William Faulkner **3 hrs.**

Critical study of the major novels.

540 Special Studies in English Literature **3 hrs.**

Topics announced in advance.

571 Renaissance Drama **3 hrs.**

Major plays of the sixteenth and early seventeenth centuries, including Marlowe, Jonson, and others. Excludes Shakespeare.

572 Seventeenth-Century Poetry	3 hrs.
Emphasis on major figures (Donne, Jonson, Herbert), their followers, and major themes and genres of the period. Excludes Milton.	
592 The Literature of Transition	3 hrs.
Considers all genres, including intellectual and philosophic works, 1890-1915, to explore the transition from Victorianism(s) to Modernism.	
601 Writing Pedagogy	3 hrs.
Analysis of and research on the teaching of writing. Prerequisites: to be specified as courses are announced.	
602 Practicum in Technical Communication	3 hrs.
Designed to give technical communication graduate students on-the-job experience in industry or government, either through an internship or a major research project connected with an industry problem. Requires completion of a substantial internship report. Prerequisites: EH 501, 502, and instructor's approval of a project prospectus.	
613 Children's and Adolescent Literature	3 hrs.
Course content will include the study of various genres of children's and adolescent literature and their relationship to beginning reading, enhancement of reading comprehension, and intervention instruction in the various content areas. (Same as ED 613.)	
618 Studies in Women and Literature	3 hrs.
Selected authors, genres, and issues.	
629 Studies in Twentieth-Century Literature	3 hrs.
Selected poetry and prose with an emphasis on the Anglo-American Modernist tradition.	
630 Studies in American Literature to 1865	3 hrs.
Major movements from Colonial times to 1865; selected major figures or special problems.	
631 Studies in American Literature since 1865	3 hrs.
Major movements since 1865; selected major figures or special problems.	
649 Special Studies	1-3 hrs.
Study of significant issues in literature, technical communication, or composition studies, announced in advance.	
650 Chaucer	3 hrs.
<i>The Canterbury Tales</i> , <i>Troilus and Criseyde</i> , and other works, especially in relation to relevant literary and religious traditions.	
651 Middle English Literature	3 hrs.
Emphasis on literature of later medieval England, excluding Chaucer, chosen from the Gawain poet, <i>Piers Plowman</i> , romance, drama, religious meditation, the short poem, and Margery Kempe.	
660 Shakespeare	3 hrs.
Selected Shakespearean plays, with special attention to the major criticism, problems of interpretation, and current issues in Shakespearean study.	
665 Renaissance Poetry and Prose	3 hrs.
The period defined in terms of its principal movements, with attention to the major English authors such as More, Wyatt, Sidney, Spenser, Marlowe, and Shakespeare, and selected continental predecessors.	

670 Milton **3 hrs.**

Milton's canon: the development of his thought and art through the early work and the prose, culminating in a study of the three major works, especially *Paradise Lost*.

680 Eighteenth-Century Studies **3 hrs.**

Extensive and intensive study of various early modern texts, with attention to interdisciplinary contexts.

690 Studies in the Romantic Period **3 hrs.**

Representative writing, selected from prose, poetry, or fiction, with attention to aesthetic theory and philosophical and psychological backgrounds.

691 Studies in the Victorian Period **3 hrs.**

Representative writing, selected from prose, poetry, or fiction, with emphasis on social and cultural changes that inform the literature.

698 Independent Study **3 hrs.**

Individual investigation into significant issues in linguistics, literature, technical communication, or composition studies under direct supervision of instructor. Prerequisite: written approval by the instructor and the department chair of a project prospectus.

699 Master's Thesis **3 hrs.**

Required each semester during which a student is working and receiving direction on a master's thesis. No more than 6 hours credit may be applied toward the degree. Prerequisite: approval of instructor.

Graduate Courses in English Linguistics and TESOL (EHL)

505 Survey of General Linguistics: Applied English Linguistics I **3 hrs.**

Survey of phonology, morphology, and syntax, language universals and typology, history of English and other major world languages, topics in psycho- and socio-linguistics such as language acquisition, situational language change, and the study of regional and ethnic varieties as they reflect and construct the linguistic and cultural diversity of the United States.

507 Advanced English Grammar Studies: Applied English Linguistics II **3 hrs.**

In-depth study of English syntax within contemporary theoretical paradigms. Includes comparisons between modern syntactic analyses and traditional methods, comparisons between Standard American English and regional and ethnic varieties, the inevitable historical changes in English grammar, and pedagogical contexts/teaching issues. Prerequisite: EHL 307 or 505 recommended but not required.

508 History of the English Language: Applied English Linguistics III **3 hrs.**

History of English from the pre-Anglo-Saxon period to the contemporary period, focusing on analysis and description of the grammatical systems, including major aspects of the phonetic, phonological, morphological, syntactic, and semantic components of Old English, Middle English, and Modern English; overview of language acquisition and development as they relate to language change; analysis of mechanisms of language change; development of regional and ethnic dialects as expressions of cultural diversity in American and other former colonies of England; historical events that have influenced and surrounded the language. Prerequisite: EHL 307 or 505 (or the equivalent) recommended.

509 Special Topics in Applied English Linguistics **3 hrs.**

Special topics in linguistics. Particular focus and emphasis announced in advance. Some topics may meet the English M.A. language requirements; consult Department Chair.

608 Second Language Acquisition: Applied English Linguistics IV**3 hrs.**

An investigation of the process of language acquisition, both for first and second language learners, including a survey of language acquisition theory, with a focus on the innateness of human language, the elements considered essential in the acquisition process, and different contexts in which languages are acquired; collection and analysis of data; and integration of theoretical material with practical problems of learning and teaching. Acquisition of regional and ethnic varieties is also covered. Prerequisite: EHL 307, 505, or permission of instructor.

609 Strategies for Research and Teaching Methods in TESOL:**Applied English Linguistics V****3 hrs.**

Designed to give current and future ESL instructors the foundation for informed and effective classroom teaching. Includes theoretical underpinnings of historical and contemporary ESL, instructional methods, analysis and critique of methodologies, and strategies for pedagogically sound classroom activity development and lesson planning within linguistically and culturally diverse instructional contexts. Prerequisite: EHL 307 or 505 suggested but not required.

610 Practicum in TESOL: Applied English Linguistics VI**3 hrs.**

Current issues, techniques, and materials in teaching English to speakers of other languages (TESOL). Direct and supervised teaching of English to non-native speakers of English. Prerequisite: Graduate standing and EHL 609, or permission of the instructor.

HISTORY

409 Roberts Hall

Telephone: (256) 824-6310

Email: history.grad@uah.edu

Degree: Master of Arts**Chair:** Philip P. Boucher, Distinguished Professor**Professors:**

Boucher, P.P.; early modern Europe, early modern European expansion

Dunar, A.J.; 20th-century U.S.; U.S. diplomaticEllis, J.D. (Emeritus); 19th and 20th century Europe, modern France, social history of medicine

Gerberding, R.A.; ancient and medieval

Shields, J.N. (Emerita); U.S. social and cultural; early republic; old South

Williams, L.E., II; 20th-century U.S.; African-American; modern South**Associate Professors:**

Martin, V.; Imperial Russia and Soviet Union

Severn, J.K.; French Revolution and Napoleon; 19th-century Europe, modern France

Waring, S.P.; Modern U.S., U.S. intellectual; U.S. labor and business

Assistant Professor:Shuck, S. M.; Native American, 18th - and 19th-century U. S., Old South, U.S. Women's History

The M.A. program in history, like the department's undergraduate program, rests solidly upon the American and European fields of study, with more intensive focus in graduate studies upon historiography, research methods, and the writing of history. Course offerings are balanced

between European and American history. Most thesis subjects are selected from topics in United States history or regional history, reflecting the strength of library holdings. The program serves teachers in the area's secondary schools, adults seeking personal enrichment or career advancement, and students who will pursue doctoral-level studies elsewhere. Career opportunities may be enhanced in all fields with familiarization courses in statistics and computer sciences. Students are encouraged to consult with their graduate advisors regarding the benefits of these ancillary skills.

Admission Requirements

Applicants for graduate study in history must present a satisfactory undergraduate scholastic record and satisfactory GRE scores on the aptitude portion of the examination. Each applicant must (1) have a minimum overall undergraduate GPA of at least 3.0 (A=4.0) or at least 3.0 for the last 60 hours of work; (2) score at least 1500 on the three aptitude portions of the GRE; *for GRE tests taken after October 1, 2002, the score on the analytical portion is obtained by taking the (raw score plus 2) x 100*; and (3) have an undergraduate major in history or its equivalent as determined by the departmental graduate committee.

Degree Programs

Students pursuing the master's degree in history may choose one of three degree programs, depending on their personal and professional goals. PLAN A (thesis with language) is strongly recommended for all students who plan study in history beyond the master's level. PLAN B (thesis without language), and PLAN C (substitution of 9 hours of graduate history courses for the thesis, without language) are considered terminal degrees and are intended primarily for those who do not intend further graduate work in history. Upon admission to the graduate program, each student will sign a Master's Declaration of Study indicating which plan he or she intends to follow.

Under PLAN A, students are required to demonstrate reading proficiency in French, German, Latin, Russian, or Spanish. This should be done early in the program of study. The language requirement may be satisfied by completion of 4 semesters of study in the language, with an overall GPA of 3.0, or by demonstrating reading proficiency, which will be determined by the department in cooperation with the Department of Languages and Literatures. Students may also make arrangements through the departmental chair to take a standardized (ETS) foreign language test administered at UAH.

Degree Requirements

In addition to the Graduate School requirements, the History Department requirements for the Master of Arts degree are as follows:

PLAN A

1. Eighteen semester hours of graduate work in history, six of which may be transfer credit approved by the departmental graduate committee. Equal course distribution of U.S. and European history is expected within these 18 hours. HY 605 is required;
2. Six additional hours of elective graduate courses in history or a related subject approved by the graduate committee;
3. At least 50 percent of the hours for a graduate degree (excluding thesis credit hours) in courses numbered 600 or above. At least nine hours must be in history courses numbered 600 or above (excluding thesis credit hours at UAH);
4. Master's thesis carrying a minimum of six hours credit;
5. Reading proficiency in French, German, Latin, Russian, or Spanish;
6. Oral comprehensive examination covering courses and thesis. Students must demonstrate competency in at least two fields of history.

PLAN B

Same as above, excluding language requirement.

PLAN C

1. Eighteen semester hours of graduate work in history, six of which may be transfer credit approved by the departmental graduate committee. Equal course distribution of U.S. and European history is expected within these 18 hours. HY 605 is required;
2. Six additional hours of elective graduate courses in history or a related subject approved by the graduate committee.
3. At least 50 percent of the hours for a graduate degree (excluding thesis credit hours) in courses numbered 600 or above. At least nine hours must be in history courses numbered 600 or above;
4. Nine hours of graduate history courses in lieu of a thesis;
5. Oral and written comprehensive examination covering coursework. Students must demonstrate competency in at least two fields of history.

The requirements for the Master of Arts degree for those students seeking Class A certification are the same as above with the following exceptions:

1. Nine hours of graduate courses in education may be substituted for the elective graduate courses in history or a related subject;
2. An additional nine hours in history may be allowed in lieu of thesis;
3. The student must hold Class B certification;
4. A student who does not write a thesis must take both oral and written comprehensive examinations;
5. The Department of Education will coordinate and direct any supplementary requirements.

Non-Traditional Fifth-Year Program

Those who have a B.A. or B.S. degree with a major or its equivalent in history as determined by the Department of History, who have not taken more than 12 semester hours in teacher education (graduate or undergraduate), and who are interested in obtaining Class A (master level) certification for secondary school teaching should consider the Non-Traditional Fifth Year Program. Graduates of this program earn both an M.A. in history and Class A certification. Students in the Fifth-Year Program follow the same admission requirements and degree requirements for the M.A. as other graduate students, but can use two of their education courses to meet Requirement #2 under Plans A, B, or C (six additional hours of elective graduate courses in history or a related subject). Interested students should contact the Education Department for preliminary advisement on admission and general program requirements.

Upper Level Undergraduate Courses in History

If an applicant has insufficient undergraduate hours in history for even provisional admission to the graduate program, but demonstrates to the departmental Graduate Committee sufficient potential and determination to merit further consideration, 6 to 12 course hours at the 400-level (senior undergraduate) may be required. Senior undergraduate course credit cannot be transferred or used for credit toward the Master of Arts in history.

Graduate Courses in History (HY)

The courses listed below are offered at the senior/graduate level. Undergraduate students registering for 500-level courses must be history majors who have completed 24 hours in history and have senior standing. See undergraduate program.

513 The Old South

3 hrs.

Southern society, economics, politics and culture concentrating on the nineteenth century South through Reconstruction.

- 514 The New South** **3 hrs.**
The post-Reconstruction South emphasizing the economic, social, and political readjustments made during the twentieth century.
- 524 The Atlantic World** **3 hrs.**
Comparative survey of the western European colonial empires from 1450 to 1763, emphasizing the cultural interactions of African, Amerindian, and European peoples in the Americas.
- 527 The Age of the American Revolution** **3 hrs.**
Politics, society, economy, culture and international conflicts from 1754 through the Revolutionary War to 1815.
- 528 The Republic in Crisis** **3 hrs.**
Political, social, and economic changes in the United States and its sections from 1815 through the Civil War and Reconstruction.
- 537 The Rise of Modern America** **3 hrs.**
Economic and social changes, imperialism, and the growth of government in the United States from 1877 to the 1920s.
- 538 Modern America** **3 hrs.**
American society, politics, economics, and foreign affairs from the end of World War I to the origins of the Cold War.
- 539 Recent America** **3 hrs.**
Contemporary America from the 1950s to the present analyzing both domestic and foreign affairs.
- 573 The High Middle Ages** **3 hrs.**
Political, economic, and cultural features of Europe when medieval civilization was at its height.
- 574 The Renaissance and Reformation** **3 hrs.**
Selected topics in the Italian Renaissance and European Reformation.
- 575 Crisis in Europe, 1560-1660** **3 hrs.**
Europe in an age of anxiety, religious wars, political upheaval, witch hunts, and the early scientific revolution.
- 576 Absolutism and Enlightenment, 1660-1763** **3 hrs.**
Europe from Louis XIV to the Peace of Paris, an age of political stability and intellectual innovation.
- 577 The French Revolution and Napoleon** **3 hrs.**
A study of European ideas, institutions, and events from the beginning of the French Revolution to the demise of the Napoleonic Empire.
- 578 Europe in the Nineteenth Century** **3 hrs.**
Major political, social, economic, and intellectual developments in Europe from the Congress of Vienna to World War I.
- 579 Europe in the Twentieth Century** **3 hrs.**
Major developments in Europe from 1914 to the present, including the two World Wars and post-war reconstruction.
- 590 Research Seminar in History** **3 hrs.**
Historiography, research and writing, and recent interpretations in the field of history. Open only to seniors who are majors or minors in history or to graduate students.
- 598 Readings in History** **1-3 hrs.**
In exceptional circumstances, a student may ask a professor to provide a reading course on a subject of the professor's choosing.

Courses at the 600-level are open to graduate students or to senior history majors in accordance with specific Graduate School requirements.

605 Recent Interpretations of Modern History **3 hrs.**

Development of the ability to appraise critical historical issues through study and discussion of recent interpretations of key historical problems in modern western history. Prerequisite: Graduate standing or permission of instructor.

614 Studies in Southern History **3 hrs.**

Research, writing, and critical examination of selected topics in nineteenth- and twentieth-century southern history.

618 Studies in Early American History **3 hrs.**

Research, writing, and critical examination of selected topics in early American history from 1607 to 1800.

619 Studies in Nineteenth-Century American History **3 hrs.**

Research, writing, and critical examination of selected topics in nineteenth-century American history.

620 Studies in Twentieth-Century American History **3 hrs.**

Research, writing, and critical examination of selected topics in twentieth-century American history.

637 Development of Management and Policy **3 hrs.**

The evolution of modern American business management and government policy. (Same as PSC 637.)

650 Research Methods in History **3 hrs.**

Exploration of contemporary research methods such as archival research, paleography, quantitative methods, and state/local research techniques.

655 Studies in British History **3 hrs.**

Research, writing, and critical examination of selected topics in British history.

656 Studies in French History **3 hrs.**

Research, writing, and critical examination of selected topics in French history.

657 Studies in Russian and Soviet History **3 hrs.**

Research, writing, and critical examination of selected topics on Imperial Russia and the Soviet Union.

670 Studies in Medieval History **3 hrs.**

Research, writing, and critical examination of selected topics in medieval history.

680 Studies in Early Modern Europe **3 hrs.**

Research, writing, and critical examination of selected topics in the field of early modern European history.

690 Studies in Modern Europe **3 hrs.**

Research, writing, and critical examination of selected topics in the field of modern European history.

699 Master's Thesis **1-3 hrs.**

Required each semester a student is working and receiving direction on a master's thesis. A minimum of two terms is required but no more than six hours credit is allowed for the thesis.

POLITICAL SCIENCE - PUBLIC AFFAIRS PROGRAM

250 Morton Hall

Telephone: (256) 824-6192

Email: publicaff.grad@uah.edu

Degree: Master of Arts

Co-Coordinator: Roy L. Meek and Allan Spitz, Professors Emeriti

Professors Emeriti:

Meek, R.L.; American national government, judicial politics, public policy and law

Spitz, A.; American national government, constitutional development, political philosophy

Associate Professors:

Pottenger, J.R.; political theory and public policy

Reeves, A.E.; American governments, federalism, legislative politics, public policy, research methods

Williams, T.J.; American governments, intergovernmental relations, public administration

Assistant Professors:

Cannon, P.N.; public management, policy development and analysis, budgeting

Hawk, K.H.; national security policy, international relations, comparative politics

The Master of Arts in Public Affairs is designed to provide students with the knowledge and understanding that is required to relate effectively to the American public policy process. Graduates will be prepared to make significant contributions within the private and/or public sectors of American society. The program provides the foundation for productive participation in organizations that are dedicated to the development, implementation, and evaluation of public policies in the United States. It makes accessible a set of perspectives that are valuable to persons in the private sector whose activities are substantially impacted by the public policy system. It is expected that the typical graduate will function within public organizations at the national, state, or local levels. However, the skills and expertise that are developed in the program contribute to the ability of the graduate to contribute to the success of non-profit and for-profit organizations in the private sector whose activities involve intense interactions with the public policy system.

The program emphasizes theoretical, practical, and methodological issues that are critical for the knowledgeable contributor and consumer of public policy in the American polity. Historical, empirical, and normative approaches are central to each element of the program. The norms of public service, sound governance, effective analysis, and knowledgeable evaluation are central to the design of the program. Therefore, the acquisition of relevant skills in quantitative and qualitative analyses are central expectations for all students who complete the program.

Clientele

The program is designed to serve the needs of students who hold the bachelor's degree in any field. The criteria for admission to the program are those specified for the master's degree by the Graduate School at The University of Alabama in Huntsville. Admission is not dependent on any particular subject matter expertise. However, each student will be expected to complete SOC 333 or PY 300 or AHS 300 if he or she does not have an equivalent experience in his or her background. Instruction in the program assumes the level of intellectual development and maturity expected of an above average college graduate. The goals and interests of students rather than subject matter expertise are the primary criteria for the selection of students for participation in this program of instruction.

The program is organized primarily to serve the needs and interests of the mature individual who has significant experience after completion of an undergraduate degree program. Most typically, these students will most often be employed within an organization in the public or private sector in which the principles and practices of public affairs are relevant. The successful completion of the program is expected to lead to enhanced organizational contributions and provide enhanced opportunities for career advancement. However, the program is also quite appropriate for the person who aspires to shift a career toward activities related to the public policy process. Therefore, the design and scheduling of courses in the program assumes that most students will have significant practical experience and will enroll in the program on a part-time basis. Such a part-time student should anticipate that two to three years of study will be required to complete the program.

However, the program is also appropriate for the pre-service student and every effort is made to make it possible for a student to enroll in the program on a full-time basis. Efforts are made to provide such a student with the opportunity to complete the program within one calendar year. It should be emphasized that it would be quite unusual and not typical for the student to be able to complete the program in such a limited time frame. Generally, in cases where practical experience is not present in the background of the student, a degree in one of the social sciences or a field of administrative science would be most helpful but not required for admission and successful completion of the program.

Program

The program is administered by the Department of Political Science and the bulk of the instruction is provided through that department. The focus of the program is on fundamental issues related to the problems of politics and governance in a democratic society. However, the subject matter and the objectives of the program dictate that there should be an interdisciplinary dimension to the program. Consequently, significant coursework and academic experiences outside the Department of Political Science will be required as a component of the program of study.

Admission Requirements

Applicants must meet the general requirements for admission to the School of Graduate Studies and be recommended for approval by the department's graduate committee prior to admission to the program.

Degree Requirements

The Master of Arts requires 36 hours of approved graduate work from the following courses:

1. A minimum of 36 credits at the 500- and 600-levels.
2. A minimum of 18 hours at the 600-level.
3. Foundation courses - 12 hours. All of the following courses are required.*
 - PSC 500 The American Polity
 - PSC 501 The Public Policy Process
 - PSC 510 Public Management Professions
 - PSC 635 Methodological Issues and Public Policy
4. Value Issues - 3 hours. One of these courses is required:
 - PSC 630 Public Values and Public Policy
 - PSC 637 Development of Management and Policy
 - PSC 639 Complex Organizations in Industrial Society
5. Structures and Processes - 6 hours. Two of the following courses are required:
 - PSC 611 Public Personnel Administration
 - PSC 612 Budgetary Process
 - PSC 615 Special Topics in Public Administration*
 - PSC 620 Intergovernmental Relations
 - PSC 651 Public Policy and the Law

*May be repeated for credit with change in course content, subject to approval of department co-coordinator.

6. Specialized Issues - 3 hours. One of the following courses is required:
 - PSC 605 Public Policy Seminar*
 - PSC 665 American Foreign Policy
 - PSC 668 National Security Policy
 *May be repeated for credit with change in course content, subject to approval of department co-coordinator.
7. Courses in other disciplines. Student should consult with department co-coordinator to determine appropriate coursework from other disciplines.
8. Other Options - 6 hours. One of the following options:
 - PSC 695 Internship in Government (3 hrs. + one elective)
 - PSC 699 Master's Thesis (6 hours)
 - Free Electives (6 hours)

Graduate Courses in Political Science (PSC)

- 500 The American Polity** **3 hrs.**
 Comprehensive and intensive review of the foundations, institutions, and dynamics of the American polity and the relationship of these forces to the making of public policy.
- 501 The Public Policy Process** **3 hrs.**
 Provides an analytical framework for critical thinking about public policy processes in American governments. Examines policymaking processes. Discusses political, economic, social and institutional factors that influence policymaking processes and the impacts of policy decisions by national, state, and local levels of governments.
- 510 Public Management Professions** **3 hrs.**
 Introduction to public management as a field of study and practice. Review of basic literature. Emphasis on ethics in public service.
- 605 Public Policy Seminar** **3 hrs.**
 Focuses on specific policy areas of the national government such as foreign policy, science policy, or national security policy.
- 611 Public Personnel Administration** **3 hrs.**
 Purposes, functions, and processes of personnel management at the national, state, and local levels.
- 612 Budgetary Process** **3 hrs.**
 Governmental revenue and expenditure policies. Budget as a method of administrative and fiscal control.
- 615 Special Topics in Public Administration** **3 hrs.**
 Selected current issues in public administration.
- 620 Intergovernmental Relations** **3 hrs.**
 Intergovernmental relations in the U.S. Specific government programs are discussed in terms of funding arrangements, policy decisions, and program administration.
- 630 Public Values and Public Policy** **3 hrs.**
 Critical examination of the normative aspect of public policy-making. Focuses on the value assumptions of social theoretical paradigms that influence the design of public policy and on the ethical and moral implications of those designs. Major themes include ideological biases of empirical analyses and evaluations in the policy sciences, ethics of social policy formation, and moral problems of economic distribution, and redistribution.

635 Methodological Issues and Public Policy**3 hrs.**

Designed to provide students the tools needed to become knowledgeable, informed users and consumers of social science research. The course surveys major issues relevant to the application of quantitative data to problems of public policy and administration. Issues include research design, measurement and operationalization, sampling, data collection, data analysis and interpretation, and evaluation. Prerequisites: SOC 333 or PY 300 or permission of chair.

637 Development of Management and Policy**3 hrs.**

The evolution of modern American business management and government policy. (Same as HY 637.)

639 Complex Organization in Industrial Society**3 hrs.**

Mainstream and critical sociological theories for understanding complex organization in industrial societies. Specific areas covered include: historical development, structure and processes, contradictions and conflict, and alternative forms.

651 Public Policy and the Law**3 hrs.**

Judicial influences on the development and application of public policy in the United States. Role of the judiciary as a political actor.

665 American Foreign Policy**3 hrs.**

Analysis of major theories explaining foreign policy and various controversies surrounding policy processes and issues.

668 National Security Policy**3 hrs.**

Examination of the evolution of U.S. security policy in the post-1945 era, with a special focus upon the theory and practice of deterrence; and the problems associated with disarmament and arms control. Prerequisite: Undergraduate course in international relations recommended.

695 Internship in Government**1-6 hrs.**

Graduate students may receive from one to six hours of academic credit for an internship with local, state, or federal governmental agencies. Students must attend internship seminars, keep a log of activities, and submit a report on their internship.

699 Master's Thesis**1-3 hrs.**

Required every semester a student writing and receiving direction on a master's thesis. A minimum of two terms and six thesis hours is required for the thesis option. No more than six hours credit may be applied toward the degree.

PSYCHOLOGY

335 Morton Hall

Telephone: (256) 824-6191

Email: psychol.grad@uah.edu

Degree: Master of Arts (Experimental Psychology)

Chair: Sandra L. Carpenter, Professor

Professors:

Carpenter, S. L.; personality and social cognition: the self, groups and teams
Kirkpatrick, S.W.; learning disabilities, facial interpretation, moral orientation

Assistant Professors:

Neuschatz, J.; false memories and memory illusions
Torres, A.; biological psychology, hormones and behavior, psychophysiology, stress, health psychology
Young, K.R.; perception and human factors

The Master of Arts degree program is oriented toward providing an understanding and appreciation of the scientific basis of behavior. The focus of the program is general-experimental with areas of concentration available in applied experimental, biological, cognitive, developmental and social psychology. This program is directed primarily toward the student whose goal is the continuation of scholarly study, research, and writing. This program is not designed to qualify students for licensure, private practice, or for providing therapeutic psychological services without further advanced education.

Admission Requirements

In addition to the general requirements for admission to the School of Graduate Studies, this program requires a minimum combined score of 1000 on the verbal and quantitative portions of the Graduate Record Examination, an overall grade point average of 3.25 or a minimum of 3.25 for the last 60 hours of coursework, and three strong positive recommendations. A minimum of fifteen hours of psychology, approved by the graduate faculty of the department, are required for admission. Applications for admission must include three letters of recommendation from former professors, including at least one from a psychology professor, a clearly developed statement of intent for graduate study and at least one (preferably two) papers in the area of experimental psychology written by the applicant. Recommendations, the statement of intent, and the experimental paper(s) should be sent to: The Graduate Committee, Department of Psychology, 335 Morton Hall, The University of Alabama in Huntsville, Huntsville AL 35899. Applications are not reviewed until all materials including GRE scores are received. The deadline for applications is June 1.

Degree Requirements

1. The thesis student must complete at least 30 hours of graduate work, including a minimum of 6 hours of thesis. Only 6 hours may be transfer courses that are approved by the graduate committee of the department.
2. The non-thesis student must complete at least 33 hours of graduate work, including a minimum of 6 hours of supervised research.
3. The student's Program of Study must include PY 607, 608, 610, 611, 641, and 6 hours of either PY 650 or 699.

4. In addition, the student's Program of Study will include other graduate level courses in psychology selected with the advice of the student's advisor. If approved by the graduate committee of the department, the student's Program of Study may include up to 6 hours of graduate credit from related departments.
5. The thesis student must pass an oral comprehensive examination which covers both coursework and thesis research.
6. The non-thesis student must pass both written and oral comprehensive examinations that cover coursework in PY 610, 611, and two content areas of the student's choice.
7. The student must meet requirements for the Master of Arts degree as specified by the School of Graduate Studies.

Graduate Courses in Psychology (PY)

The 500-level courses listed below are offered at the senior/graduate level except for courses noted below. Only admitted graduate students may enroll in 600-level courses.

502 Industrial and Organizational Psychology **3 hrs.**

Application of basic principles of learning, motivation, and perception to typical industrial and organizational problems. Prerequisite: Senior/graduate standing. (Same as ISE 502.)

503 Human Factors Psychology **3 hrs.**

Study of human performance in human-technology-environment systems. Consideration of human capabilities and limitations as related to controls and displays, and the role of human cognition in decision-making and training effectiveness. Prerequisite: Senior/graduate standing. (Same as ISE 503.)

505 Psychopharmacology **3 hrs.**

Introduction to drug classification and action with emphasis on physiological and psychological interactions. Prerequisite: Senior/graduate standing.

506 Psychology of Women **3 hrs.**

Examines theory and research in the psychological functioning of women, both in the United States and other nations. Topics include achievement and education, mental and physical health issues, biological influences on women's behavior, women and work, and victimization of women. Prerequisite: Senior/graduate standing.

507 Cross-cultural Psychology **3 hrs.**

Examines psychological similarities and differences between members of industrialized and non-industrialized cultures. Comparisons will include development, social interaction, personality, cognition, and perception, as well as psychological health and treatment, work, and acculturation. Prerequisite: Senior/graduate standing.

520 Special Topics **3 hrs.**

Pre-announced special areas in seminar discussion, laboratory work, or practicum. May be taken twice for credit.

530 Psychometrics **3 hrs.**

History and development of psychological testing with special emphasis given to both theory and process of effective evaluation. Prerequisites: 15 hours PY or graduate standing and permission of instructor.

535 Theories of Abnormal Psychology **3 hrs.**

Selected disorders such as depression, anxiety disorders, and personality disorders from different theoretical orientations with emphasis on cognitive behavioral theory. Prerequisites: PY 433 or approval of instructor, and senior/graduate standing.

- 536 Psychobiology of Stress and Illness** **3 hrs.**
 Overview of physiological stress responses and their influence on health behavior and illness. Prerequisite: Senior/graduate standing. (Same as BY5 536.)
- 540 Animal Behavior** **3 hrs.**
 Examines the experimental and theoretical foundations of the study of animal behavior. Animal behavior will be discussed in terms of immediate mechanisms, development, survival value, and evolution. Some emphasis will be placed on the relevance of animal behavior to human behavior and on the importance of understanding behavior in context. Prerequisites: PY101, 102, & 302 or BY5 119, 120, & 4 additional hours in BY5. (Same as BY5 540.)
- 601 Advanced Developmental Psychology** **3 hrs.**
 Overview of major models of developmental theory and of theorists representing these models. Examination of issues, problems and research relevant to these theories. Prerequisite: Graduate standing in psychology.
- 602 Proseminar: Cognitive** **3 hrs.**
 Critical examination of the cognitive approach to areas of study within psychology. Students are responsible for library research, writings, and presentation of selected topics. Prerequisite: Graduate standing in psychology.
- 606 Language Development** **3 hrs.**
 Stages and processes of the development of language and communication skills. Prerequisite: Graduate standing in psychology.
- 607 Faculty Research Seminar** **0 hrs.**
 Presentation of faculty research to familiarize students with the fields of psychology represented among the faculty. Required each fall semester.
- 608 Graduate Research Seminar** **1 hr.**
 Presentation of graduate student research. Required each spring semester.
- 610 Experimental Design** **3 hrs.**
 Design and use of the experiment as an inferential tool. Issues pertaining to reliability, validity, manipulation of independent variables and sampling will be examined. Prerequisites: AHS 300, PY 302, and graduate standing in psychology.
- 611 Statistics for Experimental Methods** **4 hrs.**
 Statistical techniques for analysis of data generated by experimental designs. Lab Fee: \$60. Prerequisites: PY 610 or permission of the instructor and graduate standing in psychology.
- 613 Non-experimental Designs** **3 hrs.**
 Methods of psychology research in areas where direct manipulation of independent variables is not feasible. Observation, questionnaires, modeling, regression analysis. Other possible topics include program evaluation and cluster analysis. Prerequisites: AHS 300, PY 302, and graduate standing in psychology.
- 615 Graduate Seminar** **3 hrs.**
 Intensive analysis of selected theoretical or applied topics relating to psychological development. Prerequisite: Graduate standing in psychology. May be taken more than once for credit.
- 628 Human Learning Theory** **3 hrs.**
 Critical examination of behavior changes commonly called “learning” as well as closely related behavioral phenomena such as transfer, learned helplessness, and observational learning. Prerequisite: Graduate standing in psychology.

- 629 Behavior Modification** **3 hrs.**
Psychological principles concerning control of human behavior and current theoretical and experimental research in behavior modification. Prerequisite: Graduate standing in psychology.
- 641 Concentrated Readings/Research in Specialization Area** **3 hrs.**
Independent readings and/or experiments in an area within the student's field of specialization. One requirement is a major research paper, of publishable quality, which will be reviewed by the faculty advisor. May be taken more than once for credit. Prerequisite: Permission of instructor.
- 650 Supervised Research** **3-6 hrs.**
Laboratory or applied research concerning a particular topic, approved and supervised by a PY faculty member. The student may work on an independent or group project. May be taken more than once for credit. Prerequisite: Permission of supervising faculty.
- 699 Master's Thesis** **3 hrs.**
Required each semester a student is working and receiving faculty direction on a master's thesis. A minimum of two terms is expected, but no more than six hours of thesis credit will apply to the degree. Credit awarded upon successful completion of the thesis. Prerequisites: PY 641 and graduate standing in psychology.