

Education: Human Studies

[View PDF of Counseling Admissions Checklist](#)

Prospective students should use this checklist to obtain specific admissions requirements on how to apply to Graduate School.

[View PDF of Educational Leadership MAE Admissions Checklist](#)

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[View PDF of Educational Leadership EdS Admissions Checklist](#)

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[View PDF of Educational Leadership EdD Admissions Checklist](#)

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[View PDF of Health Education Admissions Checklist](#)

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[View PDF of Health Education/Health Promotion Admissions Checklist](#)

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[View PDF of Physical Education Admissions Checklist](#)

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[View PDF of School Psychometry Admissions Checklist](#)

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- Counselor Education (Ed.S., M.A.Ed.)
- Educational Leadership (Ed.D., Ed.S., M.A.Ed.)
- Health Education (Ed.S., M.A.Ed.)
- Health Education/Health Promotion (Ph.D.)

- Physical Education (Ed.S., M.A.Ed.)

Faculty

Gypsy Abbott, Professor; Educational Psychology, Psychological Testing, Evaluation

Wajih Ahmad, Assistant Professor; Health Education - Epidemiology

Michael Brooks, Associate Professor, Counselor Education. Counseling Theories, Social and Cultural Diversity, Career Counseling, Counseling Theories, Internship.

Lourecia Collins, Associate Professor (Leadership); Curriculum, Conflict Resolution, Urban Education, Diversity

Retta Evans, Associate Professor; Health Education - Youth Physical Activity and Nutrition, Body Image and Eating Disorders, Distance Education

Brian F. Geiger, Professor; Health Promotion Models, Comprehensive School Health, Technology, Community Education

Donna J. Hester, Associate Professor; Motor Development, Physical Education Pedagogy,

Gary R. Hunter, Professor; Exercise Physiology, Sport Conditioning, Body Composition and Energy Metabolism

Glenda Isenhour, Assistant Professor: Clinical Coordinator; Group Counseling, Introduction to Community Counseling, Professional Orientation, Assessment.

Maxie P. Kohler, Associate Professor; Personality Theory, Human Development, Educational Psychology, Psychological Testing, Literacy

Tondra Loder-Jackson, Associate Professor (Foundations); Urban Education, Confluence of Generation, Race & Gender; African American Education pre- & post-Brown, Life History & Life Course of Educators, Home-School Relations

Andrew McKnight, Associate Professor (Foundations); Social theory in Education, Equity in Education and Urban Education, Emotional Contexts in Education, Qualitative Interpretive Inquiry

Kristi Sayers Menear, Associate Professor, Physical Education Pedagogy, Adapted Physical Education

Gary B. Peters, Associate Professor (Leadership); Organizational Theory

Cynthia J. Petri, Associate Professor; Health Behavior, HIV Education and Prevention, Technology, Theory

Jane Roy, Associate Professor, Exercise Physiology

Solange Ribeiro, Assistant Professor, Director of Counselor Education Community Clinic

Linda Searby, Associate Professor (Leadership), Mentoring

Patricia M. Sheets, Sign Language, Supervision, College Teaching

Melanie Shores, Assistant Professor; Measurement, Math Education, Education of Girls

Sandra K. Sims, Assistant Professor; Physical Education Pedagogy, Athletic Coaching

Scott W. Snyder, Associate Professor; Child Development, Measurement, Early Childhood Special Education, Program Evaluation

Jacqueline Swank, Assistant Professor, Counselor Education Clinical Coordinator, Play Therapy, Assessment

Laura Talbott, Assistant Professor; Health Education - Alcohol and Other Drugs, College Health

Lawrence Tyson, Associate Professor; School counseling, Group Counseling, Adventure-based Counseling.

Program Contact Information:

Program	Coordinator	Room	Phone Number
Counselor Education	Dr. Larry Tyson	152	(205) 975-2491
Educational Leadership	Dr. Linda Searby	213	(205) 934-4892
Foundations	Dr. Andrew McKnight	222	(205) 934-6232
Health Education	Dr. Retta Evans (MAE)	259	(205) 996-2701
Health Education/ Health Promotion	Dr. Brian Geiger (PhD)	209	(205) 934-8326
Physical Education	Dr. Donna Hester	224	(205) 934-8336
Research	Dr. Maxie Kohler	204	(205) 934-3701

Counselor Education

Overview:

The program in Counselor Education at the University of Alabama at Birmingham prepares community, school, and rehabilitation counselors at the Master's and Educational Specialist levels. At the master's level, students acquire core knowledge and clinical skills which enable

them to enter the profession of counseling. Graduates in the Educational Specialist program develop advanced skills in clinical work, and supervision. We strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a sense of social consciousness and self-awareness.

All counseling concentrations (community/agency and school) are designed to meet the course-work and field experiences requirements for professional licensure in the State of Alabama. The School and Community/Agency Concentrations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The school counseling concentration meets the course work and field experiences required by the Alabama State Department of Education for certification.

Admission Process

Consideration for admission to graduate study in counseling will occur each term. The completed application packet must be received by the Counselor Education Program from the Graduate School by the dates shown:

<i>Term</i>	<i>Deadline</i>
Fall	July 1
Spring	October 1
Summer	April 1

Admission to graduate study in counseling is initiated through the Graduate School and all required materials are to be submitted per specified instructions delineated by the Graduate School.

Each applicant seeking admission to a counseling program concentration must include with the other required materials, a typewritten statement of professional purpose that reflects the applicant's background, development, pertinent work-related experience, professional career objectives and specified ways that completion of this program will contribute to his/her goal for becoming a professional counselor.

Standardized Test Scores and GPA Requirements

GPA 2.75 or better

GRE 850 (combined score of verbal and quantitative) or,

MAT 35

Applicants who do not meet these standards may be considered for admission if the faculty determines the candidate brings something unique to the learning community. If your Graduate Record Exam or Millers Analogy Test scores do not meet our minimum requirement and/or your undergraduate grade point average does not meet our minimum requirement, you will need to submit a "Statement of Purpose" which explains and identifies exceptional qualities you possess.

which would allow you to be successful in this program. This new "Statement of Purpose" will be used to determine if an individual will be granted an interview as part of the application process.

The application packet is reviewed by the Counseling faculty. Applicants deemed to have acceptable scores, strong references, appropriate statement of purposes, and grades will be contacted for a personal interview with the Admissions Committee. Applicants should not infer they have been admitted into the program if granted an admissions interview. Selection will be made by the counseling faculty after reviewing the applicant's credentials in their entirety, and some candidates meeting minimum requirements may not be admitted. Candidates participating in the interview may be given one of three decisions: a) admit, b) admit with contingencies, or c) denied. Students are notified of their admission status following the interview.

Non-Degree Seeking Students

Potential students may take classes prior to admission to the Counselor Education Program as "non-degree seeking" students. However, non-degree seeking students are limited to 12 hours of coursework. Non-degree seeking students may enroll in elective courses with the permission of the instructor. It would be important for non-degree seeking students to make an advising appointment with a faculty member prior to enrolling in elective courses as choices made could impact on future clinical placements. Non-degree seeking students are not permitted to take "core" counseling courses prior to admission. It is also important to note that students taking coursework as a non-degree seeking student do so at their own risk. Enrolling and passing non-degree seeking coursework *does not* guarantee admission into the program as admission criteria (e.g., test scores, undergraduate GPA, and interview) are the primary factors considered when reviewing student suitability for the program

Program Outcomes

Students in the program are required to meet specific outcomes for the program. These outcomes involve knowledge, skills, and abilities. Outcomes are met when students pass critical "high stakes" assessments in the program. Failure to achieve the required outcomes will result in termination from the program.

Evaluation of Candidates

There are 7 Checkpoints in the assessment system for counseling candidates: Admissions, Course-based Assessments, Comprehensive Exams, Practicum, Internship, and Eligibility for Graduation/Certification. Evaluation of the counselor-in-training is an on-going process. The faculty reserves the right to assess the candidate's appropriateness to be a professional counselor.

Dispositions

Counselor Education faculty individually review the professional dispositions (behaviors and attitudes) of students within each course in accordance with the School of Education's policy and procedure. Additionally, faculty will collectively review student dispositions and overall progress in the program at the end of each semester. Dispositional areas identified as deficient

could result in termination from the program.

Clinical Experience: Master’s Level

Prerequisites for the clinical experience include successful completion of required coursework, meeting the required outcomes and competencies in Areas I and II, and successful completion of comprehensive exams. In addition, all students will be required to undergo a **background check** and present a “cleared” status prior to enrolling in the clinical phase of the program. The practicum experience requires a minimum of 100 hours (including **40 hours of direct client contact**) on-site at an appropriate setting to be determined by the Clinical Coordinator. The internship is 600 hours (**including 240 hours of direct client contact**) on-site. Grading for the clinical experiences is on a Pass/Fail basis. To receive a Pass grade the counselor-in-training must be able to demonstrate basic counseling skills, behave in an appropriate professional manner consistent with the American Counseling Association's Code of Ethics, and satisfactorily complete the academic, dispositional and outcome requirements set forth in both the practicum and internship classes. If a student fails to pass any part of the clinical experience, he or she will not be allowed to continue in the program. Taking the clinical experience over will **not** be an option.

Concentrations: Master’s Level

Community Agency Counseling

The Master of Arts in Counseling with a concentration in Community Agency counseling is designed to prepare students to demonstrate knowledge and skills with several counseling modalities appropriate for a broad range of clients in a multicultural society; interact effectively with other helping professionals and referral resources; make appropriate counselor-client related decisions in the context of professional, ethical, and legal guidelines; and fill effectively entry-level positions of professional responsibility within the specialization of agency counseling. The coursework is approved by the Alabama Board of Examiners in Counseling which allows graduates of the program to pursue licensure as professional counselors in the state of Alabama. This program takes no less than 2 years to complete. For most students, it takes approximately 2.5 years or 6 terms to complete the program.

COURSE OF STUDY

(49 Semester Hours)

Area I: Pre-Candidacy Requirements

(28 semester hours)

EPR 590	Research and Program Evaluation in Counseling
EPR 614	Human Growth and Development
ECG 612	Professional Orientation

ECG 621	Theories of Individual Counseling
ECG 624	Assessment: Individual and Group (Prerequisites: EPR 590)
ECG 626	Group Counseling: Process & Procedures (Prerequisites: ECG 621 & ECG 638)
ECG 628	Social and Cultural Diversity
ECG 630	Career Development: Vocational and Life Planning
ECG 638	Practicum I: Clinical Skills and Techniques (Prerequisite: ECG 621)

Comprehensive Exam

The Counselor Preparation Comprehensive Exam will be given upon completion of Area I. This is a “high stakes” assessment. Students who do not successfully pass this examination will be given the opportunity to re-take the exam a maximum of two times. There are no exceptions. Students unsuccessful in passing the comprehensive exam will be dismissed from the program.

AREA II: Pre-Candidacy Requirements

(12 semester hours)

ECG 600	Introduction to Community Counseling
ECG 650	Diagnosis and Treatment of Mental Disorders
ECG	Approved Elective
ECG	Approved Elective

Admission to Candidacy–Completion of Areas I and II; passing the comprehensive examination, completion of eight counseling sessions, recommendation of faculty and a cleared background check.

AREA III: Clinical Requirements

(9 semester hours)

ECG 695	Practicum II: Supervised Field Experience (3 semester hours) (Prerequisites: Areas I & II, Comprehensive Exams, and recommendation of the faculty) Practicum is 100 hours minimum with 40 hours of direct client contact
ECG 697	Counseling Internship (6 hours-2 semesters) (Prerequisite: ECG695) Internship is 600 hours with 240 hours of direct client contact

School Counseling

According to the American School Counseling Association, "the purpose of a counseling program in a school setting is to promote and enhance the learning process." The goal is to enable all students to achieve success in school and to develop into contributing member of our society.

The concentration in School counseling is designed to prepare individuals as counselors in grades K-12. The program leading to the Master of Arts in Counseling degree requires a minimum of 49 semester hours of prescribed coursework to meet the academic and field experience requirements for the SDE Class A Professional Certificate in school counseling.

Admissions: In addition to the admissions requirements for the Counselor Education Program, candidates seeking admission to the school counseling concentration. The individual must possess a minimum of a 2.5 undergraduate grade point average. Before the school counseling student can receive certification, the school counseling student must satisfactorily obtain a passing score on the following assessments: Alabama Test of Basic Skills, the Praxis II Test in School Counseling, the National Counselor Exam.

The school counseling concentration meets the course work and field experiences required by the Alabama State Department of Education for certification. The concentrations meet the academic and field experience requirements for licensure as professional counselors in Alabama.

COURSE OF STUDY

(49 Semester hours)

Area I: Pre-Candidacy Requirements

(28 semester hours)

EPR 590	Research and Program Evaluation in Counseling
EPR 614	Human Growth and Development
ECG 612	Professional Orientation
ECG 621	Theories of Individual Counseling
ECG 624	Assessment: Individual and Group (Prerequisites: EPR 590)
ECG 626	Group Counseling: Process & Procedures (Prerequisites: ECG 621 & ECG 638)
ECG 628	Social and Cultural Diversity
ECG 630	Career Development: Vocational and Life Planning
ECG 638	Practicum I: Clinical Skills and Techniques (Prerequisite: ECG 621)

Comprehensive Exam

A National Comprehensive Examination will be given upon completion of Area I. This is a “high stakes” assessment. Students who do not successfully pass this examination will be given the opportunity to re-take the exam a maximum of two times. There are no exceptions. Students unsuccessful in passing the comprehensive exam will be dismissed from the program.

AREA II: Pre-Candidacy Requirements

(12 semester hours)

ECG 620	Foundations of School Counseling
ECG 623	Comprehensive Counseling and Guidance: Middle & High School
ECG 627	Comprehensive Counseling and Guidance: Elementary School
ECG	Approved Elective

Admission to Candidacy—Completion of Areas I and II; passing the comprehensive exam and recommendation of faculty, and a cleared background check.

AREA III: Clinical Requirements

(9 semester hours)

ECG 695	<p>Practicum II: Supervised Field Experience (3 semester hours)</p> <p>(Prerequisites: Areas I & II, Comprehensive Exams, and recommendation of the faculty)</p> <p>Practicum 100 hours; 40 direct hours.</p>
ECG 697	<p>Counseling Internship (6 hours-2semester hours)</p> <p>(Prerequisite: ECG695)</p> <p>Internship 600 hours; 240 direct hours</p>

Educational Specialist

Note: The Educational Specialist Degree in both Community/Agency and School Counseling is being revised. At the time of this submission, final changes have not yet been made. Those interested in this degree are urged to contact Dr. Lawrence Tyson, Program Coordinator of the Counselor Education Program for information before applying to this degree program.

The Educational Specialist (Ed.S.) degree is designed to assist counselors who wish to continue their professional development in working toward licensure, training for supervision, obtain AA

certification, or who plan to enter doctoral programs in counselor education. There are two Ed.S. tracks in the counseling program: Community Agency and School.

Prerequisites:

Prerequisites for admission to the program include: a) a Master's degree in counseling, including courses in the 8 CACREP areas; a 100 hour practicum; a 600 hour internship, and b) evidence of either previous or current employment as a professional counselor.

Persons wishing to apply to the Ed.S. School Counseling Track must possess an "A" certificate and have a Master's degree in Counseling which meets the State Department of Education's criteria.

Admissions: Persons seeking admission to the Ed.S program in counseling must apply to the Graduate School and follow the protocol for admission application. When all of the required documents are in the application file, the file will be sent to the program faculty for review. A Graduate GPA level of 3.0 and a 50 on the MAT or 1000 (combined score, verbal and quantitative) on the GRE are required. If the standardized test score is less than 5 years old, the applicant may petition the department chair for a waiver. Upon receiving the request, the Chair will review the transcripts and old test scores and a decision will be rendered as to whether the test scores will be waived or not. If the test scores are over 10 years old, the GRE or Mat will not be waived unless the applicant has a terminal degree.

The completed application must be received in the Counseling Program by the dates indicated below:

<i>Term</i>	<i>Deadline</i>
Fall	July 1
Spring	November 1
Summer	April 1

Once the materials are reviewed by the Admissions Committee, a decision will be made to invite the applicant in for an admissions interview or not. An admission decision will be made following the interview.

Ed.S Program Outcomes:

There are 3 Outcome areas: Supervision, College Teaching in Counselor Education, and Research. "High Stakes" assessments are utilized to determine if outcomes have been achieved.

Ed.S. Comprehensive Examination

Upon completion of the requisite course work, students are required to pass a written and oral comprehensive examination, conducted by Counselor Education Faculty, to complete the Ed.S. degree.

Ed.S. Community/Agency Track

(33 Semester Hours)

Note: The Educational Specialist Degree in both Community/Agency and School Counseling is being revised. At the time of this submission, final changes have not yet been made. Those interested in this degree are urged to contact Dr. Lawrence Tyson, Program Coordinator of the Counselor Education Program for information before applying to this degree program.

Prerequisites:

Prerequisites for admission to the program include: a) a **Master's degree in counseling**, including courses in a) the 8 CACREP areas, a 100 hour practicum, and a 600 hour internship and, b) evidence of either previous or current employment as a professional counselor.

Students admitted to the Ed.S program are appointed an advisor upon admission to the program. Students shall receive a letter from The **Graduate School** detailing this information once they have been admitted into the program. Students are required to meet with their advisor and discuss their professional plans before declaring a track of study and before practicum and internship. All students will complete Area I, Core Area of Study. In Area II, students and their advisor will design a plan of study based on the professional needs of the student.

Program Outline

AREA I	Counseling Core Area of Study (21 Semester Hours)
EPR 609 EPR 596	Statistical Methods and Research in Education: or Introduction to Qualitative Methods
EPR 692	Introduction to Educational Research Design
ECG 700	College Teaching in Counselor Education
ECG 704	Seminar on Current Issues in Counseling Supervision
ECG 795	Ed.S. Practicum in Supervision
ECG 797	Ed.S. Internship in Supervision
ECG 698	Individual Thesis Research in Counseling

AREA II Clinical/Research Emphasis (12 Semester Hours)

Clinical Focus: This focus of study is designed to enhance one's clinical practice or research interest.

Students may select 12 hours from counseling coursework from the list of course offerings which meet their unique needs and/or interests. There may be options of courses outside the Counselor Education Program such as Gerontology, Health Education Promotion, and Sociology.

Research Focus:

Students interested in research and/or interested in pursuing a doctorate should consider taking these research courses as part of their 12 hours.

EPR 696 Qualitative Research: Inquiry and Analysis

EPR 710 Computer Applications and Advanced Statistical Methods

Ed.S. School Counseling Track

(33 Semester Hours)

The Educational Specialist (Ed.S.) degree in this field requires a minimum of **33** semester hours of prescribed coursework beyond the Master of Arts in Education degree and successful completion of the comprehensive exam, which includes a presentation of a research proposal. In addition, all Ed. S. Program Outcomes must be met.

Program Outline

Note: The Educational Specialist Degree in both Community/Agency and School Counseling is being revised. At the time of this submission, final changes have not yet been made. Those interested in this degree are urged to contact Dr. Lawrence Tyson, Program Coordinator of the Counselor Education Program for information before applying to this degree program.

Course Descriptions

Unless otherwise noted, all courses are for 3 semester hours of credit. Counseling and Guidance (ECG)

522. Strategies for Attitude Development. Dynamics of both negative and positive attitude presented., including. methods for improving communications, developing empathy. Techniques for determining personal strengths, setting goals, managing time, developing strong positive attitudes and self-images are highlighted.

523. Strategies for Effective Interviewing. This course introduces students to microskills needed to develop effective communication in a variety of settings.

524. Conflict Management. This course examines the scope of conflict management in the inner self, the family, school/workplace and the community.

570, 670. Crisis Intervention Techniques. Overview of crisis counseling. Theory and practical application of crisis intervention. This course examines traumatic stress and how it affects the individual. Coping interventions; stress management, post-traumatic stress syndrome; violence in the workplace, disaster response; critical incidence stress management; and debriefing techniques are examined.

574, 674. Seminar on Death, Dying, and Bereavement. Provides general knowledge of death, dying, and bereavement issues faced in today's society.

578. Counseling the African American Client. Dynamics of working with African American clients in counseling settings.

600. Introduction to Community Counseling. Individuals entering the counseling profession to work with community agencies and organizations are facing a paradigm shift in the way many traditional counselors think and act. This course addresses the specific needs of students preparing for contemporary counseling careers in community/agency settings including the multi-faceted roles and functions of a professional counselor, the counseling needs of special community populations, and the professional/ethical issues unique to community counseling.

612. Professional Orientation. Emphasis on understanding of professional roles and responsibilities; ethical and legal issues; historical perspectives; preparation standards; credentialing; trends and issues in the counseling profession. Prerequisite: Admission to the Counselor Education Program.

613. Foundations of Substance Abuse. Surveys the field of substance use, abuse, and dependency, providing an overview of macro and micro issues and using various models of addictions. Topics examined include: historic and current theories of addiction and treatment, the substances of addiction, their effects, their signs and symptoms, addiction and special populations, direct practice with individuals, families, groups, community level intervention and public policy issues, and outcome research. Participants will be exposed to community based support groups and treatment professionals.

619. Special Issues for School Counselors. Exposure to a variety of critical incidents that cover a variety of experiences will be presented in a seminar environment and will require the student counselor's expertise and proper response. Authorities from the various school systems, law enforcement agencies, counseling/mental health agencies, and child protective agencies will provide knowledge and insight from their perspectives.

620. Foundations of School Counseling. Social, psychological, economic, and philosophic trends leading to development of guidance programs in American schools are explored. Organization and administration of guidance services are emphasized.

621. Theories of Individual of Counseling. Students will be provided an introduction to counseling theories. Students will explore beliefs about different approaches and methods of counseling. Prerequisite: Admission to the Counselor Education Program.

622. Group/Classroom Guidance in Schools

The process and practice of group and classroom guidance with children k-12 will be explored.

623. Comprehensive Counseling and Guidance in Middle and High School. The purpose of this course will be to develop an understanding of the nature of middle/high school children as related to their guidance and counseling needs. The student will be able to understand the role

and function of the middle/high school counselor and understand the essential features of a comprehensive, developmental, guidance program at the middle/high school level. Additionally, the student will be able to understand the elements of a pre-college counseling and guidance program and understand the ethical and legal issues that directly relate to middle/high school counseling and guidance programs.

624. Assessment. Overview of instrument review and selection, measurement methods, administration and interpretation. Emphasis on common assessment instruments used in schools and public agencies. The use of assessment data in program outcome evaluation will also be explored. Prerequisites: Admission to the Counselor Education Program; ECG 607/608; ECG 624.

626. Group Counseling: Process/Procedures. This course provides an introduction to many of the important challenges facing group leaders and group members in contemporary society. Ethical guidelines particular to group work will be discussed. Students will be exposed to how common counseling theories can be applied in group settings. Students will gain an understanding of group developmental stages and processes, and how these dynamics influence group growth and productivity. Leader skill development will be emphasized. Approximately 20 hours of class time is spent in a laboratory experience wherein each student is provided the opportunity to function in a group. Prerequisites: ECG 621.

627. Comprehensive Counseling and Guidance: Elementary School. Guidance services and activities appropriate for preschool and elementary grades; facilitating intellectual, psychological, and social development during early school years.

628. Social and Cultural Diversity. Survey of issues and principles for relating professionally to individuals from diverse backgrounds and lifestyles. Includes sensitivity to differences in values, beliefs, attitudes, and culture. Prerequisite: Admission to the Counselor Education Program.

629. Counseling Families in a Multicultural Society. The intent of this course is to facilitate an understanding of family dynamics and cultural sensitivity. This course provides opportunities for students to explore, understand, and appreciate families from culturally diverse backgrounds. Contents include family and multicultural theories/concepts related to structure, dynamics, growth and development, assessment, counseling interventions, and research.

630. Career Development: Vocational and Life Planning. This course will introduce students to the concepts of career development. Counselors-in-training will learn career theories and how to apply career theory to practice. Instruction will include career assessment, life planning principles, sources of career information, labor market information, job search strategies, and examination of workplace issues. Additionally the on-line version of this course will include computer applications associated with career development.

637. Adlerian Family Counseling. Helping parents understand children. Parent-child relationship promoting responsibility, self-reliance, cooperation, mutual respect, and self-esteem.

638. Practicum I: Clinical Skills and Techniques Skills and techniques for establishing effective interpersonal relationships. Prerequisite: ECG 621.

648. Principles, Practices, and Innovations in Rehabilitation Counseling. This course extensively covers a wide variety of best practices in the rehabilitation case management arena. Of special emphasis is the Code of Ethics for rehabilitation service providers in the public and private sector based on knowledge of both the CRC and the NBCC Code of Ethics. Also covered are discussions of various laws and regulations including ADA, case law, Workers Comp law, the Rehabilitation Act and its amendments. Also covered are private insurance, HMO, Medicare, Medicaid and Social Security issues as pertaining to both medical services and assistive technology.

649: Assessment, Case Management, & Job Development in Rehabilitation Counseling. A review and analysis of current rehabilitation assessment instruments and procedures. Exposure to case management philosophies and procedures common in public and private rehabilitation practice. Hands-on experience with computerized case management software. Strategies associated with career development, job readiness, and job development with persons with disability. In depth view and exposure to rehabilitation technology and engineering. Discussion of job placement strategies and work disincentives.

650. Diagnosis of Psychological Disorders. This course is designed to give the students an overview and general understanding of the etiology, assessment, diagnosis, and treatment of the various mental disorders. Specifically, the course will familiarize students with the different psychological disorders in the DSM-IV and the psychological and psychopharmacological treatment of these disorders. Prerequisites: Admission to the Counselor Education Program.

660. Dynamics of Child Sexual Abuse. Critical concerns and issues, effective techniques and practices for dealing with survivors of child sexual abuse.

661. Play Therapy I. Designed to provide students with instruction in the history and theories of play therapy and experiential knowledge in applying play therapy strategies with children. Meets the Association for Play therapy requirements for instruction in history and theories of play therapy and provides 67.5 Continuing Education hours for the Association (Prerequisite: ECG 621 & 638).

662. Play Therapy II. A course designed to provide students with instruction in play therapy with special populations and specialized therapeutic methods including sandplay/sandtray, group play therapy, play therapy in home and school, family play therapy and filial family therapy. Provides 67.5 CEU hours for the Registered Play Therapist credential (ECG 661).

663. Challenge Course Fundamentals I. Improvement of self-concept and social skills through physical, spiritual, emotional, and mental development in creative activity outdoors. Natural environment used as a learning laboratory for leadership, teamwork, problem solving, decision-making, and conflict resolution and physical fitness.

664. Challenge Course Fundamentals II. This course continues introducing to the

background, philosophy, ethical issues, risk management required for high ropes facilitation. Introduces students to a variety of high challenge course initiatives used for learning and problem solving, trust team building, and self-confidence and communication skills. How to present high challenge course initiatives to diverse groups will be emphasized. Specific attention will be given to addressing learners of different ages and varying abilities. Additionally, an overview will be given of how counseling and ropes courses experiences can be integrated.

665. Adventure Processing and Facilitation. This course provides the skills necessary for facilitating a variety of groups-educational, recreational, corporate-indoor experience programs. The curriculum includes the Experiential Learning Cycle, stages of group development, leading group discussion, active listening, frontloading, debriefing, use of metaphors, and transfer of learning. Activities are used to facilitate leadership, teamwork, problem-solving, decision-making, and conflict resolution. This knowledge will enhance students' ability to adapt their programs to various groups. How to facilitate and lead group discussions with diverse groups will be emphasized.

666. Organization and Administration of Adventure Education. Students will synthesize their experience in adventure leadership, instruction and programming to explore the details of managing an adventure program. Topics include risk management, legal issues, accreditation standards, staff recruitment, hiring and training, marketing, and fiscal management. Special attention will be given to managing a universally designed challenge course.

691. Seminar: Special Topics in the Helping Professions. Emerging trends, techniques, and issues. Topics vary from semester-to-semester. Examples of topics include Spirituality in Counseling, Clinical Documentation, Marriage and Family, Sexual Addiction, Personality Types, Pharmacology in Counseling, Gender Issues, etc.

692. Independent Readings in Counselor Education.. A prospectus of the proposed reading must be submitted in advance for faculty approval before for the course. Prerequisite: Permission of advisor and instructor.

695. Practicum II: Supervised Field Experience. This clinical course is designed to give students the opportunity to demonstrate basic counseling skills with students/clients at a school or agency and to begin to move toward proficiency. Knowledge and skills developed in previous coursework will be applied in the clinical setting. The counselor-in-training is involved in serious counseling interactions with clients. Student counselors receive feedback and supervision from on-site supervisors, group seminar supervisors, and UAB faculty members. Counselors in-training are assigned to a school, agency, or rehabilitation setting for a **minimum** of **100** clock hours, **40** of the hours must be in **direct service** with clients. Prerequisite: Completion of Areas I and II, and comprehensive exams; permission of clinical coordinator.

697. Counseling Internship. The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed counselor would be expected to perform in the clinical setting. The counselor-in-training is involved in serious counseling interactions with clients. Student counselors receive feedback and supervision from on-site supervisors, group seminar supervisors, and UAB faculty members. Counselors in-training are

assigned to a school, agency, or rehabilitation setting for a **total of 600** clock hours, **240** of the hours must be in **direct service** with clients. Prerequisite: ECG 695.

698. Individual Non-thesis Research in Counseling and Guidance. A research proposal is presented and defended according to formal research guidelines on a topic of interest to the student and in the area of expertise of the cooperating faculty member.

700. College Teaching. This experiential course will prepare advanced students with the knowledge and skills needed to teach a course in counseling at a college level. Students will co-teach a class with a mentoring faculty member. Prerequisite: Admission to the Ed.S. program

704. Seminar on Current Issues in Counseling Supervision. This course is intended to provide supervisors-in-training with an overview of supervision theories, models, interventions, and issues relative to counseling supervision and the supervision process.

726. Ed.S. Group Supervision. This course provides an opportunity for the development of an advanced level of understanding of group dynamics and an opportunity to enhance group leadership skills. Prerequisite: Admission to the Ed.S. program.

795. Ed.S. Practicum. Experiential course in which Ed.S. students are assigned to assist in supervision of master's level practicum groups in the Counseling Education program. Applied knowledge of counseling supervision theories. Prerequisite: ECG 704.

797. Ed.S Internship. This is an experiential course in which Ed.S. students are assigned to provide supervision under faculty direction to a section of the master's level internship group. Applied knowledge of supervision theories and practices are highlighted. Prerequisites: ECG 704 and 795.

Educational Leadership

Health Education Overview of Our Programs

The Health Education program at the University of Alabama at Birmingham prepares professionals for a variety of careers in health education. At the *master's level*, students acquire advanced knowledge and skills which enable them to enter professions in community, worksite and agency settings (*MAEd, Community Health*) or school health education (*Alternative Masters Program (AMP) – Teacher Education*). Graduates in the *PhD program* develop advanced training to become leading researchers, clinicians and faculty in higher education. We strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with the knowledge, skills and attitudes necessary to be ethical and responsible health education professionals.

Admission Process

Consideration for admission to graduate study in health education will occur each Fall and Spring term. The completed application packet must be received by the Health Education Program from the Graduate School by the dates shown:

<i>Term</i>	<i>Deadline</i>
Fall	April 30
Spring	October 30

Admission to graduate study in health education is initiated through the Graduate School and all required materials are to be submitted per specified instructions delineated by the Graduate School.

Each applicant seeking admission to a health education program (MAEd, AMP-TEP, PhD) must include with the other required materials, a typewritten statement of professional purpose that reflects the applicant's background, development, pertinent work-related experience, professional career objectives and specified ways that completion of this program will contribute to his/her goal for becoming a health education professional.

Standardized Test Scores and GPA Requirements

GPA 2.5 or better and
GRE 850 or better (combined score of verbal and quantitative) or MAT 40 or better

Applicants who do not meet these standards may be considered for admission if the faculty determines the candidate brings something unique to the learning community; however, applicants who have GPA's below 2.5; GRE scores below 850, or a MAT score of 35 or lower will not be considered.

Applications are reviewed by the health education faculty. Applicants deemed to have acceptable scores, strong references, appropriate statement of purposes, and grades will be contacted for an interview with the Admissions Committee. Applicants should not infer they have been admitted into the program if granted an admissions interview. Selection will be made by the faculty after reviewing the applicant's credentials in their entirety, and some candidates meeting minimum requirements may not be admitted. Candidates participating in the interview may be given one of two decisions: a) admit b) not admit. Students are notified of their admission status following the interview.

Non-Degree Seeking Students

Potential students may take classes prior to admission to the Health Education Program as "non-degree seeking" students. However, non-degree seeking students are limited to 12 hours of coursework. Non-degree seeking students may enroll in elective courses with the permission of the instructor. It is essential for non-degree seeking students to make an advising appointment with a faculty member prior to enrolling in elective courses as some elective courses have pre/co requisites. Non-degree seeking students are not permitted to take "core" health education courses

prior to admission. It is also important to note that students taking coursework as a non-degree seeking student do so at their own risk. Enrolling and passing non-degree seeking coursework *does not* guarantee admission into the program as admission criteria (e.g., test scores, undergraduate GPA, and interview) are the primary factors considered when reviewing student suitability for the program

Dispositions

Health Education faculty individually review the professional dispositions (behaviors and attitudes) of students within each course in accordance with the School of Education's policy and procedure. Additionally, faculty will collectively review student dispositions and overall progress in the program at the end of each semester. Dispositional areas identified as deficient could result in termination from the program.

Graduate Program Policies

No individual course grade below "C" will be accepted. Each course with an earned grade below "C" must be repeated. Repeating a required health education course more than twice is not permitted. If a student receives a grade lower than a "C" after their second attempt, they will be dismissed from the Health Education program and not allowed readmission.

Programs of Study

The MAEd masters program in community health is designed to prepare individuals for advanced health education careers in agency, schools, worksites, and allied health care settings. This program is aligned with the *National Commission for Health Education Credentialing* and prepares students to sit for the CHES/MCHES certification. CHES/MCHES provides evidence of competency of the knowledge, skills and application of the *Areas of Responsibilities* defining the role of an entry or masters-level health educator. Program options allow students to choose between thesis or non-thesis options and select elective course work in a related field or allied health area.

MAEd -Thesis Option Thesis required (33 hours course work required)

NOTE: No individual course grade below "C" will be accepted. Each course with a grade below "C" must be repeated.

MAJOR COURSES (18 hours)

HE 610 Foundations of Health Education (pre or co requisites HE 223, HE 343)

HE 631 Planning and Evaluating Health Education/Promotion Programs (prerequisites: HE 223, HE 343, HE 610)

HE 640 Content Issues I or HE 641, Content Issues II

HE 642 Health Behavior and Health Education (prerequisites: HE 223, HE 343, HE 610)

HE 689 Methods and Materials for Planning Health Education Programs (prerequisites: HE 223, HE 343, HE 610)

HE 697 Evaluation of Health Education Programs (prerequisites: HE 223, HE 343, HE 610)

ADDITIONAL REQUIREMENTS

Students must have these courses previously, OR take them with HE 610:

HE 223 Introduction to Epidemiology and Disease Impact (pre or co requisite with HE 610)

HE 343 Theories and Determinants of Health Behavior (pre or co requisite with HE 610)

HE 601 Current Readings in Health Education

RESEARCH COURSES (6 hours)

EPR 609 Statistical Methods and Research in Education: Intermediate. Prerequisite: EPR 608

EPR 692. Introduction to Educational Research Design

THESIS (6 hours)

ELECTIVE (3 hours) MUST be an approved health education elective. Choose from one of the following:

HE 502 Mental Health and Stress Management

HE 508 Drug Use and Abuse

HE 523 Human Sexuality

HE 621 Health Communication

HE 611 School Health Programs

HE 691 Special Topics in Health Education

HE 693 Advanced Field Experience in Health Education

MAEd - Non-Thesis Option (33 hours course work required.)

NOTE: No individual course grade below "C" will be accepted. Each course with a grade below "C" must be repeated.

MAJOR COURSES (18 hours)

HE 610 Foundations of Health Education (pre or co requisites HE 223, HE 343)

HE 631 Planning and Evaluating Health Education/Promotion Programs (prerequisites: HE 223, HE 343, HE 610)

HE 640 Content Issues I or HE 641, Content Issues II

HE 642 Health Behavior and Health Education (prerequisites: HE 223, HE 343, HE 610)

HE 689 Methods and Materials for Planning Health Education Programs (prerequisites: HE 223,

HE 343, HE 610)

HE 697 Evaluation of Health Education Programs (prerequisites: HE 223, HE 343, HE 610)

ADDITIONAL REQUIREMENTS Students must have these courses previously, OR take them with HE 610:

HE 223 Introduction to Epidemiology and Disease Impact (pre or co requisite with HE 610)

HE 343 Theories and Determinants of Health Behavior (pre or co requisite with HE 610)

HE 601 Current Readings in Health Education

RESEARCH COURSES (6 hours)

EPR 609 Statistical Methods and Research in Education: Intermediate. (prerequisite EPR 608)

EPR 692. Introduction to Educational Research Design

RELATED FIELD OF STUDY (9 hours) MUST be an approved health education elective. Choose from the following:

HE 502 Mental Health and Stress Management

HE 508 Drug Use and Abuse

HE 523 Human Sexuality

HE 621 Health Communication

HE 611 School Health Programs

HE 691 Special Topics in Health Education

HE 693 Advanced Field Experience in Health Education

Comprehensive Examination Non-Thesis Option Only

Students in the Non-Thesis MAEd program are required to successfully complete a comprehensive examination. This examination is intended to allow students to demonstrate the appropriate aptitude for advanced level health education. The process encompasses the content knowledge and critical thinking skills that Health Education faculty believes every student graduating from this program should possess. A student is not allowed to attempt the comprehensive examination more than twice. If the student does not successfully pass comps after the second attempt, they will be dismissed from the Health Education program and not allowed readmission.

Alternative Master's Program (AMP) - Teacher Education

The Alternative Masters Program (*AMP*) is designed for individuals with a baccalaureate degree in a non-teacher education program who wish to become certified teachers. The program is also available to certified teachers who wish to change their teaching field. Students entering this program are not required to have a bachelor's degree in the same field. Prerequisite course work may therefore be required.

PREREQUISITE COURSEWORK

HE 141	Personal Health
HE 223	Introduction to Epidemiology & Disease Impact
HE 343	Theories & Determinants of Health Behavior (prerequisites HE 141, HE 223)
HE 402	Mental Health and Stress Management
HE 408	Drug Use & Abuse
NTR 220	Contemporary Issues in Nutrition
HE 423	Human Sexuality
HE 431	Planning and Evaluating Health Education/Promotion Programs (prerequisites HE 342, HE 343)
HE 432	Administration of Health and Fitness Programs (prerequisites HE 342, HE 343)
EPR 414	Human Development

REQUIRED COURSEWORK (43-49 semester hours)

HE 689	Materials & Methods of Teaching Health Education (prerequisite 610)
EHS 600	Transition into Teaching
EHS 556	Classroom Management
ECY 600	Intro to Exceptional Learners
EDT 610	Computer-Based Instructional Technology
EPR 511	Intro to Measurement and Evaluation in Education
EDR 551	Reading in the Content Area
HE 695	Junior/Secondary Health Education (9.0)
EDU 500	Education as a Profession

COURSES IN THE TEACHING FIELD (at least one-third of the program shall be Teaching Field courses)

HE 610	Foundations of Health Education
HE 611	School Health Programs
HE 601	Current Readings in Health Education
HE 621	Health Communications
HE 642	Health Behavior and Health Education

ADDITIONAL COURSES:

EPR 607	Microcomputer Applications
EPR 608	Statistical Methods and Action Research

Health Education/Health Promotion (PhD)

Graduate program director (Education): *Brian Geiger*, bgeiger@uab.edu

Graduate program director (Public Health): *Connie Kohler*, ckohler@uab.edu

The PhD program in Health Education/Health Promotion has been designed to provide students with the academic and practical experiential background to become leading practitioners and researchers in health education and health promotion. The program combines the resources of academic units from the University of Alabama at Birmingham (Schools of Education and Public Health) and the University of Alabama (College of Human Environmental Sciences).

Admission to PhD program

Student applications are reviewed by a joint admissions committee composed of members of the participating academic units. Applicants should meet the admissions requirements of the graduate school, including submission of scores on the Graduate Record Exam (GRE). Admission to the program is competitive. Evidence of scholarship, a clear statement of career goals and research interest, professional recommendations, and professional experience are among the factors receiving strong consideration. Candidates for admission must have completed a bachelor's or master's degree from an accredited institution in health education or a health-related field.

Program of Study

The PhD degree program through the School of Education will require students to complete a minimum of 72 credit hours: 36 hours of coursework, 12 hours of research internship, and 24 hours of dissertation research. The requirements for the PhD degree through the School of Public Health is a minimum of 67 credit hours: 43 hours of coursework, 12 hours of research internship and 12 hours of dissertation research.

Students entering the program with a master's degree may transfer appropriate coursework to this program; however, this will not reduce the number of courses required. Students will not be required to retake coursework already completed but may be required to complete prerequisites as part of their planned course of study. A required review of student credentials prior to admission will identify strengths and needs. This review will provide students with a blueprint for their course of study and will be conducted by their advisor.

The specific components of the PhD program in health Education and Health Promotion are outlined below.

PhD through the School of Education

I. Health Education and Promotion Courses

(UA = HHE, UAB-Public Health = HB, UAB-Education = HE)

A. Advanced Theoretical and Scientific Bases of Health Education and Health Promotion (HHE 605, HB 750, HE 705)	
B. Health Communications Research (HHE 607, HB 730, HE 701)	3 hrs
C. Planning and Administration of Health Education and Health Promotion (HHE 606, HB 760, HE 710)	3 hrs
D. Doctoral Studies Seminar (HHE 604, HB 770, HE 700)	3 hrs

II. Advanced Research and Statistical Methods

A. Multivariate/Multiple Regression Analysis	3 hr
B. Advanced Epidemiological Research Methods	3 hr
C. Data Management/Computer Technology	3 hr
D. Evaluation/Research Methods	3 hr
Subtotal	12 hr

III. Coursework in the Social and Behavioral Sciences Minor **12 hr**

IV. Research Internship **12 hr**

V. Dissertation **24 hr**

PhD through the School of Public Health

I. Health Education and Promotion Courses

(UA = HHE, UAB-Public Health = HB, UAB-Education = HE)

A. Advanced Theoretical and Scientific Bases of Health Education and Health Promotion (HHE 605, HB 750, HE 705)	3 hrs
B. Health Communications Research (HHE 607, HB 730, HE 701)	3 hrs
C. Planning and Administration of Health Education and Health Promotion (HHE 606, HB 760, HE 710)	3 hrs
D. Doctoral Studies Seminar (HHE 604, HB 770, HE 700)	3 hrs
	12 hrs

II. Advanced Research and Statistical Methods

A. Advanced Epidemiological Research Methods	4 hrs
B. Data Management / Computer Technology	3 hrs
C. Intermediate Statistical AnalysisI/ Statistical Methods	3 hrs
D. Advanced Health Program Evaluation	3 hrs
E. Intermediate Statistical Analysis II/ Statistical Methods and Research in Education: Intermediate	3 hrs
	16 hrs

III. Program Evaluation/Research Methods/Statistics Electives **6 hrs**

IV. Social and Behavioral Sciences Electives	9 hrs
V. Research Internship	12 hrs
VI. Dissertation Research	12 hrs

Students may enter the program with either a bachelor's or master's degree in health education or a master's degree in a closely related health field. Prerequisite coursework includes Foundations of Health Education, Administration of Health Education, Health Education Planning and Evaluation, Health Education Methods, Materials and Delivery, and Research Design and Statistics

These requirements may be corequisite components in the program.

The PhD degree program will require students to complete a minimum of 72 credit hours: 36 hours of coursework, 12 hours of research internship, and 24 hours of dissertation research.

Students entering the program with a master's degree may transfer appropriate coursework to this program, but this will not reduce the number of courses required. Students will not be required to retake coursework already completed but may be required to complete prerequisites as part of their planned course of study. A required review of student credentials prior to admission will identify strengths and needs. This review will provide students with a blueprint for their course of study and will be conducted by their advisor.

The specific components of the PhD program in Health Education/Health Promotion are outlined below.

I. Health Education/Promotion Core Courses

(UAB-Education = HE, UAB-Public Health = HB, UA = HHE)

A. Advanced Theoretical and Scientific Basis of Health Education and Health Promotion (HHE 605, HB 750, HE 705)	3 hr
B. Planning and Administration of Health Education and Health Promotion (HHE 606, HB 760, HE 710)	3 hr
C. Health Communications Research (HHE 607, HB 730, HE 701)	3 hr
D. Doctoral Studies Seminar (HHE 604, HB 770, HE 700)	3 hr
Subtotal	12 hr

II. Advanced Research and Statistical Methods

A. Multivariate/Multiple Regression Analysis	3 hr
B. Advanced Epidemiological Research Methods	3 hr
C. Data Management/Computer Technology	3 hr

D. Evaluation/Research Methods	3 hr
Subtotal	12 hr
III. Coursework in the Social and Behavioral Sciences Minor	
IV. Research Internship	24 hr
V. Dissertation	12 hr
Total	72 hr

Course Descriptions

Unless otherwise noted, all courses are for 3 semester hours of credit. Course numbers preceded with an asterisk indicate courses that can be repeated for credit, with stated stipulations.

Health Education - HE

HE 621. Health Communication. Skills appropriate for selected health problems; problem solving and referrals.

HE 623. Human Sexuality. Biological, sociological, and cultural aspects of sexuality.

HE 631. Planning and Evaluating Effective Health Education and Promotion Programs. Program planning and curriculum development for school, agency, and health care settings. Need assessment, objective setting, methodology, and evaluation are emphasized.

HE 632. Administration of Health and Fitness Programs. Administrative theory applied to health and fitness settings.

HE 601. Current Readings in Health Education. Review of literature in health education. Development of annotated bibliography pertinent to professional practice. Prerequisite: Permission of advisor.

HE 602. Alcohol and Society Seminar. Effects of alcohol on individual health, family relations, and community life. Prerequisite: Permission of instructor.

HE 606. Issues in Disease Control. Nature and distribution of disease; communicable and nutritional diseases of childhood; possibilities for prevention. Prerequisite: HE 223 or permission of instructor.

HE 610. Foundations of Health Education. Issues in health education; school, community, or patient health education. Prerequisite: Permission of instructor.

HE 611. School Health Programs. National, state, and local factors influencing school health programs; influences of official and nonofficial agencies. Historical perspective, present and future directions of profession and school health. Prerequisites: HE 342, 343, 431, and 489.

HE 612. Workshop in Health. Concepts and methods to increase proficiency. Comprehensive health education K-6 or 7-12; health education in school, community, or both. 3 to 6 hours.

HE 640. Content Issues I. Drugs, death, human sexuality, nutrition, international health, legislation, and physical and spiritual dimensions of health. Decision making and problem solving. Implication of research, computer applications.

HE 641. Content Issues II. Selected health issues. Personal characteristics of population (age, sex, emotional well-being) and external factors (societal and environmental); interventions and other approaches and solutions. Prerequisite: Admission to graduate program in HE and permission of instructor.

HE 642. Health Behavior and Health Education. Examination of theories and models that assist health educators to increase healthy behaviors of youth and adults. Opportunities to apply what you have learned to assist others with healthful actions. Determinants of successful client-professional relationships (acceptance of cultural differences, active communication, thorough preparation, appropriate modifications, and shared responsibility for outcomes). Prerequisite: HE 610.

HE 689. Materials and Methods of Health Education. Ethical, theoretical, and practical aspects of health education; teaching techniques, decision-making skills, curricular development, organization skills, and techniques. Prerequisites: HE 342, 431, 434, and 489.

HE 691. Special Topics in Health Education. Topics in school and community health education; development of new ways to examine situations. Prerequisite: Completion of HE core courses. 3 or 6 hours.

HE 692. Supervised Research in Health Education. Research problem based on school, community, or public health education needs. Prerequisite: Permission of advisor and EPR 508 or 509. 3 or 6 hours.

HE 693. Advanced Field Experience. Professional practice and research supervised by qualified health education professionals in approved health education work setting. 3 or 6 hours.

HE 695. Junior/Secondary Health Education. Student teaching. Prerequisite: HE 610, 689, and other courses identified by advisor. 9 hours.

HE 697. Evaluation of Health Education Programs. This course provides the graduate health education student with the competencies, knowledge and skills to plan and to implement an evaluation of health promotion-disease prevention for a defined population at risk.

HE 698. Nonthesis Research. 1-6 hours.

HE 699. Thesis Research. Supervised research project. Prerequisite: Admission to candidacy and permission of advisor. 1, 2, 3, or 6 hours.

HE 700. Seminar in Health Education. Presentation of health education research.

HE 701. Special Topic in Health Education. Topics in school and/or community health

education; development of new ways to examine situations. Prerequisite: Permission of advisor. 3 or 6 hours.

HE 702. Supervised Research in Health. Research problem based on school, community, or public health education needs. Prerequisite: Permission of advisor. 3 or 6 hours.

HE 703. Advanced Field Experience. Professional practice and research supervised by qualified health education professionals in approved health education work setting. 3 or 6 hours.

HE 705. Advanced Theoretical and Scientific Basis of Health. Analysis of knowledge, attitude and behavior change strategies, and resulting effect on health status.

HE 710. Planning and Administration of Health Education/Health Promotion Programs. Three basic phases of comprehensive health education and promotion programs (planning, implementation and evaluation). Demonstrate competencies for a graduate-level health educator. Propose effective implementation and evaluation activities in practice settings (school, occupational, clinical and community agency). Different field experiences will be offered each year. Discussion of case studies selected from professional literature and health agencies.

HE 720. Evaluation of Health Education Programs. Evaluation protocols in health education settings; needs assessments, process and formative evaluations, cost benefits, summary reports.

HE 730. Evaluation Research Methods. Theory and application of behavioral evaluation research including preparation of research NIH type proposals.

HE 731. Health Education Planning and Promotion.

HE 732. Evaluation of Health Education Programs.

HE 740. Evaluation of Health Education Programs.

HE 798. Nondissertation Research.

HE 799. Dissertation Research. Prerequisite: Admission to candidacy.

Health Behavior HB

HB 600. Social and Behavioral Science Core.- This course is structured to provide students with a basic "starting point" for developing the required competencies in this area. The course consists of information delivery (e.g., lectures, readings), practice and application exercises, and knowledge integration and synthesis activities. Successful completion of this course will enable you to describe the role of social and community factors in both the onset and solution of public health problems; identify the causes of social and behavioral factors that affect health of individuals and populations; identify basic theories, concepts and models; apply ethical principles to public health program planning, implementation and evaluation; specify multiple targets and levels of intervention; identify individual, organizational and community concerns,

assets, resources and deficits; apply evidence-based approaches in the development and evaluation of interventions; describe the merits of social and behavioral science interventions and policies; describe steps and procedures for the planning, implementation and evaluation of public health programs; and identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions. Course will be graded by letter. 3 hours

HB 600Q. Social and Behavioral Science Core Online. This course is structured to provide students with a basic "starting point" for developing the required competencies in this area. The course consists of information delivery (e.g., lectures, readings), practice and application exercises, and knowledge integration and synthesis activities. Successful completion of this course will enable you to describe the role of social and community factors in both the onset and solution of public health problems; identify the causes of social and behavioral factors that affect health of individuals and populations; identify basic theories, concepts and models; apply ethical principles to public health program planning, implementation and evaluation; specify multiple targets and levels of intervention; identify individual, organizational and community concerns, assets, resources and deficits; apply evidence-based approaches in the development and evaluation of interventions; describe the merits of social and behavioral science interventions and policies; describe steps and procedures for the planning, implementation and evaluation of public health programs; and identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions. Course will be graded by letter. Course is offered online.

HB 602. Alcohol and Drug Abuse.-History and theory of human substance use and abuse. Empirical foundations of alcohol and drug abuse, diagnosis, assessment, treatment, and prevention. Course will be graded by letter.

HB 603. Behavioral Interventions for Cardiovascular Risk Reduction.- This course is designed to examine interventions that are used to decrease the risk of developing cardiovascular disease (CVD) by modifying health behaviors. The course will begin with a thorough review of the occurrence, etiology, and consequences of CVD among various subpopulations. This is followed by a systematic review of the literature on existing behavioral interventions to reduce health risks among various subpopulations. Based on this literature review, this course will conclude with the identification of key elements to the design of successful behavioral interventions to reduce the occurrence of CVD. Course will be graded by letter.

HB 604. High Technology Approaches to Health Communications and Behavior Change Interventions.- To present students with an initial, in-depth exposure to concepts, technical skills and research findings associated with the integration of computer technology and health communications. Course will be graded by letter.

HB 608. Women's health and Social Behavior. This course examines social and behavioral factors that adversely affect women's health. Students learn to apply gender specific theories to design health interventions tailored towards women. Course will be graded by letter.

HB 609. African-American Health Issues.- This is an intermediate-level course that focuses

on: epidemiological data illustrating the health risks experienced by African-Americans; sociocultural factors essential for understanding and enhancing the health of African-Americans; effective health-related prevention programs for African-Americans. Course will be graded by letter

HB 610. Health Promotion/Disease Prevention: Advanced Theory and Practice.- This course is a comprehensive overview of methods used to develop health promotion and disease prevention programs. It focuses on understanding, synthesizing, and applying behavior change theories to public health program development and includes the critical review of existing assessment measurements, the development of theory-based measures and evaluation principles in the context of intervention development and implementation. Course will be graded by letter.

HB 611. Mental Illness as a Public Health Issue.-This course is designed to increase knowledge of mental illness at the individual, community, and population levels. It also covers historical and contemporary models and research on the etiology, diagnosis, assessment, treatment and prevention of mental and other behavioral health disorders. Course will be graded by letter.

HB 624. Advanced Theory and Practice in Behavioral Science.-Advanced review of selected behavioral science concepts and theories useful for developing health promotion programs; social cognitive theory and the transtheoretical model of change are examined in depth. This course may be required for some MPH- students. Course will be graded by letter. Prerequisite: HB 600.

HB 630. Health Communications: Theory and Practice.- This course is designed to investigate the role of communication theories and methods in promoting public health and preventing disease Both theoretical background in communication and behavioral science and practical communication/intervention development methods will be addressed. Course will be graded by letter.

HB 635. This course is designed for graduate students in public health and related fields interested in working with families and communities to improve health outcomes. It is intended to provide students with a broader understanding of the structural and psychosocial factors related to health and well-being. To do so, the course will focus on theoretical frameworks that draw on an ecological perspective and examine how factors associated with families, peers, schools, neighborhoods, and communities influence health. Emphasis will also be placed on the relevance of individual and community assets for the science of Health Behavior and the broader public health arena Course will be graded by letter.

HB 638Q. Public Health Promotion and Aging Seminar.-Exploration of current problems of the elderly, introduction to broad principles of health promotion for the elderly and review model health promotion programs. Course will be graded by letter. Course offered on-line.

HB 641. Research Methods in Behavioral Sciences.-Review of research methodology in behavioral sciences. Formulation of research questions, causality, experimental and quasi-experimental designs, reliability and validity, reporting findings. Prerequisite: Permission of

instructor. Course will be graded by letter.

HB 643. Health Program Evaluation.-Principles and procedures to evaluate health promotion/disease prevention programs: data collection methods, instrument-scale development, measurement, evaluation designs, and analysis of case studies of disease prevention literature on evaluation. Course will be graded by letter. Pre-requisite HB 641.

HB 660. Adolescent Health: A Social and Behavioral Perspective.- Designed to provide students with the most current knowledge and analysis of issues influencing the health and well-being of adolescents. Theoretical frameworks that draw on an ecological perspective will provide a better understanding of how families, peers, schools, and neighborhoods influence risk and protective factors in youth. Emphasis will be placed on the relevance of adolescent health issues for the science of Health Behavior and the broader public health arena. Course will be graded by letter.

HB 680. Health Promotion Through Radio Outreach.- Alternative methods for delivering health promotion messages to "hard-to-reach" audiences are being explored across the U.S. This course examines the strategy known as "entertainment education", specifically in terms of radio programming. Students who enroll will participate on the "BODYLOVE" script writers group as they learn to apply principals of behavior change in an "entertainment-education" format. "BODYLOVE" is a radio drama that is aired across the state of Alabama to educate people about risk factors for cardiovascular disease. Pass/No Pass

HB 692. Principles and Practices of Community Organization. - Seminar designed as an integrative experience for persons working with community groups. The focus is on learning to use available resources and advocating change to maximize community involvement. Course will be graded by letter. Prerequisite: Permission of Instructor.

HB 695. Seminar on Selected Health Behavior Topics.-Seminar covering a variety of health behavior topics. Prerequisite: Permission of instructor. Pass/No Pass.

HB 697. Internship.-Field experience under joint direction of appropriate faculty member and qualified health education specialist. Written report specifying activities, products, and outcomes of experience submitted upon completion of internship. Pass/No Pass. 3,6,9 hours.

HB 698. Master's Directed Research.-Independent study with guidance of appropriate faculty. Includes activities such as literature review and evaluation. Pass/No Pass. 1 - 9 hours.

HB 699. Master's Project Research.-Research for project under direction of research project committee. Pass/No Pass. 1 - 9 hours

HB 701. Theory-Based Measurement Development.-The aim of this course is to introduce students to measurement development based on well-specified behavioral theories. This course will review and discuss key issues related to measurement development such as item/scale development, number of factors to retain, rotation options and statistical programs. Prerequisite: Requires knowledge of elementary probability and statistics for non-statistics majors and BST

600.

HB 714. Survey Research Methods.-This course will provide students with a theoretical and practical overview of survey research methodology. Topics to be covered include questionnaire and interview design; tailoring instruments for specific settings, populations and methods of administration; maximizing reliability of measurement; construction of scales and indices; sampling theory and methods, assessing sampling bias, and maximizing response rates. Course will be graded by letter. Prerequisites: Doctoral standing or Permission of Instructor.

HB 720. Neighborhood Influences on Health Behavior.-To expose students to classical and current theories of neighborhoods and their affects on development and behavior in such a way that they will develop an appreciation for the importance of neighborhood context and its impact on development and behavior and the ability to critically evaluate studies of neighborhoods and neighborhood context, and the conceptual tools to be able to incorporate neighborhood (and other) contextual effects into their own research. Course graded by letter.

HB 730. Health Communication Research. In-depth exposure to current research involving media strategies used to persuade individuals to adopt new lifestyles. Critically examines major research conducted during last decade regarding single subjects, groups, communities, and media intervention. Focus on all media, including print, audiovisual, radio, and television.

HB 740. Evaluation Research: Health Promotion/Disease Prevention Research. Theory and applications of original behavioral repopulation, selection of measurement, data collection, design and analytical techniques, and preparation of evaluation research report. NIH-type research proposal required. Prerequisite: Doctoral student or advanced master's student with permission of instructor.

HB 750. Advanced Theoretical and Scientific Basis of Health Education and Promotion.- Provides doctoral students with in-depth examination of history and philosophy of health education; reviews professional competencies and outlines major theories of behavior change. Course will be graded by letter. Course graded by letter. 3 hours.

HB 760. Planning and Administration of Health Education and Promotion Programs.- The purpose of this course is to teach and practice the three basic phases of comprehensive health education and promotion programs (planning, implementation and evaluation). Course will be graded by letter. Course graded by letter. Prerequisites: HB 750 and HB 730.

HB 770. Doctoral Studies Seminar.- The broad intent of the course is to review current issues relevant to the field of Health Promotion/Health Education, critically examine the relationship between scholarship, research, ethics and funding, and reflect and discuss theoretical aspects of Health Promotion/Health Education. Course will be graded by letter. Prerequisites: HB 750, HB730 and HB 760.3 hours.

HB 780. Health Promotion and Aging Seminar.-Problems of aging and public health solutions for older Americans examined. Sub-areas of aging explores biological, social, behavioral, and economic aspects of aging. Community-based research/intervention project required. Course will

be graded by letter.3 hours.

HB 798. Doctoral Directed Research.-Independent study with guidance of senior public health faculty. Pass/No Pass. 1-9 hours.

HB 799. Dissertation Research.-Research for dissertation under direction of dissertation committee. Pass/No Pass. Prerequisite: Students must be admitted to candidacy in order to register for this class.1 - 9 hours.

Education Psychology and Research (EPR)

510. Introduction to Measurement and Evaluation in Education. Basic concepts and principles of measurement and evaluation of personal and academic progress in classroom. Emphasis on elementary descriptive statistics and measurement techniques used in student evaluation. (For Early Childhood/Elementary majors only) 3 Hours.

511. Measurement and Evaluation in Education. Basic concepts and principles of measurement and evaluation of personal and academic progress in classroom. Emphasis on elementary descriptive statistics and measurement techniques used in student evaluation. (For Secondary education majors only) 3 Hours.

596. Introduction to Qualitative Methods in Educational Research. Qualitative research methods and techniques and their application to qualitative research design. Introduction to types of qualitative information, methods of data collection and analysis, and presentation of results and appropriateness of qualitative design. 3 Hours.

607. Microcomputer Applications to Statistical Analysis. Use of microcomputers in computations of descriptive statistics. Prerequisite or Corequisite: EPR 608. 1 hour.

608. Statistical Methods and Action Research. Statistical methods for describing sets of data, differences and relationships infused in an action research paradigm. Included are conceptualizing, implementing action research with computer applications. Corequisite: EPR 607. 3 Hours.

609. Statistical Methods and Research in Education: Intermediate. Basic inferential techniques including hypothesis testing and parametric and nonparametric techniques. Assumptions, rationale, and interpretation of analysis of variance techniques. Prerequisites EPR 607/608 or basic statistics course. 3 Hours.

610. Child Psychology. Human development through infancy, preschool, and preadolescence. 3 Hours.

611. Adolescent Psychology. Social, emotional, and cultural aspects of adolescence affecting classroom and school behavior. 3 Hours.

612. Computer Assisted Qualitative Research. Provides opportunity to learn several popular

qualitative computer packages including QSR N6, Atlas ti, MAXqda, and InVivo. 3 Hours.

614. **Lifespan Human Development.** Psychosocial, cognitive, moral, physical and cultural aspects of development from conception through death and dying Prerequisite: General psychology. 3 Hours.

616. **Personality Theories for the Helping Professions.** Discussion of major theoretical perspectives of the development of personality: Prerequisite: general psychology. 3 Hours.

622. **Learning Theories.** Application of learning theories to educational practice. Behavioral theories, information processing, biochemical basis of memory and learning, as well as other major learning theories. Prerequisite: General Psychology. 3 Hours.

627. **Individual Testing in Guidance III (K-ABC).** Administration, scoring, interpretation, and use of Kaufman Assessment Battery for Children (K-ABC). Prerequisite: EPR 629 and permission of instructor. 1-3 Hours.

628. **Individual Testing in Guidance I (Stanford-Binet).** Administration, interpretation, and use of Stanford-Binet intelligence scale. Prerequisite: Permission of instructor. 4 Hours.

629. **Individual Testing in Guidance II (Wechsler Scales).** Administration, interpretation, and use of Wechsler intelligence scales. Prerequisite: Permission of instructor. 4 Hours.

630. **Clinical Assessment in Education.** Individual intelligence, personality, and projective tests used by school psychologists. Prerequisite: Permission of program coordinator. 3 Hours.

688. **Seminar on Current Issues in Measurement and Evaluation in Schools.** Issues of standardized testing and classroom assessment for teachers and administrators. 3 Hours.

691. **Independent Readings in Educational Psychology and Research.** Prerequisites: Permission of advisor and instructor. May be repeated for total of 6 hours. 3 hours.

692. **Introduction to Educational Research Design.** Literature of educational research. Rationale of library and empirical research. Research on current educational issues. Prerequisite: EPR 607/608. 3 Hours.

695. **Survey Methods in Education Research.** Overview of the basic principles, applications, and types of survey research in education. 3 Hours.

696. **Qualitative Research: Inquiry and Analysis** – Development of skills necessary to conduct qualitative research data collection, analysis, interpretation and presentation of findings. Prerequisite EPR 596 or equivalent. 3 Hours.

698. **Individual Non-thesis Research in Educational Psychology.** Prerequisite: permission of instructor. 3 Hours.

710. **Computer Applications and Advanced Statistical Methods** – Multiple regression techniques using microcomputers with mainframe access. Structuring appropriate research questions, hypotheses, analyzing and interpreting results. Prerequisites EPR 607, 608, 609. 3 Hours.

728. **Seminar on Research in Education.** Assisting school personnel in interpreting research findings. Prerequisite: Master's degree. 3 Hours.

792. **Mixed Methods Approaches in Educational Research** – Overview of mixed methods research, including the history and philosophy of mixed methods research, relevant emerging literature, types of research problems and designs, and the writing of mixed methods studies. Prerequisites EPR 609, 596, 696. 3 Hours.

793. **Doctoral Seminar in Research Evaluation and Design** – Presentation and analysis of research in students' areas of interest. Prerequisite: Advanced graduate standing and graduate courses in statistics and research design. 3 Hours.

796. **Qualitative Research: Doctoral Seminar** – Focus on development of dissertation research proposal, qualitative methodology and means of analysis. 3 Hours.

Physical Education

Degrees offered include the Master of Arts in Education and the Educational Specialist. At the master's degree level, students may specialize in Exercise Physiology (see listing below for more information about this program) or complete a teacher certification program. The teacher certification program links teacher certification with the graduate program in physical education. For example, the M.A. Ed. awards the level A certificate and the Ed.S. is linked to the AA certificate. Each program requires a teaching certificate in physical education at the previous level (e.g., B certificate for admission to the A level, except the Alternative A program, and the A certificate for admission to the AA certificate).

Master of Arts in Education and "A" level teaching certificate; Nonthesis (31-37 34 hours)

Teaching Field: At least 1/3 of the program shall be teaching field courses. (18 hours)

PE 645	Motor Development	3
PE 647	Teaching Strategies and Issues in K-12 Physical Education	3
PE 643	Curriculum Development in Physical Education	3
PE 649	Adapted Physical Education	3
	600-level electives as approved by advisor	6

Survey of Special Education Coursework: Required if not previously completed (0-3 hours)

ECY 600 Introduction to Special Education 0-3

Additional Courses: (13 -16 hours)

EPR 608	Statistical Methods and Research in Education	3
EPR 607	Microcomputer Applications to Statistics	3
Foundations and Professional Studies	(see approved list)	3
EDT 610	Technology Competency	3
Elective	(as approved by advisor)	3

Master of Arts in Education and "A" level teaching certificate; Thesis (31-34 hours)

Teaching Field: At least 1/3 of the program shall be teaching field courses. (18 hours)

PE 645	Motor Development	3
PE 647	Teaching Strategies and Issues in K-12 Physical Education	3
PE 643	Curriculum Development in Physical Education	3
PE 649	Adapted Physical Education	3
PE 699	Thesis	6

Survey of Special Education Coursework: Required if not previously completed (0-3 hours)

ECY 600 Introduction to Special Education 0-3

Additional Courses: (13 hours)

EPR 608 609	Statistical Methods and Research in Education: Intermediate	3
EPR 607	Microcomputer Applications to Statistics	1
Foundations and Professional Studies	(see approved list)	3
EDT 610	Technology Competency	3
EPR 692	Introduction to Educational Research	3

Alternative A (Nontraditional 5th-Year Physical Education program) Nonthesis (37-40 hours)

Additional requirements are 49 hours of prescribed coursework. Contact Student Services in Suite 100 Education Building, UAB for specific courses required.

Curriculum and Teaching:

PE 643	Curriculum Development in Physical Education	3
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Professional Studies:

EDF 604	Social Philosophies and Education	3
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Survey of Special Education Coursework: Required if not previously completed. (0-3 hours)

ECY 600	Introduction to Exceptional Learners	0-3
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Technology:

EDT 610	Technology Competency	3
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Evaluation of Teaching and Learning:

EPR 608	Statistical Methods and Research	3
EPR 607	Microcomputer Applications in Statistical Analysis	1

Reading :

EDR 551	Reading in the Content Area	0-3
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Internship:

PE 696	Elementary/Secondary Physical Education Internship	9
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Teaching Field:

At least 1/3 of the program shall be teaching field courses (12)

PE 645	Motor Development	3
PE 647	Teaching Strategies and Issues	3
PE 649	Adapted Physical Education	3
PE 607	Coaching Young Athletes	3

Ed.S. Degree (31-37 hours)

Teaching Field:

At least 1/3 of the program shall be teaching field courses (21 hours)

PE 726	Supervised Research in Physical Education	3
PE 728	Seminar in Physical Education	3
	600- and 700-level Physical Education courses	15

(PE 643, 645, 647 and 649 must be taken if comparable courses were not part of the master's program)

Survey of Special Education Coursework: Required if not previously completed. (0-3 hours)

ECY 600	Introduction to Special Education	0-3
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Additional Courses:

EPR 692	Introduction to Educational Research	3
EPR 609	Statistical Methods and Research: Intermediate	3
EPR 607	Microcomputer Application	1
	Technology Competency	0-3
Electives with Permission of advisor	600- or 700-level Professional Studies or Teaching Field courses	3

Exercise Physiology

The Exercise Physiology specialization offers a master's degree option for students interested in either clinical exercise physiology or physiology research. The curriculum is multidisciplinary and comprises courses in the Schools of Education, Medicine, Health Related Professions, and Public Health. Two program plans are offered (detailed below). Plan I culminates with a thesis research project, and Plan II culminates with a written comprehensive exam. Resources for student participation in research include a Muscle Research Laboratory, a Strength Performance Laboratory, and a Body Composition/Energy Metabolism Laboratory. Wide arrays of field experiences are also available in local agencies and clinics. In addition to Graduate School admission requirements, prospective students must have completed undergraduate coursework in physiology, anatomy, and chemistry. First-year students begin in the fall term. Listed below are the courses required in the program and a sample of elective courses.

M.A.Ed. Program

Admission Requirement and Prerequisites

In addition to the general admission requirements of the Graduate School, the following prerequisites apply to these programs. The prerequisites are not part of the graduate program. Applicants without the prerequisites may be admitted conditionally and take up to 12 semester hours of graduate work while completing the prerequisites. Specific course prerequisites are determined on an individual program basis by the student's advisors.

Plan I (27 hours and thesis)

Major Courses (12-15 hours)

Course	Course Name	Semester Hours
PE 637	Exercise Physiology I	3
PE 638	Exercise Physiology II	3
EPR 692	Research Methods	3
PE 642	Practicum in Exercise Physiology	3

EPR 609	Statistical Methods and Research in Education	3
	Thesis	6
	Related Field	6-9

Plan II (36 hours of coursework)

Major Courses (12-15 hours)

Course	Course Name	Semester Hours
PE 637	Exercise Physiology I	3
PE 638	Exercise Physiology II	3
EPR 692	Research Methods	3
EPR 609	Statistical Methods and Research in Education	3
	Elective in Major	3
	Thesis Substitution	12
	Related Field	6-9

Sample Major Electives for Plan I and II

PE 656	Advanced Sport Psychology
PE 640	Advanced Techniques in Conditioning the Athlete
PE 639	Exercise Prescription for High Risk Populations
PE 672	Advanced Treatment of Athletic Injuries
PE 674	Sport Performance and Nutrition
PE 645	Motor Development
PE 695	Problems in Physical Education
PE 630	Mechanical Analysis of Motor Skills
PE 585	Principles of Fitness Leadership

Sample Courses for Related Fields, Plan I and II

NTR 601	Medical Nutrition
NTR 618	Nutritional Biochemistry I
NTR 619	Nutritional Biochemistry II
NTR 650	Body composition & energy Metabolism
PHA 602	Epidemiology of Chronic Disease
GER 540	Biology of Aging
HE 502	Mental Health & Stress Management
HE 532	Administration of Health & Fitness Programs

Course Descriptions

Physical Education (PE)

601. **Introduction to Sport Administration.** Planning, organizing, staffing, managing,

directing, and evaluating sport and athletic programs.

607. **Principles of Coaching.** Philosophy, physiology, pedagogy, athletic training, and law related to coaching.

615. **Sport Facility Planning.** Factors influencing the planning, funding, and construction of a variety of sports facilities.

630. **Mechanical Analysis of Motor Skills.** Application of principles of physics to human movement. Analysis through videotape and cinematography techniques. Prerequisite: PE 307 or equivalent.

631. **Foundations of Physical Education.** Overview of various subfields of physical education.

632. **Supervision of Physical Education.** Study of skills required to supervise teachers of physical education and in other related fields.

636. **Current Readings in Physical Education.** Individual readings on contemporary topics and issues in physical education. Prerequisite: Permission of advisor.

637. **Physiology of Exercise I .** Description of basic organ systems and their functioning in relationship to the physiology of exercise.

638. **Physiology of Exercise II.** Applied exercise physiology information, techniques, and research methods.

639. **Exercise Prescription for High Risk Populations.** Lecture and laboratory practice; physiological basis of exercise testing and training. (Prepares students to take ACSM Exercise Specialist certification examination.) Prerequisites: PE 400 and BY 115.

640. **Advanced Techniques in Conditioning the Athlete.** Advanced training principles; developing testing and training programs for athletes. Prerequisites: PE 400, BY 115 and 116.

642. **Practicum in Physiology.** Practical experience and observations in human physiology. Seminars by medical, dental, and nursing faculty. Effects of drugs, diet, exercise, and disease on human body. Prerequisite: PE 641. 3 or 6 hours.

643. **Curriculum Development in Physical Education.** Trends in methodology, programming, and scheduling.

645. **Advanced Motor Development.** Factors influencing development of motor skills across lifespan.

647. **Teaching Strategies and Issues in K-12 Physical Education.** Design, implementation, and evaluation of appropriate physical education programs for elementary and secondary schools.

649. **Adapted Physical Education.** Current research and teaching methodology in adapted physical education; nature of selected disabilities, implications for physical education.

650. **Social Aspects of Sport.** The purpose of this course is to study sport from a sociological perspective. The course will explore the importance of sports in people's lives and the sports connection with culture and society.

651. **Issues and Problems in Coaching.** This course is designed to allow the students to approach issues and problems from a practical perspective, particularly related to legal duties.

652. **Measurement and Evaluation of Athletes.** This course is designed to help athletic coaches locate, select, and construct quality sport skill tests. Students will review reasons why coaches should measure and evaluate athletes, and survey sound testing procedures.

655. **Motor Learning.** Factors influencing learning and performance of motor skills.

656. **Advanced Sport Psychology.** Relationship of psychology to sports performance.

663. Challenge Course Fundamentals I. Improvement of self-concept and social skills through physical, spiritual, emotional, and mental development in creative activity outdoors. Natural environment used as a learning laboratory for leadership, teamwork, problem solving, decision-making, and conflict resolution and physical fitness.

664. Challenge Course Fundamentals II. This course continues introducing to the background, philosophy, ethical issues, risk management required for high ropes facilitation. Introduces students to a variety of high challenge course initiatives used for learning and problem solving, trust team building, and self-confidence and communication skills. How to present high challenge course initiatives to diverse groups will be emphasized. Specific attention will be given to addressing learners of different ages and varying abilities. Additionally, an overview will be given of how counseling and ropes courses experiences can be integrated.

665. Adventure Processing and Facilitation. This course provides the skills necessary for facilitating a variety of groups-educational, recreational, corporate-indoor experience programs. The curriculum includes the Experiential Learning Cycle, stages of group development, leading group discussion, active listening, frontloading, debriefing, use of metaphors, and transfer of learning. Activities are used to facilitate leadership, teamwork, problem-solving, decision-making, and conflict resolution. This knowledge will enhance students' ability to adapt their programs to various groups. How to facilitate and lead group discussions with diverse groups will be emphasized.

666. Organization and Administration of Adventure Education. Students will synthesize their experience in adventure leadership, instruction and programming to explore the details of managing an adventure program. Topics include risk management, legal issues, accreditation standards, staff recruitment, hiring and training, marketing, and fiscal management. Special attention will be given to managing a universally designed challenge course

672. **Advanced Treatment of Athletic Injuries.** Seminar and practical experience. Conducted by certified trainers at UAB Sports Medicine Clinic.

674. **Sport Performance and Nutrition.** Nutrition, rest, and training research relating to coach-player-doctor-trainer relationship, legal implications relating to competitive athletics.

690. **Seminar in Sports Administration.**

694. **Special Projects in Physical Education.** Independent projects supervised by faculty. Prerequisite: Permission of advisor. 1, 2, 3, or 6 hours.

695. **Problems in Physical Education.** Contemporary topics in physical education (class meeting format). Prerequisite: Permission of advisor. 3 or 6 hours.

696. **Elementary/Secondary Physical Education Internship.** Clinical placement in approved school. Required in nontraditional 5th-Year Program. Prerequisite: Completion of appropriate coursework. 9 hours.

697. **Advanced Field Experience in Physical Education.** Clinical placement in approved sites. Prerequisite: PE 647 or 489. 3 or 6 hours.

698. **Coaching Internship (Individual Sport).** 100 clock hours of experience with veteran coaches. Prerequisite: PE 407 or 607.

* 699. **Thesis Research.** Supervised research project. Prerequisite: Admission to candidacy and permission of advisor. 1, 2, 3, or 6 hours.

710. **Special Topics in Physical Education.** Special courses offerings on contemporary topics. Prerequisite: Permission of instructor.

715. **Advanced Field Experience in Physical Education.** Supervised field experiences in public school clinical sites. Prerequisite: PE 488 or 647. 3 or 6 hours.

718. **Practicum in Exercise Physiology.** Practical experience and observations in human exercise physiology. Prerequisite: PE 641 and permission of advisor.

720. **Research Design and Methodology.** Measurements and research design in areas of biomechanics, motor learning, motor development, sport psychology, and exercise physiology. Prerequisite: EPR 692 or equivalent.

726. **Supervised Research in Physical Education.** Independent student research supervised by a full-time program faculty member. Prerequisite: Permission of advisor, and EPR 609 and 692. 3 or 6 hours.

728. **Ed.S. Thesis Research.** Prerequisite: Admission to candidacy, research methods and sufficient course work in area of emphasis to be able to formulate a problem, develop a research

design, and write a thesis proposal. Permission of advisor and instructor. Pass/Fail. 3 or 6 hours.

729. Seminar in Physical Education. Development of thesis presentation. Prerequisite: Permission of advisor. 3 hours

Because admission to these programs is selective, prospective students should contact a departmental advisor to determine specific admission requirements for the degree or certificate in which they are interested, or consult the requirements posted on the website at www.ed.uab.edu/educationalleadership.

The following degrees are offered: MAE in Instructional Leadership (leading to Alabama Class A Certification in Instructional Leadership); the Educational Specialist Degree (leading to Alabama Class AA Certification in Instructional Leadership – must have Class A in Instructional Leadership first); the Doctor of Education degree (Ed.D.) in Educational Leadership (must have Ed.S. in Educational or Instructional Leadership to apply).

The programs leading to the Doctor of Education (Ed.D.) degree in educational leadership is offered at UAB by the joint faculties of UAB and the University of Alabama (Tuscaloosa). Admission is highly selective and is open only once annually, starting with the summer term; application packets must be complete in the Graduate School office by **April 1** for the program of study beginning the following summer Term. In addition to the Graduate School requirements, an interview, portfolio, and on-site writing sample is required by the program.

Additional Information

For detailed information, contact Dr. Loucrecia Collins, Program Director, Educational Leadership, Dept. of Human Studies, UAB School of Education, EB 223, 1530 3rd Avenue South, Birmingham, AL 35294-1250.

Telephone 205-975-1984

E-mail lcollins@uab.edu

Web www.ed.uab.edu/educationalleadership

Course Descriptions

Unless otherwise noted, all courses are for 3 semester hours of credit. Course numbers preceded by an asterisk indicate courses that can be repeated for credit, with stated stipulations.

Educational Leadership (EDL)

EDL 601 Foundations of Instructional Leadership – 3 credit hours

The purpose of this course is to provide a strong foundation in strengthening knowledge and

skills in instructional leadership. As a foundation course, Through a combination of course assignments and accompanying field based experiences involving observing, participating and leading in a school setting, the student will be prepared to become an instructional leader who engages the school community in developing and maintaining a shared vision; plans effectively; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources; and evaluates results for the purpose of continuous school improvement.

EDL 602 Field Experiences in Foundations of Instructional Leadership – 1 credit hour

This course provides the student with practical, authentic leadership experiences related to EDL 601 Foundations of Instructional Leadership. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

EDL 603 Data Driven Decision Making for Instructional Leadership

This course prepares the future school leader to effectively use and interpret data in all forms to effectively lead and monitor continuous school improvement, especially student achievement. The future leader will become conversant with technologies that enhance classroom instruction as well as assist in the management of the school. The future school administrator will have opportunities to lead in a school by conducting an action research project which addresses a student achievement issue and conducting a Needs Assessment for Technology Planning.

EDL 604 Field Experiences in Data Driven Decision Making for Instructional Leadership – 1 credit hour

This course provides the student with practical, authentic leadership experiences related to EDL 603 Data Driven Decision Making for Instructional Leadership. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

EDL 605 Residency in Instructional Leadership – 6 credit hours

The purpose of the Residency in Instructional Leadership course is to give the future leader authentic experiences on a continuum of observing, participating, and leading in K-12 schools without the distraction of teaching responsibilities or other coursework requirements. This is achieved through a 10-consecutive day period in a K-12 school setting. The candidate earns 6 credit hours for the Residency. It must be the last course in the student's course of study in the Master's Degree in Instructional Leadership.

EDL 606 Supervision & Mentoring of Instructional Staff – 3 credit hours

The purpose of this course is to prepare the future school leader to utilize knowledge of human resources to accomplish school and system goals. This includes supervising and evaluating teachers, mentoring new teachers, developing the ability to design and implement effective professional development for individual teachers and the entire staff, as well as learning how to facilitate teaming in the school that will impact student achievement. A final unit in the course will assist the future leader in seeking a mentor for him/herself.

EDL 607 Field Experiences in Supervision & Mentoring of Instructional Staff – 1 credit hour

This course provides the student with practical, authentic leadership experiences related to EDL 606 Supervision and Mentoring of Instructional Staff. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

EDL 608 Organizational & Financial Management for Instructional Leaders – 3 credit hours

This course is designed to prepare instructional leaders with the knowledge and ability to apply finance procedures for public schools in Alabama. An emphasis on strategies to utilize student data as the impetus for allocating financial resources will be part of the curriculum. In addition, students will explore guidelines for creating safe school facilities.

EDL 609 Field Experiences in Organizational & Financial Management for Instructional Leaders – 1 credit hour

This course provides the student with practical, authentic leadership experiences related to EDL 608 Organizational & Financial Management for Instructional Leaders. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

EDL 610 Legal and Ethical Foundations of School Leadership – 3 credit hours

The purpose of the course is twofold: 1) Candidates will gain a fundamental knowledge of ethical principles based on the Alabama Educator Code of Ethics and guidelines of the State Ethics Commission & 2) Candidates will gain a working knowledge of legal principles established by local, state, and federal legislative and judicial requirements.

EDL 611 Field Experiences in Legal and Ethical Foundations of School Leadership – 1 credit hour

This course provides the student with practical, authentic leadership experiences related to EDL 610 Legal and Ethical Foundations of School Leadership. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

EDL 612 Instructional Leadership for Diverse Populations - 3 credit hours

The purpose of this course is to prepare leaders who will provide instructional leadership for all students. Issues related to equity, diversity and their implications for educational settings will be analyzed. Candidates will explore the construct of diversity as it relates to: race, gender, special needs populations, socio-economic status, culture, sexual orientation, and second language learners. Candidates will be challenged to examine best instructional leadership practices toward these critical issues and to develop sensitive and proactive responses to changing demographics. Candidates will assess the leadership capacities needed to ensure access, academic rigor and social equity for all members of the school community.

EDL 613 Field Experiences for Instructional Leadership for Diverse Populations – 1 credit hour. This course provides the student with practical, authentic leadership experiences related to EDL 612 Instructional Leadership for Diverse Populations. These field experiences are conducted under the guidance of a trained mentor and UAB clinical field supervisor.

614. **Planning for Change.** Survey of selected theoretical and operational bases for decision making in problem identification and analysis, staff development, and assessment and evaluation of human and program effectiveness in grades N-12. Prerequisites: EDL 611, 612, and 613.

615. **Nonthesis Research in Educational Leadership.** Prerequisite: 12 hours in educational leadership.

617. **Politics of Education.** Education leaders learning to take action within the complex maze of political relations within schools, between school and their communities, and within levels of government. Prerequisite: Admission to master's program in educational leadership or approval by instructor.

618. **Ethics and Leadership.** An examination of ethical issues and dimensions of ethical decision making. Prerequisite: Admission to master's program in educational leadership or approval by instructor.

620. **Public School Organization and Administration .**

621. **The School Principalship.** Changing role and responsibilities of school principal; organization, discipline, instructional supervision, and community relations.

622. **Clinical Supervision for Administrators and Supervisors.** Knowledge, skills, and competencies for assisting teachers in improvement of curriculum and instruction.

625. **Education Management.** An overview of education management techniques for the improvement of the education enterprise and student learning. Prerequisite: Admission to master's program in educational leadership or approval by instructor.

630. **School and Community .**

631. **Education and the Political Environment.** Educational policy making and governance as political process; political theory and structure.

635. **Survey of School Law.** Laws and court decisions affecting public education. Cases establishing mandates for public school practices.

637. **Legal Liability and the Educator.** Legal liability in administration and teaching. Cases pertaining to education.

640. **Introduction to Community Education.** Structure, purpose, and processes of community education and community schools.

641. **Community Education for School Administrators.**

642. **Operation and Administration of the Community Education Program.** Practical aspect.

643. **Community Resources Workshop.** Teaching-learning resources available in the local community.

660. **Administration Leadership I .** Practical applications in organizational management and leadership behavior.

685. **Workshop in Administration and/or Supervision.** Field workshop. 1-3 hours.

691. **Practicum in Educational Leadership.** Field work on practical problem on project. Prerequisite: 9 hours in educational leadership at UAB. 3-6 hours.

692. **Individual Readings in Educational Leadership.** Prerequisite: Permission of instructor. 1, 3, 6 hours.

694. **Seminar in Educational Leadership I . 1-3 hours.**

695. **Seminar in Community Education.** 1-3 hours.

696. **Practicum in Community Education.** 3-6 hours.

* 698. **Nonthesis Research in Education Leadership.** 1, 3, or 6 hours.

* 699. **Thesis Research.** Prerequisites: Admission to candidacy and 9 hours in educational leadership.

An exploration of the relationship among concepts, generalizations, and theoretical models found in the behavioral and social sciences. The application of these to administrative practice in educational settings is addressed.

706. **Current Issues in Community Education.**

707. **International Aspects of Community Education.** Comparative analysis of community education worldwide.

708. **Administrative Leadership II.** Concepts and skills applied to educational administration and supervision.

709. **Theories of Educational Leadership.** Concepts and theoretical bases for practice in educational administration and supervision.

712. **School System Administration.**

713. Leadership of Special Education Programs. Comprehensive study of organization and leadership of special education programs; role of special education administrator, processes and structures for delivery of services to exceptional students.

714. Advanced School Business Management.

715. Nonthesis Research in Educational Leadership. Individual research on significant problem or development in educational leadership; proposed research plan must be approved by faculty member supervising the research.

716. Workshop in Administration and/or Supervision. Field workshop. 1-3 hours.

717. Leading Change Through Action Research. The purpose of this course is to strengthen knowledge and skills in the areas of effective leadership and systemic organizational change. The background knowledge for leading change is the presentation of 12 realities about people and organizations, as outlined in J. Patterson's book *Coming Even Cleaner About Organizational Change*. Based on these realities, this course will teach participants the skills and strategies to prepare for and introduce change in their schools through an identified school-based problem solving project. Candidates will be required to lead a collaborative effort of analyzing and applying strategies and quality tools in addressing a school-based problem, preferably one that is impacting student achievement. Course content will include: an introduction to quality tools (TQM), shared decision-making, group processes, effective teaming, and using data to make decisions. 3 hours credit.

717L. Field Experience for Leading Change Through Action Research. The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 717-L. The Field Experience Course is taken concurrently with the core course. 1 hour credit.

718. Essential Skills for Organizational Leadership. This course is designed to strengthen knowledge and skills essential to effective leadership in the school setting. Candidates will increase their understanding of and skills in utilizing participatory /shared decision making; using data focused on student learning to drive the decision making process; communicating high expectations for student learning; and enhancing human resource development. Candidates will demonstrate the ability to analyze various situations involving community and stakeholder relationships through the structural, human resource, political, and symbolic frames and devise appropriate courses of action based on this analysis of school programs. 3 hours credit.

718L. Field Experience for Essential Skills for Organizational Leadership. The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 718-L. The Field Experience Course is taken concurrently with the core course. 1 hour credit.

719. Mentoring & Coaching Skills for School Leaders. In an era of ensuring highly qualified

teachers through embedded, research-based staff development, the role of supervision and mentoring has taken on an unprecedented role in successful schooling. Supervision and mentoring are at the “heart” of schooling. In addition, future school leaders need to understand their own mentoring needs, and be comfortable with seeking a mentor for themselves. In this course, candidates will conduct a comprehensive critical examination of mentoring concepts, both for personal development and for instructional supervision of classroom teachers. The skills of supervision through cognitive coaching will be learned and practiced. Implications for individual and group development and the improvement of instruction are emphasized. The field experience, EDL 719L will involve candidates seeking a mentor for themselves, as well as engaging in mentoring a new teacher. 3 hours credit.

719L. Field Experience for Mentoring & Coaching Skills for School Leaders. The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 719-L. the Field Experience Course is taken concurrently with the core course. 1 hour credit.

720. Field Project in Educational Leadership. Field work on practical problems and projects in educational leadership; plan for actual project must be approved in advance by faculty member supervising the work. 1-6 hours. (In the doctoral program of study, this is the Proposal Writing Course).

721. Administration of Staff Personnel. Personnel administration in public education; practices, problems, and current developments.

722. Current Issues in Educational Leadership. Prerequisites: Graduate standing and permission of instructor.

723. Administration of Educational Programs and Services. Development, implementation, and evaluation of educational programs. Primarily for Ed.S. students continuing their preparation principalship.

724. Seminar in Educational Leadership I and II. 1-3 hours.

726. Advanced Clinical Supervision for Administrators and Supervisors. In-depth study of competence needed by administrators and supervisors providing leadership in improvement of instruction.

727. Leading the Adult Learning Community. This course is divided into the following conceptual units: a) Teachers as Adult Learners; b) Understanding Adult Learning Theories; c) Applying Adult learning Theories to Professional Learning Communities; d) Creating Collaborative Teams to support learners; e) Shared Leadership to improve academic achievement of diverse learners; f) Developing and Utilizing Shared Leadership Strategies. The purpose of this course is to prepare candidates with the ability to and the knowledge of skills and strategies required to Lead the Adult Learning community in schools. An in-depth analysis of adult learning theories and strategies to develop shared leadership

capacity in school communities will provide the impetus of this course. Candidates will learn about characteristics of adult learners and various theories of how adults learn, develop, and interact in professional learning communities. The second focus of this course is how to develop and implement shared leadership in schools. 3 hours credit.

727L. Field Experience for Leading the Adult Learning Community. The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 727-L. the Field Experience Course is taken concurrently with the core course. 1 hour credit.

728. Management of the Learning Organization. The purpose of this course is to strengthen knowledge of and skills in essential management functions within the school or district setting, as noted in specified ISLLC and Alabama Administrative Code Standards. The course will focus on practices and procedures that are vital to the efficient and effective operation of a school or a school district. 3 hours credit.

728L. Field Experience for Management of the Learning Organization. The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 728-L. The Field Experience Course is taken concurrently with the core course. 1 hour credit.

729. Advanced Research in Educational Leadership. Field or basic research. 1, 3, or 6 hours.

730. Advanced Focus on the Principalsip. Advanced knowledge and skills related to school leadership.

731. Law, Ethics, and Policy for Educational Leaders. The purpose of this course is twofold: 1) Candidates will gain a fundamental knowledge of ethical principles based on the Alabama Educator Code of Ethics and the guidelines of the State Ethics Commission. 2) Candidates will gain a working knowledge of legal principles established by local, state, and federal legislative and judicial requirements. Candidates will be able to demonstrate an understanding of legal and ethical principles related to underrepresented populations within the school setting. Candidates will be able to demonstrate a knowledge and application of the ethical principles stipulated in the Alabama Educator Code of Ethics and accompanying legal precepts. Candidates' ability to make sound legal and ethical decisions will be enhanced through a better understanding of board policies and politics as well as through reflection on and clarification of personal values and beliefs. 3 credit hours.

731L. Field Experience for Law, Ethics, and Policy for Educational Leaders. The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school in the area of law, ethics, and policy. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 731-L. The Field Experience Course is taken concurrently with the core course. 1 hour credit.

EDL 732. Leadership of Special Programs. Leadership of Special Programs coalesces the knowledge of and ability to lead special programs within a school site. Candidates will apply leadership skills in developing a comprehensive home school collaborative project and a comprehensive technology integration project. In addition, candidates will develop curriculum which will align state standards unique to career and technical education. Emphasis will be placed on models of communication, problem solving, conflict resolution and team building principles and skills. Focus will also be placed on best practices in the development of community information, networking, public relations, and media. The technology portion of this class will focus on the total integration of technology into a school community. 3 credit hours.

EDL 732L. Field Experience for Leadership of Special Programs. The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for EDL 732-L. The Field Experience Course is taken concurrently with the core course. 1 hour credit.

746. Practicum in Instructional Leadership. Course required in the Ed.S. program for candidates who completed the Class A Administrative Certification before 2009, before program redesign].The course content consists of the Practicum activities chosen by the candidate from the menu of Critical Leadership Activities from the Practicum Handbook. The candidate will be required to have a mentor (the same one as for all coursework) and the mentor will assist the candidate in selecting meaningful leadership experiences. Candidates will conduct leadership activities at any time during the four semesters of the Ed.S. program. Where possible, candidates should acquire experiences in diverse settings. The experiences may be conducted at the elementary, middle school, high school, or central office level. 1 credit hour.

748. Current Issues and Problems in School Administration. Prerequisite: Admission to doctoral studies.

752. Advanced Educational Planning.

755. Advanced School System Administration. Duties and responsibilities of superintendent of schools. Prerequisite: Admission to doctoral studies.

756. Current Legal Problems in Alabama Education. Prerequisite: Admission to doctoral studies.

762. Futurism in Community Education. Predicting and planning; what others say about future; developing personal predictions. Prerequisite: Admission to doctoral studies.

770. Advanced Administrative Leadership.

772. Advanced Technology of Educational Planning. Quantitative techniques. Prerequisite: Admission to doctoral studies.

792. Directed Study in Educational Leadership. Prerequisites: Admission to doctoral studies

and advance permission of instructor. 3 hours.

796. **Individual Readings in School Law.** Prerequisite: Admission to doctoral studies. 3-6 hours.

797. **Doctoral Internship in Educational Leadership.** Field leadership experience. Prerequisite: Admission to doctoral studies. 1-12 hours.

* 798. **Nondissertation Research.** Prerequisite: Admission to doctoral studies. 1-12 hours.

* 799. **Dissertation Research.** Prerequisites: Prerequisite: Admission to doctoral studies, admission to candidacy, and permission of faculty advisor. 1-12 hours.

University of Alabama (Tuscaloosa) Courses Offered at UAB in the Joint Doctoral Program in Educational Leadership

AEL 602. **Advanced Educational Leadership.** Basic concepts, group interaction on selected presentation of assigned research. 3 hours

AEL 650. **Organizational Theory.** 3 hours.

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