

**Austin Peay
State University**

**2002-2003
Graduate Bulletin**

Front Cover

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Directory of Correspondence

Academic Affairs (931) 221-7676

Bruce W. Speck, Vice President for Academic Affairs

Academic Probation (931) 221-7121

Sheila M. McCoy, Registrar

Affirmative Action (931) 221-6295

LaVerne T. Walker, Director of Affirmative Action

Alumni (931) 221-7979

Roy Gregory, Executive Director for Development and Alumni

Book and Supply Store (931) 221-7655

Deborah Johnson, Manager of Book and Supply Store

Business Office (931) 221-7671

Phyllis Whittaker, Director of Accounting Services

Center for Extended and Distance Education (931) -221-1014

Stanley L. Groppe, Dean of Extended and Distance Education

Child Learning Center (931) 221-6234

Blanche Wilson, Director of Child Learning Center

Counseling and Testing Center (931) 221-6162

Barbara Blackston, Director of Counseling and Testing Center

Disability Services (931) 221-6230

Beulah Oldham, Director of Disability Services

Finance and Administration (931) 221-7883

Robert H. Adams, Vice President for Finance and Administration

Financial Aid (931) 221-7907

Darolyn Porter, Director of Student Financial Aid

Fort Campbell (931) 221-1400 or (270) 798-7415

Gerald R. Beavers, Executive Director of APSU Center at Fort Campbell

Gov's Card (931) 221-6617

Andy Kean, Director of University Center Operations

Graduate Admissions and Readmissions (931) 221-7662

Deborah Polston, Coordinator

Graduate School (931) 221-7414

Parris R. Watts, Dean of the College of Graduate Studies

Housing and Residence Life (931) 221-7444

Joe Mills, Director of Housing and Residence Life

Human Research Review (931) 221-7881**Timothy Sweet-Holp**

Manager of Grants and Sponsored Programs

International Education (931) 221-7175

Joe Filippo, International Education

Intramural Recreation (931) 221-7564

George Harris, Director of Intramural Recreation

Public Relations and Publications (931) 221-7459

Dennie Burke, Executive Director of Public Relations and Marketing

Public Safety (931) 221-7786

Eric Provost, Director of Public Safety

Registration and Transcripts (931) 221-7121 or AP Talk (931) 221-7000; Fax (931) 221-6264

Sheila M. McCoy, Registrar

Student Activities (931) 221-7431

Director of Student Life

Student Affairs (931) 221-7341

Jennifer C. Meningall, Vice President for Student Affairs

Student Development Center (931) 221-6242

Diane Berty, Dean of Student Development

A. R. Boyd Health Services (931) 221-7107

Diane Berty, Health Services

Suspension Appeals (931) 221-7414

Parris R. Watts, Dean of the College of Graduate Studies

Teacher Education and Licensure (931) 221-7696

E. Sutton Flynt, Dean of the College of Education and Director of Teacher Education

University Center Operations (931) 221-6617

Andy Kean, Director of University Center Operations

Veterans Affairs (931) 221-7907

Greg Ross, Associate Director of Financial Aid and Veterans Affairs

Voice Response (931) 221-7000

AP Talk, voice response options including: registration, fee payment, transcripts and inquiry to admissions, assessment (AAPP), financial aid, grades, housing and veteran services.

*All addresses, except Fort Campbell, are: Austin Peay State University, Clarksville, TN 37044.

University Home Page: www.apsu.edu

UNIVERSITY CALENDAR

2002 FALL SEMESTER, Main Campus

July 31-Wed.	Last day to accept applications from new or readmitted students
Aug. 13-Tues.	Last day for pre-registered students to pay fees
Aug. 16-Fri.	Last day for 100% refund for Fall Semester
Aug. 18-Sun.	Residence halls open
Aug. 19-23	Drop/Add through AP Talk and Web
Aug. 19-Mon.	Classes begin
Aug. 19-23	Late Registration
Aug. 20-Tues.	Last day to claim residence hall assignment
Sept. 1- Sun.	14th Day of classes; last day to drop a course without record
Sept. 2-Mon.	Holiday - Labor Day
Sept. 30-Mon.	Last day to drop a course with an automatic grade of "W"
October	Sign up for graduate comprehensive exams in major department
Oct. 8-Tues.	Mid-term
Oct. 17-18	Fall break-No classes
Oct. 28-Nov. 8	Preregistration for Spring Semester for currently enrolled students
Nov. 6-Wed.	Last day to apply and pay fees for May 2002 Graduation
Nov. 11-Mon.	Veteran's Day-No classes
Nov. 8-Fri.	Last day to drop a course before the mandatory grade of "F" period
Nov. 22-Fri.	Last day to submit thesis to Graduate Dean (December 2002 graduates)
Nov. 28-29	Holiday -- Thanksgiving
Dec. 6-Fri.	Last day of classes
Dec. 9-13	Final Examinations
Dec. 13-Fri.	Commencement, 3:00 p.m., Dunn Center

2003 SPRING SEMESTER, Main Campus

Dec. 17-Tues.	Last day for accepting applications from new or readmitted graduate students. (After December 17, graduate applicants will be allowed to register late.)
Jan. 2-Thurs.	Last day to pay fees/arrange for deferment
Jan. 4-9	Late Registration
Jan. 5-Sun.	Residence halls open
Jan. 6-Mon.	Last day to claim residence hall assignments

Jan. 6-Mon.	Classes begin
Jan. 19-Sun.	14th Day of classes; last day to drop a course without record
Jan. 20-Mon.	Holiday - Martin Luther King, Jr. Birthday
Feb. 6-Thurs.	Last day to apply for August graduation
Feb. 17-Mon.	President's Day Break--No classes
Feb. 17-Mon.	Last day for withdrawing from a course with an automatic "W"
March	Sign up for graduate comprehensive exams in major department
Mar. 5-Wed.	Mid-term
Mar. 10-15	Spring Break
Mar. 27-Thurs.	Last day for apply for December graduation
Apr. 3-Thurs.	Last day to drop a course before the mandatory grade of "F" period
Apr. 18-Fri.	Good Friday - No classes
Apr. 18-Fri.	Last day to submit thesis to Graduate Dean (May 2003 graduates)
Apr. 29-Tues.	Last day of classes: Last day to pay fees for August graduation.
Apr. 30-Wed.	Study Day
May 1-8	Final Examinations
May 9-Fri.	Commencement, 2:00 p.m. Dunn Center

2003 SUMMER SESSION I, Main Campus

May 21-Wed.	Last day for accepting applications from new or readmitted graduate students. (After May 21, graduate applicants for Summer I will be allowed to register late.)
May 29-Thurs.	Last day to pay fees/arrange for deferment
May 30-Fri.	Residence halls open
June 2-Mon.	Classes begin
June 3-Tues.	Late Registration
June	Sign up for comprehensive exams in major department
June 8-Sun.	Last day to drop a course without record
June 13-Fri.	Last day for withdrawing from a course with an automatic grade of "W"
June 20-Fri.	Last day to drop a course before the mandatory grade of "F" period
July 3-Thurs.	Last day of classes/Exams

2003 SUMMER SESSION II, Main Campus

June 30-Mon.	Last day for accepting applications from new or readmit graduate students. (After June 30, graduate applicants for Summer II will be allowed to register late.)
July 6-Sun.	Residence halls open
July 7-Mon.	Late Registration, Classes begin
July 8-Tues.	Drop/Add; Last day to pay fees/arrange for deferment for Summer II
July 13-Sun.	Last day to drop a course without record
July 18-Fri.	Last day for withdrawing from a course with an automatic grade of "W"
July 25-Fri.	Last day to drop a course before the mandatory grade of "F" period
July 31-Thurs.	Last day to submit thesis to Graduate Dean (August 2003 graduates)
Aug 8-Fri.	Last day of classes/Exams

Calendar dates are subject to revision. Refer to the applicable SCHEDULE OF CLASSES for the official calendar. The Austin Peay Center @ Fort Campbell calendar will be published in the Austin Peay Center @ Fort Campbell Class Schedule.

UNIVERSITY COMMUNITY

The University

Vision Statement

Austin Peay State University, as a community of learners focusing on the academic, aesthetic and personal development of its students, aspires to become nationally recognized as an excellent comprehensive liberal arts university that contributes significantly to the intellectual, economic, social and cultural life of the region.

Mission Statement

Austin Peay is Tennessee's designated comprehensive liberal arts institution and it supports and promotes an atmosphere that is unusual at a public university. In ways similar to those of a private institution, Austin Peay nurtures learning and personal growth through small classes, close student/faculty interaction and personal attention by the support staff. The University respects the voice and value of every member of its learning community. Students, faculty and staff from throughout the world enrich the liberal arts experience. This rich variety of thought and life experience fosters a deeper understanding of our own and other cultures.

Undergraduate programs in the liberal arts and sciences and in pre-professional and professional programs are the nucleus of the University. Curricula promote critical thinking, communication and information skills, leadership and a commitment to lifelong learning. The liberal arts core provides for students a broad, multicultural foundation in literature, the arts, history, mathematics and the natural and behavioral sciences. Graduate programs serve the need of the region and provide advanced experiences for students preparing for doctoral studies. The graduate programs demand a superior level of academic achievement requiring scholarship, independent judgment, academic rigor and intellectual honesty.

The educational experience is complemented and expanded through creative use of technology, interdisciplinary programs, team teaching, cooperative

learning, community service, international programs and collaborative research between faculty and students. Co-curricular experiences provide each student with resources and guidance that enhances academic success, further career goals and promote intellectual and personal growth. The University provides programs to help students clarify values, develop physical well-being, work independently and collaboratively and participate in shared governance.

Centers of Excellence in the Creative Arts and Field Biology, as well as Chairs of Excellence, provide unique learning opportunities. Both the main campus and the Austin Peay Center at Fort Campbell serve a diverse student body with complete academic programs. Off-campus and distance learning facilities offer curricula to expand the reach of the university to populations not easily served on traditional campuses. The University enriches the traditional instructional program through close interaction with the surrounding community. The University provides programs, services and facilities that contribute significantly to the intellectual, economic, social and cultural development of the region.

Austin Peay remains committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability or veteran status.

History

Austin Peay State University is located on an urban campus that for over 190 years; has been used for educational purposes. Following is the chronology of the institution's history.

Rural Academy, 1806-1810

Mt. Pleasant Academy, 1811-1824

Clarksville Academy, 1825-1848

Masonic College, 1849-1850

Montgomery County Masonic College, 1851-1854

Stewart College, 1855-1874

Southwestern Presbyterian University, 1875-1925

The University began as Austin Peay Normal School, when it was created as a two-year junior college and teacher-training institution by an Act of the General Assembly in 1927. It was named in honor of Governor Austin Peay, who was serving his third term of office when the school was established. Limited in purpose and resources initially, the school gradually grew in stature over the years to take its place among the colleges and universities under the control of the State Board of Education.

In 1939, the State Board of Education authorized the school to inaugurate a curriculum leading to the Bachelor of Science degree. The degree was first conferred on the graduating class at the 1942 Spring Convocation. By Act of the Tennessee Legislature of February 4, 1943, the name of the school was changed to Austin Peay College. In 1951, the State Board authorized the College to confer the Bachelor of Arts degree and in 1952, to offer graduate study leading to the degree of Master of Arts in Education. At the November 1966 meeting, the State Board of Education conferred university status to the College, effective September 1, 1967. In February 1967, the State Board of Education authorized the University to confer the Master of Arts and the Master of Science degrees. In 1968, associate degrees were approved. The State Board of Education relinquished its governance of higher education institutions to the Tennessee State Board of Regents in 1972. In 1974, the Tennessee State Board of Regents authorized the Bachelor of Fine Arts and the Education Specialist Degrees. In 1979, the Bachelor of Business Administration degree was approved as a replacement for traditional B.A. and B.S. degrees in various fields of business. In 1979, the Bachelor of Science in nursing degree was approved. In 1983, the State Board of Regents approved the Master of Music degree for Arts in Education and Master of Music Education.

During its history, eight presidents and three acting presidents have served the institution:

John S. Ziegler, 1929 - 1930

Philander P. Claxton, 1930 - 1946

Halbert Harvill, 1946 - 1962

Earl E. Sexton (acting), Sept. - Dec. 1962

Joe Morgan, 1963 - 1976

Robert O. Riggs, 1976 - 1987

Oscar C. Page, 1988 - 1994

Richard G. Rhoda (interim), July - Oct. 1994

Sal D. Rinella, 1994 - 2000

Sherry Hoppe (interim), Feb. 2000 - Jan. 2001

Sherry Hoppe, January 2001 -

Accreditation

The educational program of Austin Peay State University is fully accredited by the Commission of Colleges and Schools of the Southern Association of Colleges and Schools, the agency which establishes national accreditation by reciprocity at the regional level. In addition, the teacher-preparation programs of the University are accredited by the National Council for the Accreditation of Teacher Education for the preparation of elementary and secondary teachers through the master's degree level. Professional preparation programs for elementary and secondary principals and supervisors, school counselors and school psychologists are also accredited by the National Council for the Accreditation of Teacher Education at the master's degree level. The University is an accredited institutional member of The National Association of Schools of Music. For additional undergraduate program accreditations, see the inside front cover of this BULLETIN.

Accreditation assures that the student is enrolled at an institution approved by the region's accrediting associations. Credits earned at Austin Peay State University may be submitted to other accredited institutions of higher learning and be accepted, if they are appropriate to the designated curriculum. Accreditation also means that the degree earned at the University is fully recognized throughout the nation.

Centers of Excellence

Center of Excellence for the Creative Arts

Office of Enrichment Programs

Dr. George L. Mabry, *Director*

Music/Mass Communications Bldg. Room 166

P.O. Box 4625

Phone: (931) 221-7643 or email at { [HYPERLINK "mailto:mabryg@apsu.edu"](mailto:mabryg@apsu.edu) }

The Center of Excellence for the Creative Arts coordinates with the Departments of Art, Languages and Literature, Music, Communication and Theatre to sponsor a wide variety of activities and study programs to promote APSU's mission as the Liberal Arts University for the State of Tennessee. The Center

builds upon the existing creative arts, faculty and a history of creative projects and performances of distinctive quality. The Center commissions artists of regional, national and international reputation to create works of art presented by participants in the Center (i.e., faculty, students, visiting artists). Presentation of these new works and other works of historical value take the form of musical productions, recitals, concerts, theatre performances, creative writing, poetry readings and exhibitions of visual art in traditional and expanded environments. Curricular activities sponsored by the Center include classes, lectures, workshops, seminars, master classes, public school outreach and symposia focusing on the various arts disciplines and interdisciplinary nature of the arts for undergraduates, graduate students and members of the community. Regionally, nationally and internationally recognized authors, musicians, artists, actors and teachers are brought to the Center as artists-in-residence. An outreach program takes the Center's activities to the local community and state, developed through touring projects and artists-in-the school programs. Guest artists and faculty work in conjunction with local school districts to implement the artist-in-the-schools program. The Center sponsors faculty research in the creative arts, with research being defined as scholarly and creative achievement. The Center funds undergraduate scholarships and graduate assistantships for students in the creative arts.

Center of Excellence for Field Biology Office of Enrichment Programs

Dr. Benjamin P. Stone, *Director*
Sunquist Science Building D-128
P.O. Box 4718
Phone: (931) 221-7782 or email at { **HYPERLINK**
"mailto:stoneb@apsu.edu" }

The center of Excellence for Field Biology, administered in the Department of Biology, brings together scholars and students from various biological disciplines to conduct research on biotic inventories, community structure, rare, threatened, endangered species and environmental assessment. The Center provides research assistantships for undergraduate and graduate students to acquire hands-on experience in field biology under the mentorship of practicing professionals. Opportunities are provided for area science teachers to engage in summer research projects which enhance their professional skills. Faculty from other universities who are provided appointments as senior research fellows, collaborate with Center

principal investigators and interact with students while undertaking significant research activities in the Center. Faculty from the Biology Department holds research appointments in the Center to pursue research projects.

Chairs of Excellence

Roy Acuff Chair of Excellence in the Creative Arts

The Chair was established in 1986 and named in honor of the late country music legend Roy Acuff. This chair brings nationally and internationally renowned artists/scholars to the Austin Peay campus for semester-long residencies in the arts, alternating annually among the four areas of art, creative writing, music and theatre with whom APSU students can study and work.

Foundation Chair of Excellence in Free Enterprise

The chair holder serves on a one-year appointment in one of the following areas: economics, management or marketing. This position brings a variety of individuals with special expertise to the campus to enrich the educational experience of students, faculty and individuals in the business community.

Harper-Bourne Chair of Excellence in Business

The chair holder serves on a tenure-track appointment in the areas of accounting, finance, business law or management information systems. This chair holder exercises leadership in a continuous effort to enhance the development of students, faculty and the business community.

Lenora C. Reuther Chair of Excellence in Nursing

The chair holder will provide expertise in scholarly and creative activities, in grant writing and in faculty publishing research.

Art Galleries

Trahern Gallery of Art

The Trahern Gallery is located in the Margaret Fort Trahern Art and Drama Building. Each year the gallery hosts the Annual Student Art Exhibition, as well as exhibits featuring regional, national and international artists. Gallery hours: 9a.m. – 4 p.m., Monday through Friday; 10a.m. – 2p.m., Saturday; and 1p.m. - 4p.m., Sunday.

Gallery 108

Gallery 108 is located on the ground floor of the Trahern Building. Each semester this gallery hosts the senior exhibits, featuring works by graduating art

majors. Hours vary with each exhibit. Contact the Department of Art at (931) 221-7333, for more information.

Mabel Larson Art Gallery

The Mable Larson Gallery is located on the first floor of Harned Hall. Opened officially in 1994, this gallery features selections from the APSU permanent art collection. Gallery hours: 8 a.m. – 4 p.m., Monday through Friday.

Felix G. Woodward Library

Named in honor of a former Austin Peay State University Professor and Dean of the Faculty, the Felix G. Woodward Library was built in 1969 and renovated in 1986. Consisting of three floors, the Library has a seating capacity of 500 and houses the Media Center. The print collection numbers 329,000 including books, special collections, periodicals and federal government documents. The collection also includes 6,800 audio-visuals and 615,000 microforms. The Library's online catalog, Felix G. Cat, provides access to all the books, periodicals, audio-visuals and selected government publications in the Library. Access to full-text electronic journals and books is provided. Interlibrary loan services, which permit students and faculty to borrow materials from other libraries throughout the United States, are also available.

Austin Peay students and faculty have onsite and remote access to numerous Internet and other electronic resources and databases via the Library's homepage: { HYPERLINK "<http://library.apsu.edu>" }. The Library has 18 InfoStations to access databases and the Internet, as well as a fully-equipped Library Instruction and Computer Room (LICR) with 24 networked-computers. LICR computers are available for student access when not in use for Library Instruction.

University Housing

The University has accommodations for approximately 1,100 students. Single students are housed in residence halls, generally two to a room, or Meacham Apartments, four to an apartment, under the supervision of a professional and student staff. Also available for campus housing are Two Rivers Apartments. These apartments are reserved for any junior, senior, or graduate student with a GPA of 3.0 or higher and no formal disciplinary record. Regulations governing

certain aspects of student conduct are prescribed for all students living in residence halls or apartments.

All resident students provide their own bed linens, towels, telephone and other personal accessories and are responsible for the care and cleaning of their own rooms. Laundry facilities are available in all residence halls. Cable and telephone service are provided. One and two-bedroom apartments are available for married students, single parents with dependent children or non-traditional students.

Application for University Housing should be made with the Office of Housing/Residence Life, located on the first floor of Miller Hall; at the same time application for admission to the University is made. A room reservation deposit of \$100.00 must accompany the request for room reservation. This deposit is refundable pending no contract violation, damages to room or apartment or outstanding University balance. Housing contracts are renewed annually. Please refer to Housing License Agreement for refund policies and deadlines.

Student Services

AP Talk

Students may register, pay fees, obtain grades, order student transcripts and obtain information on admissions, financial aid, housing and veterans services by calling AP Talk, the voice response system, telephone (931) 221-7000. Specific information on application status for admissions, assessment (AAPP), financial aid awards, housing and veteran benefits are also available on AP Talk.

Career Resources

The Career Resource Center is located on the main floor of the Morgan University Center. The Career Resource Center provides a variety of services and programs to assist students and alumni in their pursuit of career related employment or admission to graduate school. These services and programs include resume development, placement credentials, career-related job fairs, on-campus job recruitment, full-time/part-time job listings, and career and graduate school resource materials. Additionally through the Career Resource Center web site students and alumni will find information and links to job listings, career planning and placement, graduate schools, and other career-related materials.

Child Learning Center

The Child Learning Center is available to children of students, staff and faculty at APSU. The children must be at least six weeks old. The curriculum is multi-faceted, developmentally appropriate, hands-on, discovery learning, play based, child-centered and challenging. Fall and Spring hours are 6:30 a.m. – 5:00 p.m. and Summer hours are 7:00 a.m. – 5:00 p.m. Childcare is available through our evening program from 3:00 p.m. – 8:00 p.m. Care is provided Monday through Thursday, whenever classes are in session. No child will be denied admission on the basis of

handicapping condition, race, color, religion, sex or national origin. For more information, contact the Child Learning Center at (931) 221-6234.

Distance Learning

Distance Education enables the University to reach beyond the traditional campus via online, two-way interactive video, videotape and off-campus on-site courses. Graduate online courses are offered each term with the number of offerings increasing each term. APSU is also a participant in the Tennessee Board of Regents online degree and the Army online initiative.

Information about the schedule and location of distance education classes may be obtained by contacting the Distance Education office at (931) 221-1014, visiting the Web page: { [HYPERLINK "http://www.apsu.edu/ext ed/distant ed/index.htm"](http://www.apsu.edu/ext_ed/distant_ed/index.htm) } or by referring to the SCHEDULE OF CLASSES each term.

Multicultural Programs and Services

Multicultural programs and services are infused throughout various offices at Austin Peay State University. These programs and services provide activities, scholarships, counseling, mentoring, tutoring, workshops, social interactions and special events for students from various cultures. The goal of these efforts is to increase the retention and graduation rate of students of color, to include, but not limited to Native Americans, Asian/Pacific Islanders, African Americans and Hispanics by connecting with, caring for and communicating with undergraduate and graduate students and by creating a campus climate of respect and tolerance. For more information, contact the Office of Student Affairs at 221-7341.

Security-Campus Safety

APSU Campus Police is open 24 hours a day and is located in the Shasteen Building. Officers patrol the campus by automobile, bicycle and on foot. A security shuttle service is provided during the evening hours for on-campus. Crime prevention programs, including a program to engrave identification numbers on valuable items, assault awareness presentations and videos providing information regarding methods to prevent crimes, are used on a regular basis. Security escorts are also provided as needed. For more information, contact Campus Security (931) 221-7786.

Student Insurance

The University has contracted to provide, on a voluntary basis, sickness and accident insurance. This plan, that includes hospital and accident benefits, is available to full-time and part-time students and their family members at a reasonable cost. Students may avail themselves of this service during registration. Information may be obtained from the Student Health Services, Ellington Student Services Building, telephone (931) 221-7107.

Students with Disabilities

APSU welcomes students with disabilities and is committed to meeting their needs. Major renovations in the form of ramps or elevators have been made to classroom buildings, the library and administrative buildings. Some specially adapted housing units are available for students with curb cuts, ramps, etc. Parking for students with disabilities is provided at strategic locations throughout the campus.

APSU's commitment to and concern for students with disabilities is further evidenced by a permanent committee designed as the Committee for the Disabled, whose objectives are:

- Develop policies related to the services and activities for students with disabilities, faculty and staff on campus;
- Monitor questions relative to procedures and access;
- Make recommendation directly to the President.

This committee, in addition to other University personnel, works closely with state agencies, which have programs to help students overcome difficulties

they may encounter on campus as a result of their disabilities.

Students with ambulatory disabilities are encouraged to visit the campus prior to enrollment and assess the physical environment for accessibility. For more information, students should contact the Office of Disability Services at (931) 221-6230.

The A. R. Boyd Health Services

The University maintains a health service with standards set by The Southern Association of Colleges and Schools. It operates an outpatient clinic on the campus, with either a Board Certified physician or a nationally certified nurse practitioner available Monday through Friday from 7:00 a.m. to 3:30 p.m. (Closed 12:00 p.m. – 1:00 p.m. for lunch), telephone (931) 221-7107, first floor Ellington Building. At hours other than those above, students are referred to the local hospital emergency room. The A. R. Boyd Health Services will be closed when the University is officially closed and also may close due to staffing availability.

Illnesses may be treated in the clinic without expense except for medications, laboratory tests, immunotherapy, immunizations and some treatments and procedures. For some illnesses, patients may be referred to their family physician or to the staff of consultants and specialists on staff with Gateway Medical Center, a 216-bed medical facility approved by the American Hospital Association. Medical care obtained off-campus are at the patient's/student's expense.

No medical care will be given until a medical history is completed, signed and filed. In addition to this initial record, the University reserves the right to require additional examinations and/or immunizations during any time the student is enrolled at the University. Students are encouraged to have health insurance. The University provides, in concert with the Tennessee Board of Regents, a comprehensive health insurance plan through a private company. Information as well as applications for enrollment is available through the A. R. Boyd Health Services.

Proof of immunization with two doses of Measles, Mumps and Rubella vaccines will be required for all students born after 1956. Students must furnish

documented proof of having immunity or having been immunized with two doses of MMR vaccine on or after January 1, 1980, unless contraindicated because of pregnancy, allergy to a vaccine component or other valid medical reasons. For additional information, contact the A. R. Boyd Health Services, telephone (931) 221-7107.

The Learning Center

The Learning Center, located on the ground floor of the Morgan University Center, seeks to empower all APSU students to assume responsibility for their learning, so that they can meet and perhaps exceed their educational, career, and personal goals as they transition into, through, and out of the University. By addressing academic and social concerns through programs such as tutoring, supplemental instruction, and intervention for those students on academic probation, the Learning Center staff helps students develop and/or enhance skills needed for academic success. All programs and services offered through the Learning Center are designed to increase students' capacity to take charge of their own existence and to become effective agents for their own lifelong learning and personal development.

Traffic and Parking

Students who desire to park and/or drive vehicles on the APSU campus are required to register their vehicles through the Office of Public Safety in the Shasteen Building. All vehicles must display proper parking decal and must be operated in accordance with State laws and "University Traffic and Parking Regulation," distributed by the Office of Public Safety, telephone (931) 221-7787.

Wilbur N. Daniel African American Cultural Center

The Wilbur N. Daniel African American Cultural Center located in the Clement Building is an important University entity dedicated to providing theoretical and practical knowledge about the historic and contemporary contributions, achievements and social perspectives of African Americans and other people of African descent. Its mission includes educating and motivating students to be highly aware and appreciative of the diverse cultures that define the contemporary world. The Center brings to campus an array of outstanding African American and African-world scholars, artisans and other professionals whose

knowledge and accomplishments greatly enrich and enhance the University life of students, faculty, staff and members of the broader Clarksville community. Call (931) 221-7120 for more information.

Student Life

Austin Peay State University believes the educational experience of the student is enhanced through involvement in activities outside of the classroom environment. The role and mission of the Division of Student Affairs is to create an environment conducive to the growth and personal development of all students. Specifically, the departments represented in the Division of Student Affairs will provide programs and services that enhance intellectual, cultural, social, vocational, physical, psychological and spiritual growth. These programs and services are designed to promote a sense of community for a diverse student population.

The Division of Student Affairs is represented in its mission by the following departments: Office of Student Affairs, Child Learning Center, Career Resource Center, Disability Services, Housing and Residence Life, Intramural Recreation, Student Activities, Student Development Services and Student Health Services. Each department incorporates human and student development philosophies in their programs and services. Listed below are some of the opportunities that are available for students to enhance their educational experience.

Greek Organizations

The Greek organizations are members of the National Panhellenic Conference, the national representative governing bodies that promote leadership development, excellence in scholarship, community services and positive inter-Greek relationships.

Greek Organizations are active participants in University programs, activities and special events and are well known and respected for their many volunteer, service and fund-raising contributions to the local community and to national philanthropies. A high percentage of campus student leaders are members of sororities and fraternities at Austin Peay. Membership in Greek organizations is the result of a selection process, known either as "Intake" or "Rush."

Intercollegiate Athletics

Austin Peay State University competes at the National Collegiate Athletic Association Division I level in the Ohio Valley Conference. The athletic department sponsors men's teams in football (I-AA non-scholarship), basketball, baseball, golf, tennis and cross country and women's teams in volleyball, basketball, tennis, cross country, rifle, softball and indoor and outdoor track.

International Education

Austin Peay State University provides its students with a host of study abroad programs, some of which yield graduate credit. For further information on programs and scholarships, contact the Office of International Education at (931) 221-7175.

Intramural Recreation

The Office of Intramural Recreation sponsors activities for all students, faculty and staff of the University. Presently, the following activities are being offered with plans to extend the program to accommodate student needs and interests: flag football, basketball, soccer, softball, racquetball, volleyball, frisbee, swimming, track, free-throw contest, tennis and soccer. In addition to these competitive activities, the Intramural Recreation Office supervises open recreational play in the gym, equipment check-out, exercise room, recreational swimming in the pool, aerobic exercise classes and a jogging-fitness trail. The Intramural Recreation Office has a schedule of available dates and times.

Austin Peay State University and the Intramural Recreation Sports Program assume no responsibility or liability for injuries occurring during intramural activities, including team sports and the use of the facilities. Participants are strongly urged to consult their physician to determine whether they are physically fit to engage in intramural recreational activities prior to

participation. Participants are urged to carry medical insurance.

National Alumni Association

The National Alumni Association of Austin Peay State University is an organization designed for the purpose of promoting the welfare of the University through the development of a program of mutually beneficial relations between the alma mater and its alumni.

The association was founded in 1936 and became a national association in 1990. Its membership consists of graduates, current and former students and friends of the University. It is governed by a Board of Directors elected from its membership.

The mission of the organization is to serve the University by providing an association for interaction among alumni, students, faculty and administrators and to encourage financial support for the academic programs, student scholarships and general development of the University, as well as to provide assistance in the recruitment of new students. The headquarters of the APSUNAA and the Alumni Relations office is located in the Emerald Hill Alumni Center.

Student Government Association

The purposes of the SGA are to expand and promote interest in student life, to facilitate expression of student opinion, to help define student responsibilities, and to foster, in every manner possible, student character, initiative and leadership. The officers of the SGA consist of the president, vice-president and the secretary, all of whom are elected and take office in the spring of each year.

The legislative branch, the Senate, embraces a membership of popularly elected senators drawn from each college. The judicial branch, the Student Tribunal, consists of a selected chief justice and eight appointed justices who remain in office until they resign or discontinue their studies at the University. The Student Tribunal serves as the highest student court; it hears student appeals of parking violations. Some members serve on the University Hearing Board and hear cases involving violations of University Regulations. This organization is advised by the Office of Student Affairs.

Student Organizations

Approximately 90 honor, professional, departmental, social, service and special interest groups are available to Austin Peay students. Information on these organizations and membership requirements is maintained in the Student Development Center. The missions, activities, programs and expressed opinions of such organizations do not necessarily represent the official viewpoint or opinion of the University.

Student Publications

The All State

The University newspaper, edited by students with the assistance of an advisor, is a publication for the expression of student opinion and a medium for dissemination of timely news of campus organizations and activities. The weekly publication is under the supervision of the Student Publications Board. Information concerning the newspaper may be obtained from the Office of Student Affairs.

Capsule Magazine

Capsule Magazine is compiled and edited by students with the assistance of a faculty advisor. Published every semester, the magazine highlights student life, campus events and university activities. This publication is under the supervision of the Student Publications Board. Information concerning the magazine and scholarships may be obtained from the Office of Student Affairs.

The Tower – “The Red Mud Review”

The literary review is published annually by students under the supervision of the Department of Languages and Literature. Its purpose is to promote and stimulate interest in creative writing; it provides students interested in the art of writing an opportunity to acquire experience in creative writing and to achieve satisfaction in seeing their work in print.

Honorary and Professional Organizations

The following organizations recognize and honor students for their academic achievements, leadership qualities and service. Membership offers students the opportunity to associate and interact with others who have similar goals and interests.

Alpha Epsilon Rho

Communication Arts majors: promotes understanding of communication industries.

Alpha Psi Omega

Interested students: recognizes distinguished service in theatre performance.

Phi Delta Kappa

Graduate education students, qualified educators: requires academic achievement; promotes research, service and leadership.

Phi Kappa Phi

Juniors, seniors, graduate students, and faculty: requires superior academic achievement in all disciplines; encourages academic excellence.

Phi Mu Alpha

Men Music majors: requires academic achievement; encourages creativity, performance, education and research.

Pi Nu

Spanish students: requires academic achievement; promotes interest in Hispanic and Spanish culture and literature.

Psi Chi

Psychology majors: advances the science of psychology; encourages excellence in scholarship.

Sigma Alpha Iota

Women Music majors: requires academic achievement; advances scholarship and encourages participation.

Fred Bunger Memorial Award

This award is given to an outstanding graduate student in the Department of Education. The student is selected annually by the department faculty on the basis of scholarship and service in the field of education.

This award was established in 1979 by the Department of Education in memory of Dr. Fred Bunger, Chair of the department from 1968 to 1978 and was financed by friends from the University community and alumni.

Code of Student Conduct

APSU students are citizens of the community, state, nation and academic community. They are, therefore, expected to conduct themselves as such at all times.

Admission to the University carries with it special privileges and imposes special responsibilities apart from those rights and duties enjoyed by non-students. In recognition of the special relationship that exists between the institution and the academic community which it seeks to serve, the Tennessee Board of Regents (TBR Policy 3:02:00:01) has authorized the Presidents of TBR institutions to take such action as may be necessary to maintain campus conditions and preserve the integrity and educational environment of the institutions.

Pursuant to this authorization and in fulfillment of its duty to provide a secure and stimulating atmosphere in which individual and academic pursuits may flourish, the University has developed the Code of Student Conduct, APSU Policy 3:013, contained in the STUDENT HANDBOOK AND CALENDAR, which is intended to govern student conduct at Austin Peay State University. In addition, students are subject to all national, state and local laws and ordinances. If a student's violation of such laws or ordinances also adversely affects the institution's pursuit of its educational objectives, the University may enforce its own regulations regardless of any proceedings instituted by other authorities. Conversely, violation of any section of the Code of Student Conduct may subject a student to disciplinary measures by the institution whether or not such conduct is simultaneously violative of state, local or national laws.

General, through appropriate due process procedures, institutional disciplinary measures shall be imposed for conduct which adversely affects the University's pursuit of its educational objectives, or which endangers property or persons on University or University-controlled property.

When students are unable to pursue their academic work effectively, when their behavior is disruptive to the normal educational process of the University, or when it is detrimental to themselves or others, due to drug and/or psychological disturbance, they may voluntarily withdraw, be involuntarily withdrawn or be temporarily suspended from the University.

The University Academic and Non-Academic Grievance Policies are designed to afford students a due process opportunity for expressing their complaints. These policies are published in the STUDENT HANDBOOK AND CALENDAR.

Confidentially of Student Records

It is the policy of the Tennessee Board of Regents and Austin Peay State University to comply with the Family Educational Rights and Privacy Act (FERPA-“Buckley Amendment”) and, in so doing, to protect the confidentiality of personally identifiable educational records of students and former students. The student has the right of access, right to request amendment and right to file a complaint concerning his/her education records as outlined in APSU policy. Appointments to review education records are scheduled through the Office of the Registrar at least 48 hours in advance. Except as provided by the policy, the University may disclose directory information to any person requesting it without the consent of the student. Directory information includes the student’s name, address, telephone number, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status, degrees and awards received and the most previous educational agency or institution attended by the student. The University provides each student the opportunity to refuse to allow disclosure of designated directory information through Main Campus and the Office of Enrollment Services at the APSU Center at Fort Campbell. The student will be given this opportunity at the beginning of each academic term.

Annually, students are informed of their rights through the STUDENT HANDBOOK AND CALENDAR. A complete copy of the policy shall be made available upon request at the Office of Student Affairs (free of charge) and the University library (at a nominal per-sheet charge).

Drug-Free Schools and Communities Amendments Act

All currently enrolled students are required to read the University’s Drug-Free Schools and Communities Amendments Act Statement. This statement outlines policy, legal sanctions (federal, state and university), health risks and assistance programs related to the use of alcohol and/or other drugs on the Austin Peay State university campus. The statement is in the STUDENT

HANDBOOK AND CALENDAR or may be obtained from the Student Development Center.

Smoking and Clean Air

APSU promotes an environment free from tobacco by-products in buildings and vehicles where students, faculty and staff are working, conducting seminars, research, discussions, etc., and at the same time recognizes the right of those who choose to smoke (see STUDENT HANDBOOK AND CALENDAR).

Student Right to Know Act

Statistics for all crimes are publicized and distributed to employees and students on an annual basis, in the time frames required by Federal/State law and are available to applicants for enrollment or employment upon request from the Office of Public Safety. For information on the law and University policy and statistics, contact the Office of Institutional Planning and Analysis, telephone (931) 221-6184.

University Liability

Austin Peay State University is not responsible for bodily harm and/or death to participants in any voluntary organizations or activities, including voluntary athletics, intramural recreation, hiking, karate, judo, sky diving, or other activities in which risk is incurred. Austin Peay State University, as an agency of the state of Tennessee, is not liable for claims resulting from injury and/or death incurred in such participation. All claims should be filed with the Tennessee Claims Commission. Forms for such claims may be obtained in the University Affirmation Action Office.

Members of the University faculty and staff may not be held liable unless personal negligence occurs.

University Rights

The University shall have such rights and responsibilities as are necessary and desirable for the University to achieve its purposes. The Tennessee Board of Regents specifically confirms the following rights of the University:

1. To establish regulations concerning the use and abuse of University property and to assess students with claims of damage for such abuse;
2. To withhold grades and transcripts of credit until all claims have been paid;

3. To dismiss, in the absence of specific regulations, any student at any time for cause deemed by the University to be in the best interest of the student's emotional or physical safety or the well-being of the University community;
4. To establish standards of dress, manners and conduct on the campus within the range of convention and good taste;
5. To establish traffic regulations on campus, provide for registration of all vehicles using the campus and enforce such regulations, as are established. Automobile Restrictions: All cars to be parked on campus must be registered with the Office of Public Safety;
6. To control and regulate the housing of students, both on-campus and off-campus;
7. To establish or institute honor systems and ethical practice codes;
8. To supervise the scheduling of meetings and activities of student organizations and
9. To enter, inspect and search for contraband, stolen articles and such in the room of any student in University-owned housing facilities, when probable cause is established.

The above list is not intended to be all inclusive and in no way limits the rights, responsibilities and authority which the University now has. It is simply a reiteration of some of the rights, responsibilities and authority which have been and are now vested in it.

College of Graduate Studies

Graduate Vision Statement

The College of Graduate Studies, by promoting the discovery, integration application and dissemination of knowledge at the graduate level, strives to provide all students it serves with an opportunity to achieve their full potential as professionals and scholars.

Graduate Mission Statement

As an advocate for quality graduate education within the University and beyond, the College of Graduate Studies encourages mutually supportive graduate instruction and research in a variety of student-centered settings.

Admission to Graduate Studies

All applicants for graduate admission will apply to the College of Graduate Studies. Admission to graduate study permits the student to enroll in graduate courses for which he or she is prepared, but does not imply that the applicant will be approved as a candidate for a degree. **Applicants to the Department of Psychology must be formally accepted by the department before they can enroll in any courses.** Students who do not enroll for a Fall or Spring semester must re-apply through the College of Graduate Studies. All students born after 1956 are required to submit proof of two doses of Measles, Mumps and Rubella immunizations (see page 12).

Applicants interested in a graduate assistantship must apply for admission and submit their Application for

Graduate Assistantship to the College of Graduate Studies by March 1 for the Fall semester (see page 43).

Master's Degree Programs Admission Requirements

Admission to any Austin Peay State University master's program is based on a careful review and evaluation of a complete application for admission that includes the following credentials.

- I. **Official** transcripts from all regionally accredited colleges and universities attended, showing:
 - A. That a bachelor's degree has been earned,
 - B. The cumulative grade point average (GPA) attained, and
 - C. Undergraduate preparation and licensure appropriate to the graduate program selected.
- II. **Official** transcripts from all regionally accredited colleges and universities attended, for all graduate coursework completed.
- III. **Official** scores on the General Test of the Graduate Records Examination (GRE) on the verbal and quantitative sections of the exam, that are not more than five years old. (See page 22 for specific program requirements that may apply to GRE scores).

- IV. Two recommendations from former college university professors/instructors verifying that the applicant has demonstrated evidence of the ability to do graduate level academic work successfully. (See page 21 for specific program requirements related to these recommendations.)
- V. All military personnel (active duty and veterans) must submit the following documents as appropriate:

Branches	Documents Needed
Air Force	Community College of the Air Force transcript of DD Form 295
Army	AARTS transcript of DD Form 295
National Guard	AARTS transcript of NGB Form 22
Marine Corps	ITSS MATMEP
Reserves	Enlisted contract 4-1 or 4-2 or DD Form 2586
Navy	DD Form 295
Veterans	DD Form 214 with characterization of service (Retired or Discharged)

Categories of Admission

Degree Seeking

- I. **Regular admission status** will be granted to applicants who have met all entrance requirements prescribed by the College of Graduate Studies, the department and the program to which they apply. (See page 22 for specific program requirements.) The minimum requirements for regular admission established by the College of Graduate Studies: (1) a calculated score of 600, based upon the cumulative GPA (2.5 minimum required) attained on all undergraduate coursework, times 100, plus the score attained on the verbal section of the GRE and (2) a calculated score of 600, based upon the cumulative GPA attained on all coursework, times 100, plus the score attained on the quantitative section of the GRE.
- II. Applicants who do not meet the requirements for regular admission may seek **provisional admission status**. Provisional admission decisions are made in accordance with guidelines approved by

the Graduate and Research Council. These decisions are based on the cumulative GPA in all undergraduate coursework, the GPA in either the last two years or the upper-division credits of the bachelor's degree and the total of the scores attained on the verbal and quantitative sections of the GRE. Provisional admission denials may be appealed to the Graduate Research Council. **Decisions made by the Graduate Research Council regarding provisional admission are final and may not be appealed.** Students granted provisional admission status must maintain a minimum cumulative GPA of 3.0 during the initial nine graduate hours completed at Austin Peay State University. **For students admitted provisionally, failure to maintain a 3.0 cumulative GPA during the first nine semester hours of graduate coursework results in suspension from Graduate School.**

- III. **Conditional status** may be granted to an applicant who is ineligible for provisional admission. In consultation with the department that agrees to allow a conditionally admitted student to enroll in specified courses, the Dean of the College of Graduate Studies stipulates conditions of the student's admission, to which he/she will be required to agree in writing. **Conditional admission decisions are made by the department, are final and may not be appealed.** Students admitted conditionally must maintain a minimum cumulative GPA of 3.0 during the initial 15 graduate hours completed at Austin Peay State University. Compliance with all established conditions enables students to be upgraded to regular admission status. **For students in the conditional admission status, failure to maintain a cumulative GPA of 3.0 during the first 15 semester hours of graduate course work results in suspension from Graduate School.**

Non-Degree Seeking (Limited to nine graduate semester hours, unless specified below.)

- I. **Unclassified status** may be granted to applicants who desire to enroll in graduate

studies for reasons other than to seek a degree. With the approval of a department, students who change their minds and decide to pursue a degree while they are in the unclassified status, may apply up to nine acceptable graduate semester hours toward that degree. Admission to Graduate School must be sought and attained prior to the completion of more than nine semester hours in order for those credits to be applied toward a degree. **Applicants who have been denied regular, provisional or conditional graduate admission are ineligible to enroll in courses as an unclassified student.**

II. Undergraduates Taking Graduate Credits.

- A. **Senior I status** is for graduating APSU students who are within nine hours of completing baccalaureate requirements, with a minimum GPA of 3.0 and satisfactory scores on the GRE as prescribed by the intended graduate program. Students admitted to this status are eligible to hold a graduate assistantship. Graduate credits may not be applied to the bachelor's degree.
- B. **Senior II status** is for APSU students who are within 21 hours of completing a baccalaureate degree with a minimum cumulative GPA of 2.75. Students may register for only one graduate class per term, reapply for each subsequent semester and are not eligible to hold a graduate assistantship. Graduate credits may not be applied to the bachelor's degree.
- C. **Selective Admission (Psychology)** – Seniors may enroll in graduate level psychology courses and apply the credit to their undergraduate degree. These students must have completed 24 hours of undergraduate credit in psychology, a minimum cumulative GPA of 3.0, a minimum GRE of 400 verbal and 400 quantitative, completed all necessary course prerequisites and approval of the psychology department chair. The credit for the course may not be counted toward a graduate degree.

- III. **Post-Masters status** is for applicants with a master's degree or above who are not seeking another degree. No credit limitation applies to the post-masters status. Students enrolled in post-masters study may enter the Educational Specialist degree program by meeting all regular admission requirements for the Ed.S. Students may only utilize credit that is six or less years old at the time of completion of the Ed.S. (Applicants for a teaching endorsement in Educational Leadership Studies should refer the "Programs with Special Admission Requirements", see page 22.)
- IV. **Transient Status** is granted for applicants enrolled in graduate programs at other colleges or universities who wish to take courses at APSU for transfer credit. A letter of good academic standing from the Graduate Dean at the other institution must be secured by a student prior to granting him/her transient admission at Austin Peay.

Education Specialist Programs Admission Requirements

Admission to the education specialist program is based on an application for admission and the following minimum credentials:

- I. An official transcript from a regionally accredited college or university showing:
 - A. That the master's degree has been earned,
 - B. A minimum graduate cumulative GPA of 3.0 (on a 4.0 scale) and
 - C. Academic preparation and licensure appropriate to the graduate program.
- II. An official transcript from each regionally accredited college or university for all graduate course work, if applicable.
- III. Official scores on the General test of the Graduate Record Examination with minimum 350 verbal and 350 quantitative scores. (See page 22).
- IV. Three recommendation forms in support of the applicant from faculty members who taught courses within the student's master's degree program. (See page 22).

Programs with Specific Admission Requirements

Students applying to one of the following degree programs must also meet specified admission requirements.

Master Degrees

Guidance and Counseling (M.S.)

Applicants for the Master of Science in Guidance and Counseling will select from two concentrations: Agency Counseling (Community Counseling) and School Counseling. The applicant must have a minimum undergraduate cumulative GPA of 3.0, GRE scores that are no more than five years old, with a minimum verbal and quantitative score of 400 each, with at least 12 undergraduate hours of psychology (general psychology, abnormal psychology, human development and statistics) or related courses and Psychology Department admission approval. The applicant will be required to submit three references from persons who have knowledge of the student's abilities. The deadline for application for Fall admission is March 1 and for Spring admission it is November 1. Later applications will be considered based upon openings. **Applicants to the Department of Psychology must be formally admitted by the department before they can enroll in any courses.**

Educational Leadership Studies (M.A.Ed)

Applicants for the Master of Arts in Educational Leadership Studies must have: (1) a calculated score of 650, based upon the cumulative GPA attained on all undergraduate coursework, times 100, plus the score attained on the verbal section of the GRE **and** (2) a calculated score of 650, based on the cumulative GPA attained on all undergraduate coursework, times 100, plus the score attained on the quantitative section of the GRE **or** a minimum combined calculated score of 1300. Two professional letters of recommendation for admission to the Educational Leadership Studies degree program from two school administrators must be sent to the Austin Peay State University Licensure Office; ATTN: Mary Kay Feinberg; P.O. Box 4428; Clarksville, TN 37044.

Music (M.Mu.)

Applicants for the Master of Music degree must take diagnostic examinations in music history and theory. These exams will be administered by the Music

Department at the beginning of the first term of enrollment.

Psychology (M.A.)

Applicants for the Master of Arts in Psychology will select from four concentrations: Clinical Psychology, Industrial/Organizational Psychology, Psychological Science or School Psychology. The applicant must have a minimum undergraduate cumulative GPA of 3.0 with at least 18 undergraduate hours in psychology, GRE scores that are no more than five years old, with a minimum verbal and quantitative score of 400 for each and Psychology Department admission approval. Applicant will be required to submit three references from persons who have knowledge of the student's abilities. Additional hours of undergraduate work in psychology may be required by the department to overcome academic deficiencies. The deadline for application for Fall admission is March 1 and for Spring admission it is November 1. Later applications will be considered based upon openings. **Applicants to the Department of Psychology must be formally admitted by the department before they can enroll in any courses.**

Education Specialist Degrees (Ed.S.)

Administration and Supervision Concentration

Applicants for the Ed.S. concentration in Administration and Supervision and special non-degree students seeking endorsement must submit official transcripts for all graduate and undergraduate course work, minimum graduate cumulative GPA of 3.0, minimum undergraduate cumulative GPA of 2.75, GRE scores that total a minimum of 800 with a minimum verbal and quantitative score of 350 for each and three recommendation forms from school administrators. Upon written request and approval by the College of Education, applicants for the non-licensure option may substitute recommendation forms from graduate faculty members.

Counseling and Guidance Concentration

Applicants for the Ed.S. concentration in Counseling and Guidance must have a minimum graduate cumulative GPA of 3.0, GRE scores that are no more than five years old with a minimum verbal and quantitative score of 400 for each, completed the competency courses or their equivalent necessary for licensure as a guidance counselor in the state of Tennessee and Psychology Department admission approval. Any course deficiencies may be made up

during the pursuit of an Ed.S. degree. **Applicants to the Department of Psychology must be formally admitted by the Department before they can enroll in any courses.**

School Psychology Concentration

Applicants for the Ed.S. concentration in School Psychology must have a minimum graduate cumulative GPA of 3.0, GRE scores that are no more than five years old, with a minimum verbal and quantitative score of 400 for each, completed the Master of Arts degree with a concentration in School Psychology or equivalent, and Psychology Department admission approval. **Applicants to the Department of Psychology must be formally admitted by the Department before they can enroll in any courses.**

Admission of International Students

The College of Graduate Studies processes the applications of all international students. Before being considered for graduate study at Austin Peay State University, the following documents must be received for review:

1. Completed graduate application,
2. Application fee,
3. Official copies of all transcripts, certificated, diplomas and degrees (translated to English and a course-by-course equivalency performed by an educational credential agency),
4. Official acceptable GRE scores (with scores on the verbal and quantitative sections meeting the specific requirements),
5. Official acceptable TOEFL scores (a minimum score of 500 on paper-based test, or 173 on computer based test is required),
6. Two favorable letters of recommendation (from former college and university professors/instructors verifying that the applicant has demonstrated evidence of the ability to do graduate level academic work successfully),
7. Financial statement with proof of resources sufficient to pay educational

expense (must be notarized by bank official certifying deposit),

8. Certification of freedom from Tuberculosis and
9. Proof of two immunizations with the Measles, Mumps and Rubella vaccines.

International students are required to submit evidence that they have obtained medical insurance for themselves and any family members who accompany them prior to registration (see page 12).

General Academic Information

Credit and Course-Related Matters

Unit of Credit

The University offers instruction and grants credit on the semester system, with the academic year on the Main Campus including Fall and Spring Semester, and Summer Term. One semester hour of credit is based upon one hour of class instruction or two hours of laboratory work per week for one semester of approximately 16 weeks. (One semester hour of credit is equivalent to 1 1/2 quarter hours credit. One quarter hour of credit is equivalent to two-thirds of a semester hour credit.)

Credit Load

The maximum load per semester for full-time students who are not graduate assistants is 15 hours of combined credit earned in course work and research. Graduate assistants are limited to 12 hours. The minimum number of credits which may be taken in a semester by a graduate assistant is eight hours, unless otherwise approved by the Dean of the College of Graduate Studies.

Fully employed students, such as in-service teachers, will be limited to a maximum of six hours per semester. The Tennessee State Board of Education's rules limiting in-service teacher's registration state:

"Training acceptable for licensure and for salary ratings shall be limited to six hours during any one semester of the school year. However, teachers wishing to exceed

six hours of work may do so provided prior approval of the local board of education is granted before the teacher enrolls in classes offered by institutions of higher learning."

Academic Time Status Classification and Maximum Load

Time Status	Graduate Hours ¹	
	Fall or Spring	Summer
Full-Time (F)	8	6
Three-quarter (T)	6	4
Half-time (H)	4	3
Less than Half-time (L)	3	2
Maximum Load	15	12 ²

¹Graduate students enrolled in undergraduate credits may also refer to Credit load in the Undergraduate Bulletin

²Applies to APSU Center at Fort Campbell terms and Main Campus Summer Term

Course Offerings and Schedule of Classes

Courses offered during the Fall and Spring Semester and Summer Terms, together with the time and place of class meetings and official calendar, are published in a SCHEDULE OF CLASSES which is distributed before the registration period of each semester.

The University reserves the right to withdraw any course listed in the SCHEDULE OF CLASSES.

Prerequisites and Corequisites

It is the student's responsibility to check for satisfactory completion of prerequisites and necessary corequisites as listed in the BULLETIN. Students must have passed or be currently enrolled in the appropriate prerequisite(s) or meet specified conditions prior to registration. Corequisites are courses in which students must register concurrently.

Problem Courses

The maximum total of semester hours credit allowed for all types of problem courses is six.

Inclement Weather

During severe inclement weather the University will remain open, classes will be held and the faculty and staff will be expected to perform their normal duties. Unless a modified schedule or an official closing due to catastrophic conditions (such as loss of heat, power outage, etc.) is announced over radio or TV broadcasts, all employees are expected to report for work at the normal times. Should the University close due to catastrophic conditions, certain key personnel will still be expected to report to work.

In cases of severe inclement weather of hazardous roads, students are to exercise their own judgment in making decisions about class attendance.

Course Registration, Dropping and Withdrawal

Registration

Students are responsible for the schedule of courses for which they register, unless they officially change it. To make an official change in schedules the students must use AP Talk or submit required forms. This process must be completed within the required time for adding or dropping a course as stated in the University Calendar in the SCHEDULE OF CLASSES publication.

Undergraduates Registering in Graduate Courses

Undergraduates interested in registering in graduate course must have prior approval of the Dean of the College of Graduate Studies and meet minimum requirements as listed in the GRADUATE BULLETIN on page 21.

Dropping Courses

After a student has officially registered for a class, the student is considered to be a member of the class unless the student officially drops the class or withdraws from the University. Discontinuing class attendance without officially dropping or withdrawing from the University will be an unofficial withdrawal, and the student will retain financial obligation. Failure to file a notification on the approved form in the Office of the Registrar will result in the grade of "F" or "FA."

Reporting Grades for Courses Dropped

1. A student who officially drops a course or withdraws from the university no later than the last day for withdrawing from a course with an automatic grade of "W" shall be assigned a "W" (withdrawal) for the course. This period during which a student may withdraw from the University or drop a course with a "W" will usually be five or six weeks after registration. Refer to information listed in the SCHEDULE OF CLASSES.
2. A student who drops a course after the date in (1) and before the mandatory grade of "F" date as shown in the University Calendar will receive a "W" or a grade of "F" or "FA" at the discretion of the instructor. A grade of "F" or "FA" should be given when the student is failing at the time of withdrawal.
3. Students who officially or unofficially drop courses or withdraw after the mandatory dates for grades of "F" shall be given the grade of "F" or "FA." Very limited exceptions to this rule may be made when the student who is not failing the course at the time of the drop or withdrawal, presents to the Dean of the College

in which the course is offered, acceptable reasons that establish the existence of unavoidable circumstances for the drop or withdrawal. The Dean will determine if such circumstances exist, and, if so, will then report the findings to the instructor who will make the decision of awarding a “W”, “F”, or “FA.”

Withdrawal from the University

Any student who wishes to withdraw from the University and drop all courses must file promptly, in the Office of the Registrar, an Application for Withdrawal from the University Form. Refunds will be based on the published schedule and date the completed withdrawal form is submitted to the Office of the Registrar. Students may initiate the formal withdrawal process in the Office of the Dean for Student Development, located in the Morgan University Center. Failure to officially withdraw will result in the student’s receiving “F” or “FA” grades in all courses.

Grade-Related Information

The Grading System

At the end of each semester the student’s quality of work is graded by the instructor. The grades are indicated by letters, with a four-point system being used:

Grade	Interpretation	Quality Points Per Semester	Hours of Credit
A	Excellent		4
AU*	Audit		-
B	Satisfactory		3
C	Unsatisfactory		2
D	Unsatisfactory		0
F	Unsatisfactory		0
FA	Failure, absence		
	Related (Unofficial Withdrawal) Last Date of known Attendance requested		0
FN	Failure, never attended	0	
P*	Pass, on Pass-Fail		-
XF*	Fail, on Pass-Fail		-

I*	Incomplete	-
IP*	In Progress	-
W*	Withdrew (Not a grade)	-

*Not calculated in GPA

Grades of “A”, “B”, and “C” carry the appropriate quantity and quality credits. No credit will be given for the grades of “D” or “F” and students will not be allowed to receive a graduate degree with these grades on their record. **Students may repeat one course in which a grade of less than B was made. Permission of the Dean of the College of Graduate Studies is required.**

Grade Point Average (GPA)

The grade-point average (GPA) is determined by dividing total quality points earned by total hours attempted.

Pass-Fail Grading

Students taking the practicum experience in education, psychology or counseling have the option of taking the course on a pass-fail basis. To exercise the option, the student must sign a Pass-Fail Card the first week of the semester at the Office of the Registrar.

Class Attendance and Grading

Statement of Policy

The matter of class attendance is in the purview of the teaching faculty. Faculty members will inform students of policies applicable to their classes through a syllabus distributed early in each semester/term.

Absence from Announced Tests and Examinations

Students who are forced by circumstances beyond their control to be absent from announced tests and examinations should request approval from the instructor. At the discretion of the instructor, the student will receive the grade of “I”, “F” or “FA.”

Auditing of Courses

An auditor is one who enrolls in a course without expecting to receive academic credit. The same

registration procedure must be followed and the same fees are charged as for courses taken for credit.

Audited courses cannot be used toward any degree. Audit hours will not be considered part of the minimum credits required for full-time enrollment but will be counted in determining overloads. Courses may be audited provided instructor gives consent to enroll, space is available, and students satisfy any necessary prerequisites.

Regular class attendance is expected of an auditor. Auditors are not required to take examinations and do not receive a regular letter grade. The student and the instructor should reach a precise agreement as to the extent and nature of the student's participation in the course, including class discussion, projects and readings. A successful audit will be recorded on the transcript with the designation AU. Audited courses may be repeated for credit.

After the published "Last Day to Add a Course" students may not change their enrollment status in a course from credit to audit or from audit to credit.

Incomplete Grades

A temporary grade of I/IP indicates that a student has performed satisfactorily in the course, but due to circumstances beyond the student's control, was unable to complete the course requirements. It also indicates that the student has received consent from the instructor to complete the work for which an I/IP has been assigned.

The I/IP grade cannot be used to enable a student to do additional work to raise a deficient grade. The course will not be counted in the cumulative grade-point average until a final grade is assigned.

An I/IP must be removed no later than one calendar year from the time the grade was initially assigned. Time extensions must be submitted and approved by the Dean of the College of Graduate Studies before the time expires. An I/IP not removed within the specified time will be converted to an F, except in courses involving theses, field study reports, research project papers, and research literacy papers. A student cannot make up an I/IP by registering and paying for the course again. No student may graduate with an I/IP on their academic record.

Proficiency in English and Grading

Students are expected to maintain satisfactory standards of oral and written English in all of their courses. The faculty of the University has agreed to accept English usage as a University-wide responsibility. Deficiencies in the use of English will be taken into consideration in assigning course grades, and students who fall below acceptable standards may make low grades or fail.

Grade Reporting

Students may obtain their grades through AP Talk, (931) 221-7000, after each semester/term. Grade reports are not automatically mailed to students. Copies may be requested through AP Talk.

Grade Appeal

Students may appeal course grades with their instructor within one calendar year from the date the grade was submitted to the Office of the Registrar. Once a degree has been posted to the transcript, the academic record is deemed complete and changes will not be made on grades earned prior to the posted degree. Review the Academic Grievance Policy section in the STUDENT HANDBOOK for appeal procedures.

Academic Status and Retention

The academic status of a student is denoted by one of four conditions:

- Good Standing
- Academic Probation
- Academic Suspension
- Academic Dismissal

Students who fail to meet prescribed academic standards are subject to disciplinary action. Official notification of academic probation, academic suspension and academic dismissal is sent to students at the end of the Fall and Spring semesters, Summer term or Fort Campbell term.

At any time a student's academic performance becomes deficient, he/she is placed on probation. When established standards are met, probationary status is removed. Two terms of deficient academic performance results in a one semester suspension, after

which a student is eligible for readmission. More than two suspensions result in dismissal from Graduate School.

Good Standing

Students are in good standing as long as their cumulative grade point average is 3.0 or higher. Good standing indicates only that the student is meeting the minimum standard for retention.

Academic Probation

Students whose cumulative GPA in graduate courses falls below 3.0 are placed on academic probation. During their next and all subsequent semesters or terms of Graduate School enrollment, probationary students must achieve a minimum 3.0 GPA per semester/term. Students remain on academic probation for as long as their cumulative GPA is less than 3.0

Academic Suspension

Probationary students, whose cumulative GPA is below 3.0 for two consecutive semesters or terms, are suspended. Suspended students may petition the Graduate Dean for readmission. Accompanying the request must be written supportive recommendations for readmission from the student's graduate committee chair and the department chair. The Graduate Dean presents the appeal to the Graduate and Research Council for its review and action. **Decisions of the Graduate and Research Council regarding suspension are final and may not be appealed.**

Students suspended for the first time may not enroll in Graduate School for at least one semester following their suspension. The University reserves the right to cancel a student's registration with full refund should the student enroll prior to being notified of an academic suspension. A student on academic suspension from Graduate School may not be admitted to, or continue in, any graduate program at APSU for credit or grade point average.

Readmission. After an absence of at least one semester, suspended students may request readmission by appealing to the Dean of the College of Graduate Studies. The Graduate Dean presents the appeal to the Graduate and Research Council for its review and action. **Decisions of the Graduate and Research Council regarding readmission are final and may not be appealed.**

Upon a second suspension, students seeking readmission must follow the same procedure specified herein, except that the student will have been suspended from Graduate School for a minimum of one calendar year.

Academic Dismissal

Graduate students with two suspensions must maintain a minimum 3.00 GPA each semester for the remainder of their academic career or be dismissed from Graduate School. **This dismissal is final and may not be appealed.**

Care Policy

Persons seeking admission to the College of Graduate Studies who have not taken graduate courses for at least six years and who have grades of "D" or "F" in previous graduate courses may appeal to the graduate dean for consideration within the CARE (Credentials Analysis and Re-Evaluation) Policy. Appeals will be granted only in cases where special circumstances exist. Courses and grades will remain on the student's transcript but the grades and hours earned will neither be calculated into the GPA nor counted as credit toward a graduate degree. Only one semester of graduate course work may be removed from the GPA calculation but all credit earned during that semester will be lost.

Student Due Process

Students have the right to due process. If a student believes their rights have been violated, he/she may appeal that perceived violation to the Vice President for Academic Affairs. Judgments at the VPAA level will be made only in relationship to procedural matters. All decisions made by the Dean of the College of Graduate Studies or the Graduate and Research Council that are substantive in nature, are not subject to appeal at the level of the Vice President for Academic Affairs.

Research Requirements

Research Plans

To meet research literacy and writing requirements for a graduate degree, the student must select one of the following research plan options. All options are not necessarily available in each department. The Tennessee Conference of Graduate Schools' *Guide to the Preparation of Theses and Dissertations* and current literary and/or research style manuals are to be used when completing the graduate research requirement. All students seeking a master's degree must register for the appropriate research foundations course the first time it is offered, after they are admitted to the College of Graduate Studies.

Plan I (Demonstration of Research Literacy)

The student must complete a minimum of 32 hours, including the research foundations course (5000 – 3 hours). Some departments require a research literacy paper. Other departments administer a comprehensive examination. The penultimate draft of the research literacy paper must be approved by the student's graduate committee chair or the instructor of the research course and be submitted to the College of Graduate Studies at least three weeks before the end of the semester in which the student expects to complete degree requirements. All final research literacy papers must be approved by the graduate dean and will be filed in the College of Graduate Studies office.

Plan II (Research Project)

The student must complete a minimum of 32 hours, including the research foundations course (5000-3 hours) and a research project paper. A research project proposal must be approved by the student's graduate

committee chair and the Dean of the College of Graduate Studies. The penultimate draft of the research project paper must be approved by the student's graduate committee chair and be submitted to the College of Graduate Studies at least three weeks before the end of the semester in which the student expects to complete degree requirements. All final research project papers must be approved by the graduate dean and will be filed in the College of Graduate Studies office.

Plan III (Thesis)

The student must complete a minimum of 32 hours, including the research foundations course (5000-3 hours) and a three or six semester hour thesis. A thesis proposal must be approved by the student's graduate committee and the Dean of the College of Graduate Studies. The penultimate draft of the thesis must be approved by the student's graduate committee and be submitted to the College of Graduate Studies at least three weeks before the end of the semester in which the student expects to complete degree requirements. All final theses must be approved by the graduate dean. It is the student's responsibility to duplicate four copies of the thesis. Information regarding the duplication and binding of theses is available in the College of Graduate Studies office.

Plan IV (Field Study Report)

The student must complete a minimum of 32 hours beyond a master's degree, including a four-hour field study. A field study proposal must be approved by the student's graduate committee chair and the Dean of the College of Graduate Studies. The penultimate draft of the field study report must be approved by the student's graduate committee chair and be submitted to the

College of Graduate Studies at least three weeks before the end of the semester in which the student expects to complete degree requirements. All final field study reports must be approved by the graduate dean. It is the student's responsibility to duplicate four copies of the field study report. Information regarding the duplication and binding of field study reports is available in the College of Graduate Studies office.

Research Involving Humans and Animals

All research concerned with human subjects must be approved by the Austin Peay Institutional Review Board. Most departments with graduate programs have representatives on this review board. Forms for submitting human research proposals and guidance in their preparation are available in the Office of Grants and Sponsored Programs, located in Room 212 of the Browning Building.

All research involving animals must be approved by the University Animal Care and Use Committee. Departments that conduct animal research are represented on this committee. Forms for submitting animal research proposals and guidance in their preparation also are available in the Office of Grants and Sponsored Programs, located in Room 212 of the Browning Building.

Continued Enrollment to Complete Graduate Research Requirement

There will be an assessment of tuition and fees for the continued enrollment of those graduate students who have completed all course work, but not the research literacy component of their degree requirements. During a two-semester "grace period," tuition and fees will be waived. Summer terms are not considered to be semesters. Beginning the third semester, students who have not completed their theses, field study reports, research project papers, or research literacy papers will be assessed tuition and fees for a one credit hour course each semester until completion of the requirement.

Residency, Candidacy and Degree Completion

Residency for Academic Purposes

The graduate student must earn a minimum of 32 graduate hours to complete a program with at least 23 graduate hours earned at Austin Peay State University.

Residency for Fee Purposes

A student's classification for fee purposes is made upon admission in accordance with Tennessee Board of Regents regulations (see Appendix A page 93). "IN STATE" fees are assessed to Tennessee residents classified "in state," as well as military personnel, their spouses and dependents stations in Tennessee or at Fort Campbell, residents from the Kentucky counties of Christian, Logan, Todd or Trigg (within 30 miles of APSU), and part-time students employed full-time in Tennessee. Appeal of the student's residency classification may be made before registration by completing the Application for Residency form and submitting it to the Dean of the College of Graduate Studies.

Admission to Candidacy

Students admitted to a degree-seeking program must complete the following prior to the completion of 15 semester hours of graduate credit.

Admission to Candidacy

Program of Study and Graduate Committee
Verification of Certification Status (for Education students only)

Master of Arts in Education (M.A.Ed) degree programs, with the exception of the Instruction Technology Specialization, require proof of teacher licensure. All Education Specialist degree programs (within Education), with the exception of Administration and Supervision Non-Licensure Specialization, also require proof of teacher licensure. A copy of a valid teaching license, if held, must be submitted to the College of Graduate Studies at the time admission to candidacy is sought. Students seeking a teaching license while pursuing the M.A.Ed degree must provide a copy of a valid license to the Office of the Registrar prior to the awarding of the master's degree. The same is true for students pursuing the Ed.S. degree.

Candidacy packets are available from the College of Graduate Studies office and from academic departments. All forms must be approved by the student's graduate committee, chair of the department, dean of the academic college and the graduate dean.

Transfer Credit

A maximum of nine hours credit earned at another regionally accredited graduate college of university may be accepted for transfer with written approval by the

student's graduate committee and the Dean of Graduate Studies. To be acceptable, this credit must fall within the time limit governing the completion of requirements for the degree and not be used for a previous degree.

Time Limit for Completing the Degree

The requirements for the degree must be completed within six calendar years from the date of initial enrollment in graduate courses at Austin Peay. This includes all required course work, research and comprehensive examinations. Appeals to extend time limit for completion of the degree are made in writing to the graduate dean for review by the Graduate and Research Council.

Earning a Second Masters Degree

A graduate student who has been awarded the Master of Science in Counseling and Guidance may receive the Master of Arts in Psychology by completing only those additional courses which are required for that major and recommended by their graduate committee. They may only utilize credit that is no more than six years old at the time of completion of the second degree.

Departmental Comprehensive Examination

During the last term in residence, or as otherwise specified, the candidate must pass a departmental oral and/or written comprehensive examination on all work used to meet the requirements for degree. The examination is a test of the candidate's ability to integrate knowledge of the major and related fields, including material in the research literacy paper, research project paper, thesis or field study report. If the performance is unsatisfactory, the candidate may be reexamined after a minimum of three months and before a maximum of twelve months, unless otherwise approved by the Dean of the College of Graduate Studies. The result of the second examination will be final. Unanimous agreement by the student's graduate committee is necessary for passing the examination.

Application for Degree and Commencement

Students must file formal written application for degree with the Office of the Registrar according to the published University Calendar during the term prior to the semester of completion. Applications for the degree will not be accepted from students who do not have at least a 3.0 GPA. All applicants for the degree must notify the Office of the Registrar in writing whether they will or will not participate in Commencement. Students currently enrolled in courses that are completed prior to graduate exercises or have only one course to complete in the Summer term are eligible to participate in the May Commencement.

After the application for degree is filed, the student's record is audited against his/her Program of Study, the student will be notified by the Office of the Registrar of their graduation status.

Graduating with Honor

Graduate students who complete their degree with a minimum cumulative graduate GPA of 3.85 or higher will be awarded their degree "with honor."

Graduate Fees and Expenses

The following fees are in effect for the 2002-2003 fiscal year. All fees are subject to change. It is the intent of the state of Tennessee that students classified in-state pay 30 percent of the cost of their education. The Tennessee Board of Regents annually sets fees so that approximately 70 percent of total cost is paid by the state and 30 percent by the student for Tennessee residents.

Required Fees

Main campus, Off-campus, APSU Center at Fort Campbell and Distance Learning

Registration and maintenance

For 10 or more credit hours	\$1,716
Per credit hour (less than 10 credits)*	\$181
Per credit hour for Tennessee residents at least 65 years of age and/or permanently disabled (maximum of \$75)	\$75
Additional Charge to Out-of-State Students	
For 12 or more credits.....	\$3,236
Per credit hour (less than 12 credits)	\$280
Technology Access Fee for 10 or more credit hours.....	\$112.50
Per credit hour (less than 10 credits)	\$11 (Technology Access Fee for APSU @ FC only)
General Access Fee for 12 or more credit hours	\$ 204.00
Per credit hour	\$ 25.00 first hour + \$18.00 per hour for each added hour (General Access Fee for Main Campus & Distance Learning only)

Other required fees for main Campus Only

Debt Service Fee	
Full-Time Students (10 or more credit hours).....	\$109
Part-Time Students (less than 10 credits, per hour).....	\$10
Student Government Fee (per registration).....	\$4
Post Office Box Rental (per semester - if 10 or more hours) (non-refundable)	\$9

*Summer fees will be calculated on a per credit charge with no maximum for a full-time student

Room and Board

Family Housing Emerald Hill (Family Housing).....	\$315-335
Board in Cafeteria per semester, estimated.....	\$700
Residence Hall Room (double-occupancy per semester)	\$1,140-1,180
Two Rivers Apartments Honors Apartments.....	\$1230

Returnable Deposits (Housing)

Residence Halls	\$100
Apartments	\$100

Special fees (Some Required)

Application fee if not previously enrolled in the Graduate School (Include with application; non-refundable)	\$25
Audit Fees	Same as regular fees (No charge to Tennessee residents at least 60 years of age and/or permanently disabled)
Graduate Record Examination (General only)	Current ETS fee
Graduation (Includes commencement regalia) Master and Specialist Degree	\$35
Identification card	No charge (Required of all students taking on-campus classes)
Identification Card Replacement	\$10
Late Registration (Non-refundable)	\$50
Motor Vehicle Registration – Included with General Access Fee	\$0
Music Lessons – Individual: One half-hour lesson per week	\$55
One hour lesson per week	\$110
Returned Check Service Charge	\$20
Thesis, Research Paper and Field Study Binding (Each copy)	\$11
Fax Transcripts (Per page, including Cover Sheet)	\$1
Transcripts, Official (Limited number)	No charge (Transcripts issued only upon written request by the student)

Fee Discounts

Employees of Austin Peay State University

Full-time employees of APSU may enroll for one course per term on a space available basis without paying tuition charges, maintenance fees, debt service, student activity fees, technology access fees and registration fees. The approved PC 191 form must be submitted to the Business Office at the time of registration each term. APSU employees may also use the Employee Scholarship Application form.

Children of Vietnam Conflict Veterans

Children of Vietnam Conflict Veterans who died while either serving in Vietnam or as a result of injury sustained while serving in Vietnam or who have been declared missing in action in Vietnam, may be eligible for waiver of registration and maintenance fees. The parent who is deceased or missing in action must have been a resident of Tennessee. Contact the Veterans Affairs Office for more information and verification procedures.

Tennessee State Employees

Full-time employees of the State may enroll in one undergraduate or graduate course without paying tuition charges, maintenance fees, debt service fees, student activity fees, technology access fees and registration fees. The approved form (available from Admissions) must be submitted to the Business Office prior to fee payment each term.

Registration for Students 60 Years of Age and Over or Students with Disabilities

A student domiciled in Tennessee who is 60 years of age or older, or one who is permanently and totally disabled, who wishes to audit a course and be exempt from paying fees as provided by Tennessee law may do so by filing in the Office of the Registrar a birth certificate or an acceptable physician's certificate of permanent, total disability (these documents will be duplicated and originals will be returned to the student). A student domiciled in Tennessee who is 65 years of age or older, or one who is permanently, totally disabled, may register in courses for credit by paying a special service fee, which is less than the regular registration fee. Appropriate documentation is required. Please refer to information in the SCHEDULE OF CLASSES for registration timetables and procedures.

Payments and Refunds

- I. The University operates on the semester plan and students are expected to pay all expenses when registering at the beginning of each semester. Students expecting to pay a portion of their expenses by working for the University should bring sufficient money to pay all fees, to make all returnable deposits, to pay board charges for one semester and to pay for at least one month's rent. The University accepts cash, checks, VISA and Master Card.
- II. Out-of-state, full-time students will be charged \$3,236 per semester for tuition in addition to the \$1,716 graduate maintenance fee. This charge does not apply to students living in Kentucky counties of Christian, Logan, Todd and Trigg, which are within the legal service area of APSU (30 mile radius of Clarksville).
- III. Refund procedures for maintenance fees, out-of-state, debt services, music lessons, student activities, student government activity fees and deposits are as outlined:
 - A. **Maintenance Fee Refunds**
 1. Refunds are 100 percent for courses canceled by the institution.
 2. Changes in courses involving the adding and dropping of equal numbers of student credit hours for the same term at the same time require no refund or assessment for additional maintenance fees.
 3. The basic refund for withdrawals or drops during regular terms (fall and spring) is 75 percent from the time of enrollment through the 14th calendar day of classes and then reduced to 25 percent for a period of time which extends 25 percent of the length of the term. There is no refund after the 25 percent period ends.
 4. For summer sessions, Ft. Campbell and other short terms, the refund periods are adjusted in proportion to III.A.3.
 5. All refund periods will be rounded to whole days and the date on which each refund period ends will be included in publications. In calculating the 75 percent period for other than the fall or spring and in calculating the 25 percent length of term in all cases, the number of calendar days during the term will be considered. When the calculation produces a fractional day, rounding will be up or down to the nearest whole day.
 6. A full refund (100 percent) is provided on behalf of a

student whose death occurs during the term. Any indebtedness will be offset against the refund.

7. A 100 percent refund will be provided for students who enroll under an advance registration system but who drop or withdraw prior to the first day of class. No refund will be made during the registration period.
8. A 100 percent refund will be provided to students who are compelled by the institution to withdraw when it is determined they are academically ineligible for enrollment or were not properly admitted to enroll for the course(s) being dropped. An appropriate official must certify in writing that this provision is applicable in each case.
9. When courses are included in a regular term's registration process for administrative convenience, but the course does not begin until late in the term, the 75 percent/ 25 percent refunds will be based on the particular course's beginning and ending dates. This provision does not apply to classes during the fall or spring terms which may meet only once per week. Those courses will follow the same refund dates as other regular courses for the term.
10. Students receiving Title IV financial aid who withdraw during their first term at the University will have their refunds calculated and applied to outstanding balances in accordance with the Department of Education Higher Education Act of 1965 as amended.

11. The refund percentage is applied to the difference between the per hour rate (for maximum) for the number of credit hours immediately before the drop or withdrawal and the number immediately afterward.

B. Out-of-State Tuition Refunds

The refund provision for out-of-state tuition is the same as that for maintenance fees. A 75 percent refund is made for the same period and a 25 percent refund is made for the same period. When 100 percent of maintenance fees are refunded, the 100 percent of out-of-state tuition is refunded. Calculation procedures are the same as those specified for maintenance fees.

C. Debt Service, Music Lesson, Student Government, General Access Fee and Technology Access Fee Refunds

These fees will be subject to the same refund policy as maintenance fees.

D. Student Resident Hall/Apartment Rent and Deposit Refunds

1. RENT

- a. A pro-rated rent refund will be made if a student is forced to move out of the residence halls due to personal illness (confirmed in writing from a licensed physician) or at the request of the University for other than disciplinary reasons (i.e. marriage, academic suspension). Full refund will be made in the case of death to the student.
- b. A percentage refund of rent will be made if the student is forced to move out of university housing due to withdrawal from the University. This

percentage refund will be the same as the percentage refund policy for general maintenance fees.

- c. No refund of rent will be made if the student moves out of the residence halls for any other reason except those noted in a. and b. above.

2. DEPOSIT

The deposit will be refunded if:

- a. The student cancels the license agreement by August 1 for the academic year. (For all new students applying for Spring Semester, the deadline for cancellation is December 15. Applications submitted after these dates will be subject to automatic forfeiture of housing deposit upon cancellation.),
- b. The student has vacated the residence hall at the end of the license agreement and has properly checked out,
- c. The student is forced to withdraw from university housing or cannot move into university housing due to illness (confirmed in writing from a licensed physician),
- d. The inability of the student to move into university housing due to lack of space,
- e. The student is forced to withdraw from university housing for

other than disciplinary reasons (i.e. marriage, academic suspension, academic internships, student teaching),

- f. The student is not accepted to APSU (verified by Admissions Office),
- g. The student graduates or leaves school at end of the Fall semester and does not enroll for Spring Semester. The student must cancel agreement by December 15 if not attending Spring Semester or
- h. The student has died.

E. Textbook Refund Policy

1. Purchased textbooks and related materials may be returned for refund through the Drop/Add period.
2. Receipts are required for ALL returns.

F. Refunds for Activated Military Reserve and National Guard Personnel

1. Students who are absent in excess of 30 days during the term due to active military service will receive a 100 percent refund on all registration fees and tuition charges. Room and board charges will be prorated on a weekly basis.
2. Refunds will be applied to outstanding balances owed the University including required financial aid repayments, according to rules and regulations in place at the time.
3. Students will be responsible for repayment of financial aid debts in excess of the amounts repaid through the refund process.

4. Students must present proof from an appropriate military authority of the dates active duty was actually performed.
- IV. Students taking on-campus courses are required to have a special photo made on an identification card for personal identification. These photos are made at the University during registration without charge. Validation is required at each registration. If the original card is lost, there will be a replacement charge. This card will be the means of admission to activities during the semester for which the student is enrolled. Students are expected to show their ID cards to appropriate University officials when requested.
 - V. Fort Campbell students who wish to receive an ID Card mentioned in IV must pay the debt service charge.
 - VI. If a registration check is returned, the fee is assumed to be unpaid and charges for late registration will be assessed. Registration is subject to cancellation if check given in payment of fees or cashed by the University for the personal convenience of the student is returned. Check-cashing privileges will be revoked for any student who has more than one check returned during the fiscal year.
 - VII. No student shall be enrolled, shall be graduated, or shall receive a transcript of his/her record until all accounts are settled, including University owned equipment rented or loaned to the student. The term "transcript" includes application for issuance or renewal of certificates.
 - VIII. The application fee is non-refundable.
 - IX. Students who are enrolled at either the main campus or the APSU Center at Fort Campbell will be assessed fees at the respective location and then assessed fees for any additional courses taken at the other site. This policy is in effect for all students, veterans and non-veterans, who cross enroll at the two campuses even though one academic record is established for their cross enrollment.

Financial Aid and Scholarships

Many students need financial assistance to meet part or all of their college-related expenses. At APSU, students of academic promise with a strong desire to secure a college education are encouraged to apply for financial assistance. Students applying for financial assistance must be enrolled in a degree-seeking program and not be considered a special or transient student.

How to Apply for Financial Aid

1. A student should complete the Free Application for Federal Student Aid, U.S. Department of Education Form, after January 1 of the appropriate year. No check or money order is required.
2. Students should file an application for admission to the University at the same time they complete the Free Application for Federal Student Aid. A student should not wait to be accepted for admission to apply for financial aid. For further information contact: Director of Student Financial Aid, Box 4546, Austin Peay State University, Clarksville, Tennessee 37044, telephone (931) 221-7907.

Policy of Class Attendance and Unofficial Withdrawals

Students receiving Federal Title IV Financial Aid must attend class on a regular basis. If student ceases to attend class, they should officially withdraw from the University. The form to drop a class is available in the Ellington lobby. The form to officially withdraw from the University is available in the Student Development Office. If students unofficially withdraw and receive

“FA” grades in their courses, they may be held responsible for all or partial repayment of funds.

Scholarships

African American Graduate Fellowship

The College of Graduate Studies offers one-year non-renewable graduate fellowships to qualified Tennessee residents. Applicants for these fellowships must be a first time student, a Tennessee resident and regularly admitted to graduate studies. The scholarship recipient must be enrolled as a full-time graduate student and progressing satisfactorily toward the degree. Recipients are encouraged to apply for a graduate assistantship for subsequent years (see page 43). For more information contact the College of Graduate Studies, (931) 221-7414.

ROTC Scholarships

Graduate ROTC Scholarships are available and provide full tuition and a \$450 book scholarship per year for a two year period. Additionally, graduate students enrolled in the ROTC two-year program receive \$150 per month for ten months during the year. For more information, contact the Military Science Department (931) 221-6155.

Loan Funds

Emergency Loan Fund

The University administers a small loan fund for enrolled students who have emergency situations and who need small amounts of money quickly. This program is administered by the Student Financial Aid Office.

Federal Perkins Student Loan

This program provides long-term, low-interest loans to students who need financial assistance. Awards for graduate students range up to \$5,000 annually, not to exceed \$30,000 (includes any Federal Perkins Student Loan as an undergraduate or graduate student).

General provisions of the Federal Perkins Student Loan includes the following: repayment begins ten months after the student leaves the University and continues monthly there after until the entire loan is repaid; interest begins accruing at a rate of five percent nine months after the borrower ceases to be enrolled on at least a half-time basis; and minimum payments are \$40 per month, including interest on the unpaid balance. Loan repayments may be deferred for periods during which a borrower: (1) is at least a half-time student (2) is pursuing a course of study in an approved graduate fellowship program or approved rehabilitation training program for disabled individual excluding a medical internship or residency program (3) is unable to find full-time employment, but not in excess of three years (4) may be suffering an economic hardship, but not in excess of three years or (5) is engaged in service described under the cancellation provisions.

Federal Subsidized Stafford Student Loan

These loans (formally called the Guaranteed Student Loan) are made by local banks and are guaranteed by the Federal Government. No payments are due on the loan while the student is enrolled on at least at half-time basis and the government will pay the interest while the student is enrolled on at least half-time basis. The maximum loan for graduate students is \$8,5000 annually, not to exceed \$65,000 (includes any funds borrowed as an undergraduate or graduate). This total amount is subject to the student's actual financial need and federal regulations.

The agency responsible for this program in Tennessee is the Tennessee Student Assistance Corporation (TSAC). Applications are available in hometown banks or other lending institutions for the Student Financial Aid Office for certification. The application is then submitted to the lending institution (bank) by the student for processing. Students who are unable to obtain a loan from their hometown banks should contact the Student Financial Aid Office for additional information on possible lenders. Loan repayments may be deferred for periods during which a borrower: (1) is at least a half-time student (2) is pursuing a course of study in an approved graduate fellowship program or approved rehabilitation training program for disabled individuals excluding a medical internship or residency program (3)

is unable to find full-time employment, but not in excess of three years (4) may be suffering an economic hardship, but not in excess of three years or (5) is engaged in service described under the cancellation provisions.

Federal Unsubsidized Stafford Loan

These loans have the same application procedure, interest rates and repayment process as the Federal Subsidized Stafford Loan. The student may pay the interest while enrolled or choose to let the interest accrue and capitalize. The maximum is \$10,000 annually not to exceed \$73,000 in federal unsubsidized loan funds (includes funds borrowed as an undergraduate or graduate). Repayment of principal begins after the student ceases to be enrolled at least half-time. Loan amounts are restricted by the cost of education, resources available, state and federal regulations.

Disbursement of Funds

It is the policy of the University to disburse one-half of an academic-year award (excluding Federal Work-Study Program – FWP) within three days of the beginning of the semester/term. The exception to this policy is for students who are enrolled at Fort Campbell and who will have their awards disbursed in fourths to coincide with the four sessions of the academic year at the center. Summer assistance is managed in a different manner. For additional information on availability and disbursement of summer funds, contact the Student Financial Aid Office.

If an offer of financial assistance includes employment under the provisions of the FWP, it must be understood that the amount of money awarded is the amount of money a student may expect to earn during the award period as a result of work performed and hours necessary to perform such work. FWP recipients must report to the Student Financial Aid Office upon arrival to campus for job assignment and clearance. This must be done each academic year.

Satisfactory Academic Progress Required to Receive and Renew Aid

All students receiving Title IV aid are required to maintain class attendance and satisfactory progress each semester as outlined:

I. Guidelines

Graduate students must maintain a minimum 3.0 cumulative GPA to maintain satisfactory academic progress for financial aid purposes.

II. Reinstatement

To be reinstated, each student must provide the Student Financial Aid Office with proof of compliance with the appropriate requirement(s) cited above.

III. Appeals

Appeals should be made to the Student Financial Aid Office. Decisions made by the Satisfactory Progress Appeal Committee may be appealed to the Director of Student Financial Aid. The following circumstances may be considered appropriate reasons for appeal:

- A. Serious illness or accident on the part of the student.
- B. Death or serious illness in the immediate family.
- C. Discontinuance of a course by the University.
- D. Personal complications.

Policy on Allocation of Refunds and Repayment to Title IV Federal (Pell Grant, FSEOG, Federal Perkins, Federal Stafford Student Loans)

Any student who withdraws from all classes and would normally be due a refund under the current policy, but received State or Federal Title IV Financial Aid in the form of a grant, loan or scholarship will have that refund repaid to the accounts from which financial aid was received. Any first-time student receiving Federal Title IV financial aid who withdraws from all classes is entitled to a pro-rated refund through 60 percent of the enrollment period.

I. Distribution Among Title IV Programs

The University will allocate the Title IV portion of the refund to the various Title IV program(s) from which the student received

aid. The allocation will take place in the following order:

- A. FEEL programs (the Part B loans)
- B. Federal Direct Loans
- C. Federal Perkins
- D. Federal Pell
- E. Federal SEOG
- F. Other Title IV assistance
- G. Tennessee Student Assistance Award
- H. Scholarships

II. Distribution of Repayments of Cash Disbursements Made Directly to the Student

- A. If a student officially or unofficially withdraws from or is dismissed by the University on or after the first day of classes of a semester and the student received a cash disbursement for non-instructional costs under any Title IV program (except Federal Work-Study Program) for that semester, the University will determine whether a portion of that cash disbursement will have to be repaid by the student.
- B. In determining whether a student will have to repay a cash disbursement, the University will subtract from the cash disbursement received by the student the educational costs incurred by him/her for non-instructional charges for that term up to the date of withdrawal or expulsion.
 - 1. No repayment will be expected after 30 days from the first day of classes.
 - 2. If the expected repayment will total less than \$50, no repayment will be required.
- C. The University will apply these policies in a consistent manner to all students receiving Title IV aid.
 - 1. The University will not allocate any part of the refund to a Title IV program if the student did not receive aid under the program.
 - 2. The amount allocated to a program may not exceed the amount the student received from that program.

Part-Time Employment

General Campus Work

Each year, a number of students are employed on campus in administrative and departmental offices, the library, laboratories and intramural recreation. The number of hours students are permitted to work depends on the need of the various departments and may be limited by any federal financial assistance the student is receiving. Applicants must be at least half-time students. Applications are secured from the Student Financial Aid Office, P.O. Box 4546, Austin Peay State University, Clarksville, Tennessee 37044. Positions are advertised in the classified section of the campus newspaper, THE ALL STATE. Direct questions to the Student Financial Aid Office.

Federal Work-Study Program (FWP)

The Federal Work-Study Program is federally funded and designed to assist students who are in need of employment in order to pursue their education. The student's work is performed on campus and is similar to that performed by students working on the General Campus Work Program. The student may work up to a maximum of 20 hours per week depending upon the amount of the work-study award and availability of funds. Students who qualify for the FWP and are currently enrolled or who are high school graduates and have been tentatively accepted for enrollment to the University in the Fall may be eligible for full-time employment during the semester.

Off-Campus Work

Many APSU students earn a considerable part of their college expense with part-time, off-campus work in the Clarksville-Fort Campbell area. The Career Services Office offers JOB-OP, a part-time off-campus job referral service to assist both students and area employers in filing employment needs.

Other Forms of Financial Assistance

Vocational Rehabilitation

Students with a physical disability may obtain grants-in-aid, providing assistance with college-related costs through the Tennessee Vocational Rehabilitation Service. Tennessee residents should request information from the high school guidance counselor or write to Coordinator, Division of Vocational Rehabilitation, 1808 West End Building, Nashville, Tennessee 37203. Students residing in other states

should contact the similar agency in their state. This program is different from GI Bill Chapter 31-Vocational Rehabilitation.

Graduate Assistantships

Graduate assistantships (non-teaching) are available for superior students in each of the academic departments that offer graduate programs and several other areas on campus. Students may be selected on the basis of their undergraduate GPA, Graduate Record Examination scores, letters of recommendation and/or resumes and interviews. Graduate assistants are required to work 20 hours per week in their assigned locations. The hours are somewhat flexible and a complete job description will be formulated by each supervisor. Stipends are paid semi-monthly from which graduate tuition may be deducted upon student request. Graduate assistants are not permitted to have additional employment without written permission from the Dean of the College of Graduate Studies. Individuals being awarded assistantships must be admitted to the graduate school. To keep the assistantship, students must be enrolled full-time during their assigned terms and maintain satisfactory academic progress. Students awarded Fall and Spring semester assistantships are not required to take summer classes.

A student is eligible to hold an assistantship for only four semesters and must reapply each academic year. Applications for all graduate assistantships must be submitted to the College of Graduate Studies by the published deadline for the following academic year. Award notifications for Fall will be made by August 1 each year. Persons desiring further information or applications should write or call the College of Graduate Studies, Austin Peay State University, P.O. Box 4458, Clarksville, Tennessee 37044, telephone (931) 221-7414.

Veterans Affairs Benefits

All degree programs offered by Austin Peay State University, as listed in this BULLETIN, are approved for veterans' training. The Office of Veterans Affairs (OVA) must certify each veteran's training to the Department of Veterans Affairs (DVA) before any payments can be made. APSU has two OVA's: Room 221, Ellington Student Services Building for Main Campus; and SSG Glenn H English, Jr. Army Education Center, Bldg. 202, Room 137 for Austin Peay State University Center at Fort Campbell. The OVA maintains all necessary forms for veterans to apply for education benefits and any questions relating

to DVA educational training at APSU should be directed to the OVA. However, the OVA does not make decisions on eligibility for DVA educational benefits, or on the amount and length of entitlement a student is eligible under those benefits. To receive a formal decision, the veteran must file a claim with the DVA, who makes final determination on eligibility and payment amount. All claims should be filed through the appropriate APSU OVA so that copies are maintained in the student's APSU file. The programs under which the veteran may be eligible for DVA educational benefits are listed below. To determine specific eligibility requirements, direct questions to the OVA or to the DAV regional Office at 1-800-827-1000.

- A. Montgomery GI Bill – Chapter 30
- B. Vocational Rehabilitation – Chapter 31
- C. Post-Vietnam Era Veterans' Educational Assistance Program – Chapter 32
- D. Survivors' and Dependents' Educational Assistance Program – Chapter 35
- E. Selected Reserve Educational Assistance Program – Chapter 1606
- F. Restored Entitlement Program for survivors (REPS)
- G. Section 901 (Educational Assistance Test Program)
- H. Section 903 (Educational Assistance Pilot Program, noncontributory VEAP)

Avoiding DVA Education Overpayment

As a DVA educational benefits recipient, the veteran should understand what can be done to prevent an overpayment:

- A. **Report Changes in Enrollment:** Promptly report any changes in enrollment to APSU OVA and the DVA. If APSU is notified and not DVA, it may take longer to correct payments. Please take note: DVA payment for a month of school attendance is normally made during the following month; that is, on a reimbursable basis. If a check is received during a month following a change in enrollment status, verify entitlement to the check before cashing it. If the amount has not changed from the previous check and there has been a reduction in the rate of training, contact APSU OVA for a status review.
- B. **Understand the Consequences of Changes:**
 - 1. If a veteran receives a "nonpunitive" grade of "W" or "I", reduces, or terminates enrollment, DVA will be notified. Upon receipt of the notice,

DVA will reduce or terminate benefits. The payment of DVA educational benefits will not be made for any course that is not computed in the graduation requirements of the program.

- 2. If there is a change of enrollment after the regular drop/add period, the OVA will ask for a statement explaining the events surrounding the change. The law states that no payments will be made for a course from which the veteran withdraws, or receives a "nonpunitive" grade of "W" or "I", unless there are "mitigating circumstances" surrounding the change. DVA will reduce or terminate benefits for the start of the term. Examples of unacceptable "mitigating circumstances" include withdrawal to avoid a failing grade, dislike of instructor and too many courses attempted. The APSU OVA can advise on acceptable "mitigating circumstances."
- 3. The veteran must report changes in dependency, including self, if receiving an additional allowance for family members.

C. If an Educational Overpayment is Created:

DVA is required to take prompt and aggressive action to recover the overpayment. The following actions may be taken if an overpayment is not promptly liquidated:

- 1. Adding interest and collection fees to the debt.
- 2. Withholding future benefits to apply to the debt.
- 3. Referring the debt to a private collection agency.
- 4. Offsetting the debt from the veteran's federal income tax refund.
- 5. Offsetting the debt from the veteran's salary if a federal employee.
- 6. Filing a lawsuit in federal court to collect the debt.
- 7. Withholding approval of a DVA home loan guarantee pending payment of the debt.

Admission to the University is Required for Receiving VA Benefits

Students must be fully admitted and seeking a degree at APSU in order to qualify for DVA benefits. Non-

degree seeking students do not qualify for educational benefits. Admission application is made through the APSU Admissions Office in the College of Graduate Studies located in Kimbrough Building. Fort Campbell applicants may apply through the Office of Enrollment Services at Fort Campbell.

Applying for DVA Educational Benefits/Initial Tuition Requirements

Application for DVA educational benefits is made through the appropriate APSU OVA. For veterans, a copy of the DD-214 discharge certificate is required with both the application for admission and the application for DVA benefits. For those students who have remaining eligibility under the Vietnam ERA GI Bill (Chapter 34), marriage certificate, birth certificates for all children who are claimed as dependents and any applicable divorce decrees are required for submission in order to claim those family members for benefit payment. An application for DVA educational benefits does not constitute an application for admission to the University. Students must be prepared to pay tuition at the time of registration. It normally takes at least 10 weeks following application for DVA benefits before the first payment check can be expected.

Critical Areas of Concern for Continuing DVA Certification for Benefits

I. **Matriculation:** DVA considers a student to have matriculated when he/she has been admitted to APSU as pursuing an approved degree. This means that all documents necessary to be admitted as a regular, degree-seeking student must be received by the College of Graduate Studies before matriculation is complete. Students who have not been admitted into a degree program are not eligible for DVA educational benefits. **IT IS APSU POLICY THAT STUDENTS MUST MATRICULATE BY THE END OF THE FIRST SEMESTER OR TERM.** The requirements for full admission must be completed prior to enrollment for the second semester/term (see Admission to Graduate Studies). Certification for DVA educational benefits will not be submitted beyond one semester or term for non-articulated students. The following documents are required for matriculation:

- A. Application for admission,
- B. All higher education transcripts from other schools (includes Community

College of the Air Force) and non-traditional college credits,

C. All applicable test scores (refer to Admission to Graduate Studies page XX) and

D. All military personnel (active duty and veterans) must submit documents for military credit.

II. **Proper Degree Pursuit:** In order to be certified to receive DVA educational benefits, students are required to be degree-seeking and enrolled in an approved degree program of study as listed in this BULLETIN. Benefit payments will only be made for those courses required in the program of study which count for graduation credit and pursuit is allowed for only one degree program at a time. Students must enroll in and attend the degree-granting institution in order to receive DVA educational benefits. This means that a Main Campus degree cannot be pursued at Fort Campbell. If a change of program is desired, the DVA must be notified by submitting the appropriate notification forms through the OVA.

III. **Repeated or Excessive Courses:** DVA educational benefit payment will not be made for courses which have been previously passed, whether at APSU or accepted as transfer credit. However, the OVA must report the student's unsatisfactory progress and terminate educational benefits, at such time he or she no longer meets APSU's standards of progress. Electives are considered to be courses which are required for graduation as long as they do not exceed the maximum number of credit hours required for graduation. Excessive courses are those courses that a student completes, but the courses will not be used in computing hour requirements for graduation. Excessive courses will not be certified for DVA payment.

Evaluation of Credit

An enrollment certification submitted for a veteran, reservist or service person initially enrolling at APSU, or initiating a program of study different from that previously pursued, must reflect the amount of credit allowed for previous education, training or experience, including military training and experience. This is called prior credit, and is that credit which, when applied to the student's current program of study, shortens the program accordingly. The process by

which this prior credit is determined is as follows: when a student initially enrolls, all documents required for matriculation must be received by the College of Graduate Studies within ONE semester or term. Following receipt, these documents are evaluated for transfer credit; that is, the credit from other institutions of higher education, military, etc., which are accepted by APSU as graduate level transfer credit. Students receive a copy of this evaluation after or upon its completion. This completed transfer credit evaluation must be applied to the individual program of study to shorten that program. Prior credit must be reported to DVA on the enrollment certification by the end of the second semester/term of receiving VA benefits. Once prior credit is evaluated it is not required again unless the program of study changes after which prior credit must be re-evaluated in application to the new program.

Change of Program

The OVA must be informed if a student wishes to change his/her program of study and the proper request form submitted to the DVA. Upon making a program change, all previous course work at APSU or other institutions must be applied to the new program change as prior credit. Chapter 31 vocational rehabilitation students may not change their degree programs without prior approval from the DVA rehabilitation counselor.

Satisfactory Progress

All grades, no matter when earned, are part of the permanent transcript and are factored into academic progress. Students placed on academic probation must bring their GPA above the probationary level during the semester/term for which probation was awarded or DVA benefits will be terminated. If benefits are terminated for unsatisfactory academic progress, a written request must be submitted by the student for benefits to be reinstated.

Dual Enrollment Between Main Campus and Austin Peay State University Center at Fort Campbell

Enrolling at both Main Campus and Fort Campbell creates a special reporting requirement, because the DVA classifies Main Campus and Fort Campbell as two separate educational institutions. Pursuit of a Main Campus degree makes the main Campus the primary

degree-granting institution. Students must be admitted to and pursuing a degree at their primary institution. Students are allowed to temporarily enroll at the secondary institution in classes that apply to the primary degree program. Enrolling at the secondary institution makes a student either transient or concurrently enrolled. Transient means a student is temporarily attending only the secondary institutions and concurrently enrolled means that the student is attending both primary and secondary institutions simultaneously. The OVA's at both campuses have a Transient Student form where courses at the secondary institution must be validated before they can be certified to DVA for payment. Students who are receiving DVA benefits should consult their primary institution OVA before enrolling as a transient or concurrently enrolled student.

Attending Another Institution While Receiving DVA Benefits at Austin Peay

Students who plan to attend another institution (in a transient status) while attending and receiving DVA payment at Austin Peay MUST see the appropriate OVA prior to registering/enrolling at the other institution, or DVA benefits for the enrollment at the other institution will be significantly delayed or disallowed.

Attendance Policy

In order to prevent or reduce overpayment of DVA educational benefits, students are reminded that it is the student's responsibility to keep the APSU OVA informed of enrollment status. This includes drops, adds, withdrawals and unofficial withdrawals. The OVA recommends that students review the APSU attendance policy in the University BULLETIN, attend class and take the final exam if one is required. When the OVA is notified by a faculty member that a student's attendance has been unsatisfactory, the benefits for that class will be terminated from the last known date of attendance, as provided by the faculty member. If no last date of attendance is provided, benefits will be terminated from the start of the semester/term. Receipt of an "FA" grade will result in benefits being terminated from the last known date of attendance.

GRADUATE PROGRAMS AND DEGREES

GRADUATE DEGREES AND ACADEMIC PROGRAMS

The University confers five graduate degrees: Master of Arts (M.A.), Master of Arts in Education (M.A.Ed.), Master of Music (M.Mu.), Master of Science (M.S.) and the Education Specialist (Ed.S.).

MASTER DEGREES

MAJORS AND DEGREES	CONCENTRATIONS	SPECIALIZATIONS
Biology (M.S.)		
Communication Arts (M.A.)		General Communication Corporate Communication
Curriculum and Instruction (M.A.Ed.)	Special Education	Instructional Technology Leadership Mathematics
Educational Leadership Studies (M.A.Ed.)		
Elementary Education (M.A.Ed.)		
English (M.A.)		
Guidance and Counseling (M.S.)	Agency Counseling School Counseling	
Health and Human Performance (M.A.Ed.)		
Health and Human Performance (M.S.)	Public and Community Health	Exercise Science Gerontology Health Services Administration Sports Administration
Music (M.Mu.)	Music Education Music Performance	
Psychology (M.A.)	Clinical Psychology Industrial/Organizational Psychology Psychological Science School Psychology	
Reading (M.A.Ed.)		

EDUCATION SPECIALIST DEGREE

MAJOR/DEGREE	CONCENTRATIONS
Education (Ed.S.)*	Administration and Supervision Counseling and Guidance Elementary Education School Psychology Secondary Education

*Completion of an appropriate master's degree is required prior to admission to the Ed.S. program.

College of Arts and Letters

_____, *Dean*
(931) 221-____ or email at _____

The College of Arts and Letters offers graduate programs leading to master's degrees in the Departments of Communication and Theatre, Languages and Literature, and Music. Each program is directed toward preparing students to integrate, apply, and disseminate new knowledge and skills. Throughout the College, faculty and graduate students are engaged in a broad range of scholarly and creative work. Flexibility in the College curricula encourages students to achieve differing goals.

Graduate programs in communication and theatre, languages and literature, and music advance knowledge, research, and practical training in these fields. Upon graduation, students are equipped for independent investigation and creative expression as professional leaders.

Department of Communication and Theatre

Micheal Gotcher, *Department Chair*
Communication, MMC 171
P.O. Box 4446
(931) 221-7364 or email at gotcherm@apsu.edu

Ellen Kanervo, *Graduate Coordinator*
Communication and Theatre, TR 420D
P.O. Box 4446
(931) 221-6124 or email at kanervoe@apsu.edu

Faculty:

Scott Boyd, Leni Dyer, Mike Gotcher, Sara Gotcher, Ted Jones, Ellen Kanervo, John Moseley, David von Palko, Tom Pallen, Frank Parcells, Yvonne Prather, Wewui Zhang

The mission for Austin Peay's Department of Communication & Theatre is to provide students with opportunities to develop the skills and capabilities for successful communication and theatre arts careers. In addition, the department seeks to create an educational experience emphasizing ethical rigor, critical thinking skills, personal responsibility, and a commitment to lifetime learning and improvement.

The Department seeks both to serve and draw upon university resources through multi-disciplinary programs, extra-curricular activities, and symposia. It serves the community through outreach programs, consulting to business and industry, and through performing arts activities.

The Department offers both graduate and undergraduate programs and serves both traditional and nontraditional students. At the undergraduate level, the focus is in preparing students for the opportunities and challenges they will face in the job marketplace and life world of the future. The graduate programs are designed to offer students advanced professional skills and/or preparation for academic careers. The department works to accommodate the unique situations of nontraditional and traditional students by offering courses at night and online. The Department of Communication and Theatre offers a master of arts degree in Communication Arts for those considering an advanced

degree in theatre, mass communication, public relations or speech. The degree develops the written, spoken, interpersonal, and persuasive skills required in modern organizations, as well as teaching the specific techniques required in communication-related jobs. This is a truly interdisciplinary program involving business and marketing, psychology, mass communication, theatre, and interpersonal and group communication.

The Department seeks to guide students in achieving their individual goals through small classes, individual interaction between students and faculty, and coursework focusing on practical applications of communication theory. Students may select one of two tracks: Corporate Communication and General Communication.

Admission

Refer to page 19 for admission requirements to the College of Graduate Studies. There are no additional requirements for admission to the Department of Communication and Theatre.

Thesis

Requirements for thesis are stated on page 29.

Master of Arts

Communication Arts (M.A.) (33 semester hours)

Two specializations are offered: General Communication and Corporate Communication. Upon the completion of 24 graduate hours, students must pass a comprehensive written examination over the eight classes taken.

General Communication Specialization

The general Communication track prepares students for doctoral studies and teaching at the high school, community college or university level. Courses in this sequence allow students to apply theoretical understanding to real world communication problems. The General Communication specialization requires a thesis and helps to develop particular research skills for those interested in investigating the processes and effects of mass and interpersonal communication.

Required Core: Hours

COMM 5000 Methods of Research 3
 COMM 599A,B Thesis Writing 6

Specialization Requirements: Select 18 hours

COMM 5030 Applied Communication Theory 3

COMM 5050 Public Relations and Public Opinion	3
COMM 5350 Media Management	3
COMM 5650 Communication Law.....	3
COMM 5700 Interpersonal Communication Theory	3
COMM 5800 Persuasion and Social Change.....	3
THEA 5000 Chronicles and Concepts I.....	3
THEA 5010 Chronicles and Concepts II.....	3
THEA 5400 Studies in Directing.....	3
Electives: Select 6 hours	
COMM 5010 Advanced Communication Research Methods.....	3
COMM 5020 Organizational Communication.....	3
COMM 509A International Communication: General Communication.....	3
COMM 5100 Marketing Communication Strategies and Tactics	3
COMM 5150 Advertising and Media Strategies	3
COMM 5300 Consumer and Audience Behavior.....	3
COMM 5400 Politics and Mass Media.....	3
COMM 5500 Electronics News Gathering	3
COMM 555A Independent Research	3
COMM 5750 Feature Writing	3
COMM 5810 Race, Gender and Mass Media.....	3
COMM 5900 Issues in Global Communication	3
ENGL 508A Seminar in Criticism and Theory.....	3
THEA 5200 Secondary School Theatre Production.....	3
THEA 5450 Creative Drama for Children	3
THEA 555A Independent Research	3
THEA 5900 Playwriting	3
Total:	33

Corporate Communication Specialization

The Corporate Communication program is designed to prepare current and future managers for careers in marketing communication, advertising, public relations, sales, print or broadcast media, and electronic media. The Corporate Communication program has been designed with the needs of currently employed professionals in mind, as well as offering traditional students the opportunity to complete the degree rapidly. To that end, students may select from a broad-based course offering delivered either on campus or online.

Specialization Requirements: Hours

COMM 5000 Methods of Research

COMM 5020 Organizational Communication..... 3

COMM 5030 Applied Communication Theory..... 3

COMM 5110 Leadership and Communications

COMM 5210 E-Communication Strategy

COMM 5600 Integrated Corporate Communication... 3

COMM 5650 Communication Law	3
COMM 5950 Research Project	3

Electives: Select 9 hours

COMM 5050 Public Relations and Public Opinion	3
COMM 509B International Communication: Corporate Communication	3
COMM 5150 Advertising and Media Strategies	3
COMM 5320 E-Communication and Consulting Practices.....	3
COMM 5400 Politics and Mass Media.....	3
COMM 5410 Web Page Design and Criticism	3
COMM 555A Independent Research.....	3
COMM 5710 Ethics in a Changing Environment	3
COMM 5800 Persuasion and Social Change.....	3
COMM 5900 Issues in Global Communication	3
Total:	33

Course Descriptions:

COMM 5000 Methods of Research (3)

A study of research methodology including library scholarship, quantitative methods, historical and legal research.

COMM 5010 Advanced Communication Research Methods (3)

The purpose of this course is to apply important data analysis techniques in the field of communication, develop a deeper appreciation of research strategies and analysis decisions and provide the opportunity for practice in analyzing quantitative data with SPSS. Topics include measurement decisions, research designs and more advanced statistical techniques.

COMM 5020 Organizational Communication (3)

Emphasis will be placed on the philosophical and practical aspects of organizational communication theories. Topic areas include organizational communication theories, the identification of communication problems, the application of research methods, ethical and cultural issues in a changing organizational environment, internal communities and public communication practices and conflict resolution.

COMM 5030 Applied Communication Theory (3)

The communication process will be approached from a behavioral point of view. The class will be a combination of modern communication theories and their application in dyadic and small group interaction.

COMM 5050 Public Relations (3)

This course examines the function, processes, strategies and tactics, and communication tools of public relations field.

COMM 5060 Communication and Public Opinion (3)

Prerequisite: Graduate standing and instructor approval.

The purpose of this course is to provide an overview of the concept of “public opinion” and to explore the relationships between communication and public opinion. An important normative goal will be to explore ways to allow media messages to contribute to a healthy civic life rather than detract from it.

COMM 509A International Communication:

General Communication (3)

This course offers international perspectives to graduate students in general communication. This study abroad experience is linked to selected graduate communication courses.

COMM 509B International Communication:

Corporate Communication (3)

This course offers international perspectives to graduate students in corporate communication. This study abroad experience is linked to selected graduate communication courses.

COMM 5100 Marketing Communication Strategies and Tactics (3)

The development of a variety of marketing communication messages. Students will develop strategies, write copy to strategy, evaluate creative work and understand message continuity throughout media. Offers a survey of advanced techniques in marketing communication, advertising, public relations, sales promotion and direct marketing. Intensive persuasive writing and production techniques for print, broadcast and point of purchase.

COMM 5110 Leadership and Communication (3)

This course focuses on leadership as a function of communication behavior. Through discussion, cases and exercises, participants will explore effective communication strategies within an organizational setting. The course will cover team leadership skills, rhetorical sensitivity, charisma and practical suggestions for improving leadership effectiveness.

COMM 5150 Advertising and Media Strategies (3)

This course considers advertising theory and practice and reviews application of theory to advertising, promotion and media selection strategies. The course requires development of an advertising plan, media selection rationales, evaluation of selected campaigns, and use of advertising media research techniques.

COMM 5210 E-Communication Strategy (3)

This course surveys critical issues in management communication, promotional strategies, public relations and marketing communication in the context of

electronic marketplaces and virtual communities. Course activities include online assignments, traditional and online readings, projects and guided evaluations of a variety of e-strategies.

COMM 5300 Consumer and Audience Behavior (3)

Understanding the behaviors of consumers and audiences in response to persuasive messages. Includes discussions of persuasive and psychological theories and their application to marketing problems of issue management.

COMM 5320 E-Communication and Consulting Practices (3)

This course emphasizes expertise in the broad range of communications consulting fields including public relations, advertising, communication audits, management and supervisory development and electronic communication strategy. Students will learn the basics of building a consulting practice and conducting successful consulting projects, especially in the context of the e-communication environment.

COMM 5350 Media Management (3)

Legal, social, management, programming and sales aspects of print media and broadcasting station management will be presented.

COMM 5400 Politics and Mass Media (3)

Media's role in U.S. politics: influence of mass media on political opinions, on elections, on political participants and on public policy; and how political participants help shape the messages sent out by mass media.

COMM 5410 Web Page Design and Criticism (3)

In the changing electronic environment, the communication professional needs to have the necessary skills for Web page construction and evaluation. HTML, Photo shop and popular Web page design programs will be used to develop functional web pages. On the theoretical level, the course will explore censorship, ethics, advertising promotion, privacy and other relevant issues.

COMM 5500 Electronics News Gathering (3)

An advanced production course in which students create, design and complete a variety of video projects which may involve field production and electronic news gathering, studio production, scheduling, shooting, editing and evaluating their video projects.

COMM 555A, B, C Independent Research (3)

Directed research in an area of special interest to the student. Students enrolling in this course must submit a written project proposal to the instructor before enrolling. Enrollment in the course will be accepted only after the instructor approves the proposal.

COMM 5600 Integrated Corporate Communication (3)

Important corporate communication areas such as internal communication advertising, PR, sales promotion, direct marketing and new communication technologies and how these approaches work together to achieve organizational objectives.

COMM 5650 Communication Law (3)

An in-depth examination of the legal and ethical impact of new technologies on mass media involving lecture, discussion, extensive reading and writing assignments.

COMM 5700 Interpersonal Communication Theory (3)

A study of interpersonal communication models and theories and their psychological, philosophical and sociological influence of dyadic communication in our society.

COMM 5710 Ethics in a Changing Environment (3)

This course will explore ethical challenges within the context of new technologies and media. Topics covered include codes of ethics, forces that affect ethical decision-making and media responsibility.

COMM 5750 Feature Writing (3)

Workshop designed to give instruction and practice in writing feature articles for newspapers, trade journals and magazines.

COMM 5800 Persuasion and Social Change (3)

A study of persuasive theories and their application to the development of social and cultural issues.

COMM 5810 Race, Gender and Mass Media (3)

Examination of current and historical portrayals of ethnic minorities and men and women in media news, entertainment and advertising; discussion of research into the influence of these portrayals on audience attitudes.

COMM 5900 Issues in Global Communication (3)

Research, discussion and papers focus on one of a variety of mass media topics related to broadcasting and/or print media such as: mass media and politics, mass media and children, mass media and women, media economics or international communication. The course covers one of these topics in depth each semester.

COMM 5950 Research Project (3)

Required research project approved by student's graduate committee chair prior to submission to graduate office.

COMM 599A,B Thesis Writing (3)

COMM 5991 Research Requirement Completion

(1)

For students not fulfilling graduate school research literacy requirement within one year after scheduled

completion of thesis, field study report, research project paper, or research literacy paper. Enrollment required each subsequent semester. Tuition and fees for one credit hour must be paid every semester until research requirements are met.

THEA 5000 Chronicles and Concepts I (3)

Prerequisite: THEA 1000 or equivalent

Examines history and theory of theoretical art of the Classical Era, Middle Ages and Renaissance in Western Europe. Emphasizes theatrical space, production and performance. Drama considered as a plan for production rather than as literature. Term paper required.

THEA 5010 Chronicles and Concepts II (3)

Prerequisite: THEA 1000 or equivalent

Examines history and theory of theatrical art of the 18th, 19th and 20th centuries in Western Europe. Emphasizes theatrical space, production and performance. Drama considered as a plan for production rather than as literature. Term paper required.

THEA 5200 Secondary School Theatre Production (3)

Examination of techniques for theatrical production in secondary schools, including script selection and adaptation, casting, directing, design and technical work, and marketing. Areas that students find most essential will be given greatest emphasis.

THEA 5350 Musical Theatre Workshop (3)

Prerequisites, Co-requisites: Graduate status and instructor approval. THEA 535L or two semesters of vocal study (one semester may be concurrent)

A performance oriented study of musical theatre, composers, and styles to improve students' audition and performance skills.

THEA 5351 Musical Theatre Workshop Lab (1)

Prerequisite, Co-requisite: Graduate status and instructor approval and THEA 5350 Individual instruction in techniques using the body and voice to prepare the student for opportunities in musical theatre performance.

THEA 5400 Studies in Directing (3)

A study of script analysis and production that will lead to the production and direction of a theatrical event. A production is to be selected with the advice and consent of the instructor.

THEA 5450 Creative Drama for Children (3)

Designed to demonstrate how theatre may be used as both means and end to teach the elementary school child. Included will be theatre projects, group and single, involving puppetry and live theatre.

THEA 555A,B,C Independent Research (3)

Prerequisite: Permission of instructor

Opportunity for directed scholarly research in an area of special interests to the student. Enrollment accepted only after professor has approved a written project proposal from the student.

THEA 5600 Technical Theatre Practicum (3)

Practical work in stagecraft and technical direction in an apprenticeship mode.

THEA 5900 Playwriting (3)

The structure of dramatic expression through the analysis of theme, plot, character and dialogue. Students will undertake their own writing, culminating in the composition of a one-act play.

Department of Languages and Literature

Susan Calovini, *Department Chair*

Languages and Literature, HA 115

P.O. Box 4487

(931) 221-7891 or email at calovinis@apsu.edu

Michael Schnell, *Graduate Coordinator*

Languages and Literature, HA 218

P.O. Box 4487

(931) 221-7133 or email at schnellm@apsu.edu

Faculty

Linda Barnes, Albert Bekus, William Carrasco, Susan Calovini, Arthur Eaves, Jill Eichhorn, Jill Franks, Malcolm Glass, Dwonna Goldstone, David Guest, Nancy Hancock, Ann Hawkins, Barry Kitterman, Cynthia McWilliams, Ramon Magrans, Allene Phyl-Olsen, Miguel R. Ruiz-Aviles, Steven Ryan, Michael Schnell, Karen D. Sorenson, David Till, Mickey Wadia, Timothy Winters

In the classroom, on the rest of the campus, in the community, across the country, and throughout the world, the Department of Languages and Literature promotes language learning, good writing, critical thinking, multicultural awareness, and an informed appreciation of literature. Often recognized on our own campus with awards for teaching and scholarship, members of our department have also published, attended conferences, presented papers, translated, taught, and in general supported the language arts elsewhere in the Americas and in Africa, Asia, and Europe.

Admission

Refer to page 19 for admission requirements to the College of Graduate Studies. There are no additional requirements for admission to the Department of Languages and Literature.

Thesis

Requirements for thesis are stated on page 29.

Master of Arts

Our master’s programs in Literature and Creative Writing emphasize teaching and the role of scholarship and creative writing in the development of teachers. Professors and students alike benefit from and enjoy the individual instruction and mentoring our graduate program offers. The ratio of graduate students to graduate faculty is approximately 2:1, ideal for students who want help in developing their particular talents. Graduate students join faculty in mentoring and teaching undergraduate students and in conducting and presenting research. Our graduate students have gone on to teach in high schools and universities, work as writers and editors, and pursue further studies in Ph.D. programs across the country.

English (M.A.) (33 semester hours)

Program Options

Option A: Traditional English M.A.

Non-Thesis Option

Required:	Hours
ENGL 5000 Bibliography and Methods of Research.....	3
10 Courses from the Graduate Offerings	30
Total:	33

Students selecting Option A will use Research Plan I.
(See Pages 29).

Option B: Traditional English M.A.

Thesis Option

Required:	Hours
ENGL 5000 Bibliography and Methods of Research...	3
8 Courses from the Graduate Offerings	24
Scholarly Thesis.....	6
Total:	33

Students selecting Option B will use Research Plan III.
(See Pages 29).

Option C: Creative Writing English M.A.

Required:	Hours
ENGL 5000 Bibliography and Methods of Research..	3
ENGL 541A Seminar in Creative Writing:	
Prose Non-Fiction	*3
ENGL 541B Seminar in Creative Writing:	
Fiction.....	*3
ENGL 541C Seminar in Creative Writing:	
Poetry	*3
6 Courses from the Graduate Offerings	18
Creative Thesis	6
Total:	33

Students selecting Option C will use Research Plan III.
(See Pages 29).

* Student must choose two of the three classes offered.

Course Descriptions:

ENGL 5000 Bibliography and Methods of Research (3)

An introduction to the graduate program in English, a thorough study of the principal tools of literary scholarship and a consideration of the objectives of literary research and the profession of college English teaching.

ENGL 508A Seminar in Criticism and Theory (3)

A study of various critical approaches to literary texts and other texts through recent developments in the theory of language and literature.

ENGL 508B Special Topics in Criticism and Theory (3)

An intensive study of a narrowly-defined topic in criticism and theory.

ENGL 530A Seminar in English Drama 1550-1780 (3)

Selected topics and playwrights within the period of 1550-1780.

ENGL 530B Special Topics in World Drama (3)

A cross-cultural and multi-cultural perspective to investigate themes and conventions in world drama.

ENGL 530C Seminar in Modern Serious Drama (3)

Important plays from Ibsen to the present.

ENGL 541A Seminar in Creative Writing: Prose Non-Fiction (3)

Develop the student’s creative writing and editing skills to a professional level.

ENGL 541B Seminar in Creative Writing: Fiction (3)

Develop the student’s creative writing and editing skills to a professional level.

ENGL 541C Seminar in Creative Writing:

Poetry (3)

Develop the student's creative writing and editing skills to a professional level.

ENGL 549A Medieval English Literature (3)

Studies in major literary figures, excluding Chaucer.

ENGL 549B Masterworks of the Middle Ages (3)

Emphasis on the great works of literature, philosophy and art extending from 300 A.D. to 1500 A.D., beginning with Augustine's *City of God* and ending with Malory's *Morte D' Arthur*.

ENGL 549C Seminar in Chaucer (3)

Emphasis on Chaucer's major writings, including *Troilus and Criseyde* and *The Canterbury Tales*, studied in relation to social, cultural, political, artistic and religious contexts of the Middle Ages and the 20th century.

ENGL 550A Seminar in Shakespeare (3)

Reading of selected plays and poems.

ENGL 550B Renaissance Poets (3)

The poetry of England from the late fifteenth to the late seventeenth century, excluding Milton. Special emphasis is placed on metaphysical poets. Major figures will vary from year to year.

ENGL 550C Seminar in Milton (3)

A study of Milton's major poetical and polemical works against the social, cultural, political and religious upheavals of his time.

ENGL 551A Rise of the Novel (3)

A study of the development of the novel from its inception until the end of the eighteenth century.

ENGL 551B Restoration and Eighteenth Century British Literature (3)

A study of representative works from drama, poetry, fiction and essays of the period.

ENGL 551C Special Topics in Eighteenth Century British Literature (3)

A special study in one theme or genre of eighteenth century literature, such as Augustan satire, sentimental poetry, Gothic fiction and women's writings.

ENGL 552A Studies in the British Romantic Period (3)

A survey of significant writers and genres from 1780-1830.

ENGL 552B Special Topics in the British Romantic Period (3)

A specialized study of selected authors, texts and genres from 1780-1830.

ENGL 552C Victorian Poetry (3)

Poetry of the great Victorians from 1830 to 1890. Concentration on major figures will vary from year to year.

ENGL 552D Victorian Novel (3)

Novels of the Victorian period from 1830 to 1890.

Concentration on major figures will vary from year to year.

ENGL 554A American Renaissance (3)

A selection of representative works from essays, short stories, novels and poems of the period.

ENGL 554B Nineteenth Century American Fiction (3)

Emphasis on major figures will vary from year to year. May be taken with different topics to maximum of six hours.

ENGL 554C Nineteenth Century American Poets (3)

Emphasis will be placed on the poetry of Whitman and Dickinson.

ENGL 554D Early American Literature (3)

Major and minor writers from the first arrival of the Europeans to the American Renaissance.

ENGL 5550 Independent Study (3)

Studies are planned to satisfy special individual needs and interests.

ENGL 556A Southern Literature (3)

Works of Southern Literature, excluding Faulkner.

ENGL 556B Seminar in Faulkner (3)

Several of Faulkner's novels will be studied.

ENGL 556C Clarksville and the Southern Renaissance (3)

This course will investigate the role of Clarksville and the surrounding area (called "The Black Patch") during the Southern Renaissance (1920-1960). Particular attention will be given to the literary achievements of Evelyn Scott, Caroline Gordon and Robert Penn Warren.

ENGL 558A Twentieth Century American Poetry (3)

The range, possibility and achievement in American poetry from frost and Robinson to present.

ENGL 558B Major Figures in Twentieth Century American Fiction (3)

The works of major figures, excluding Faulkner. May be taken with different topics to maximum of six hours.

ENGL 558D African American Literature (3)

A study of the major African American writers.

ENGL 560D Twentieth Century American and English Poetry (3)

The works of major figures will be studied.

ENGL 561A Twentieth Century English Fiction (3)

A study of representative novelists and short story writers.

ENGL 561B Twentieth Century English Poetry (3)

A study of representative poetry including war poets, Georgian poets, high modern poets and postmoderns. Political, social and cultural context will be provided in reading, films and discussion.

ENGL 561C Major Figures in Twentieth Century English Fiction (3)

A study of one or two figures in Twentieth Century English fiction.

ENGL 5700 Literature Across Cultures (3)

Explores connections among selected literary works drawn from diverse cultures and times. Works may represent all genres.

ENGL 5710 Selected Topics (3)

A specialized area of study in linguistics or literature. May be taken with different topics to a maximum of six hours.

ENGL 5990 Thesis (6)**ENGL 5991 Research Requirement Completion (1)**

For students not fulfilling graduate school research literacy requirement within one year after scheduled completion of thesis, field study report, research project paper, or research literacy paper. Enrollment required each subsequent semester. Tuition and fees for one credit hour must be paid every semester until research requirement is met.

Department of Music

Allen Henderson, *Department Chair*

Music, MMC139

P.O. Box 4625

(931)221-7810 or email at hendersona@apsu.edu

Sharon Mabry, *Graduate Coordinator*

Music, MMC 318

P.O. Box 4625

(931) 221-7656 or email at mabrys@apsu.edu

Faculty

Stephen Clark, Douglas Droste, Gloria Gharavi, Anne Glass, Patricia Halbeck, Allen Henderson, Thomas King, Bob Lee, George Mabry, Sharon Mabry, Francis Massinon, Ann Silverberg, Richard Steffen, David Steinquest, Lisa Vanarsdel, Jeffrey Wood, Stanley Yates

The mission of the Department of Music is to provide a comprehensive undergraduate and graduate education that will produce skilled, knowledgeable, creative, and articulate musicians. The Department of Music seeks to fulfill its mission by providing training and experience

for students preparing for careers in music performance; providing training toward the development of critical thinking in music; providing music training and teaching experience for students seeking licensure in education to help meet the need for competent music teachers in the State and region; providing education resources and musical experiences as part of a comprehensive Liberal Arts education; and providing a rich program of artistic and cultural events in conjunction with the center of Excellence for the Creative Arts to emphasize the importance of music in the lives of students and the community.

Admission

Refer to page 19 for admission requirements to the College of Graduate Studies. Additional admission requirements are listed below for each concentration in the Master of Music degree.

Thesis

Requirements for thesis are stated on page 29.

Master of Music

The department of Music offers three concentrations under the Master of Music degree. Individualized programs, personalized mentoring by faculty, and small classes allow for exceptional learning opportunities. In addition to the normal Fall/Spring schedule, a program of course offerings has been instituted which allow a student to complete the Master of Music degree in three summers and without full-time residence during the academic year. Courses are offered on a rotation basis.

Music (M.Mu.)

(32-33 semester hours)

Music Education Concentration

This program is designed to meet the needs of teachers and other workers in the field of professional music education. Students will be required to audition in their primary performing area and to demonstrate their ear-training, sight-singing and keyboard proficiency. Normally, these examinations will be taken before enrolling in graduate courses. The results will assist the faculty in helping the student plan appropriate courses in the program of study. Deficiencies may be made up after matriculation; however, no graduate credit will be allowed for such work.

The student must meet teaching licensure requirements for admission to candidacy. Students who do not elect

to write a thesis will be required to complete the oral examination and submit an original research paper.

Required Core:	Hours
MUS 5000 Research in Music.....	3
MUS 5050 Seminar in Music Education	3

Group A-Select six hours from the following:

MUS 5010 Directed Studies in Music	3
MUS 5020 Directed Studies in Music	3
MUS 5040 Music Teaching and Learning.....	3
MUS 5140 Marching Band Techniques.....	3
MUS 5260 Materials and Techniques for Instrumental Instruction.....	3
MUS 5270 Vocal Pedagogy.....	3
MUS 5280 Piano Pedagogy.....	3
MUS 5380 Choral Techniques.....	3
MUS 5990 Thesis	6
HUM 5040 Workshop in Elementary Music.....	3

Group B-Select eleven hours from the following or any remaining courses in Group A:

MUS 5060 Music Analysis	3
MUS 5070 Music Analysis	3
MUS 5110 Composition.....	3
MUS 5120 Composition.....	3
MUS 5160 Technology in the Music Classroom.....	3
MUS 5310 Survey of Piano Literature.....	3
MUS 5320 Guitar Literature	3
MUS 5330 Music before 1750	3
MUS 5340 Music from 1750 to 1900	3
MUS 5350 Music after 1900	3
MUS 5370 Art Song Literature	3
MUS 5390 Choral Literature.....	3
MUS 5420 Symphonic Literature	3
MUS 5430 Chamber Music Literature.....	3
MUS 5450 Opera Literature.....	3
MUS 5460 Music of many Cultures	3
MUS 5550 Music for the Band	3
MUS 5800 Advanced Conducting	3
MUS 5810 Orchestration.....	3
Individual Instruction (Maximum of four hours credit, one or two hours per semester)	
Ensemble (Maximum of two hours credit)	

Group C-Select two courses from the following:

EDUC 5010 Curriculum Development: Elementary	2
or	
EDUC 5050 Curriculum Development: Secondary.....	2
EDUC 5100 School/Community Leadership and Politics.....	3

PSY 5140 Advanced Educational Psychology 3

Group D-Select one of the following or any remaining course in Group C:

EDUC 5060 Seminar on Historical/ Philosophical Foundations of Education.....	2
EDUC 5200 Evaluation of Teaching and Learning.....	3
EDUC 6800 Seminar on Teacher Effectiveness.....	3
HUM 5000 Creativity and the Arts	3
HUM 5060 Recent Trends in the Humanities.....	3
PSY 5110*Lifespan Development	3
PSY 5320*Learning and Behavioral Disorders.....	3

Electives: 2-3

Select two to three hours from graduate music courses in consultation with the graduate committee.

Total: 32-33

*Students must have a minimum score of 400 on the verbal and quantitative sections of the GRE to enroll.

Music Performance Concentration

This program is designed to increase skills in instrumental or vocal performance or conducting, for careers in private music teaching as well as performance and for those who wish to pursue doctoral studies in applied music.

Students will be required to audition in their primary performing area and to demonstrate their ear-training, sight-singing and keyboard proficiency. Voice majors are expected to demonstrate proficiency in German, French, and Italian diction. Normally, these examinations will be taken before enrolling in graduate courses. The results will assist the faculty in helping the student plan appropriate courses in the program of study. Deficiencies may be made up after matriculation; however, no graduate credit will be allowed for such work.

The Graduate Recital will be supplemented by a written descriptive or analytical narrative paper that will be filed in the College of Graduate Studies office.

Choral Conducting Specialization

Required Core:	Hours
MUS 5000 Research in Music.....	3
MUS 5060 Music Analysis.....	3
MUS 5380 Choral Techniques	3
MUS 5390 Choral Literature.....	3
MUS 5800 Advanced Conducting.....	3
MUS 5820 Conducting Practicum.....	2

MUS 5930 Graduate Recital	2
MUS 5500 Choir or	
MUS 5710 Chamber Singers.....	2

Group A-Select six hours from the following, to include at least one course in literature

MUS 5070 Music Analysis	3
MUS 5110 Composition.....	3
MUS 5120 Composition.....	3
MUS 5310 Survey of Piano Literature.....	3
MUS 5330 Music before 1750	3
MUS 5340 Music from 1750 to 1900	3
MUS 5350 Music after 1900	3
MUS 5370 Art Song Literature	3
MUS 5420 Symphonic Literature	3
MUS 5430 Chamber Music Literature.....	3
MUS 5450 Opera Literature.....	3
MUS 5460 Music of many Cultures	3
MUS 5810 Orchestration.....	3
MUS Individual Instruction.....	1-4

Group B-Select five hours from the following or any remaining in Group A:

MUS 5010 Directed Studies in Music	3
MUS 5020 Directed Studies in Music	3
MUS 5050 Seminar in Music Education	3
MUS 5160 Technology in the Music Classroom.....	3
MUS 5522 Italian Diction for Singers	1
MUS 5523 German Diction for Singers	1
MUS 5524 French Diction for Singers	1
MUS 5270 Vocal Pedagogy	3
HUM 5000 Creativity and the Arts.....	3
HUM 5060 Recent Trends in the Humanities.....	3

Total: 32

Instrumental Conducting Specialization

Required Core:	Hours
MUS 5000 Research in Music.....	3
MUS 5060 Music Analysis	3
MUS 5420 Symphonic Literature	3
MUS 5550 Music for the Band	3
MUS 5800 Advanced Conducting	3
MUS 5820 Conducting Practicum	2
MUS 5930 Graduate Recital	2
MUS Individual Ensemble	2

Group A-Select six hours from:

MUS 5070 Music Analysis	3
MUS 5110 Composition.....	3
MUS 5120 Composition.....	3
MUS 5260 Materials and Techniques for	

Instrumental Instruction	3
MUS 5320 Guitar Literature.....	3
MUS 5330 Music before 1750	3
MUS 5340 Music from 1750-1900	3
MUS 5350 Music after 1900	3
MUS 5430 Chamber Music Literature.....	3
MUS 5450 Opera Literature	3
MUS 5460 Music of many Cultures.....	3
MUS 5810 Orchestration	3
MUS Individual Instruction.....	1-4

Group B-Select six hours from the following or any remaining course in Group A:

MUS 5010 Directed Studies in Music.....	3
MUS 5020 Directed Studies in Music.....	3
MUS 5050 Seminar in Music Education.....	3
MUS 5140 Marching Band Techniques.....	3
MUS 5160 Technology in the Music Classroom.....	3
MUS 5380 Choral Techniques	3
MUS 5390 Choral Literature	3
HUM 5000 Creativity and the Arts	3
HUM 5060 Recent Trends in the Humanities.....	3

Total: 33

Music Performance Concentration

Required Core:	Hours
MUS 5000 Research in Music.....	3
MUS 5930 Graduate Recital.....	2
Individual Instruction, Primary Performance Area*.....	8
Ensemble*	2

*Additional elective credit in Individual Instruction and Ensemble may not exceed three hours.

Group A-Select nine hours from the following:

MUS 5060 Music Analysis.....	3
MUS 5070 Music Analysis.....	3
MUS 5110 Composition	3
MUS 5120 Composition	3
MUS 5310 Survey of Piano Literature.....	3
MUS 5320 Guitar Literature.....	3
MUS 5330 Music before 1750	3
MUS 5340 Music from 1750 to 1900.....	3
MUS 5350 Music after 1900	3
MUS 5370 Art Song Literature	3
MUS 5390 Choral Literature	3
MUS 5420 Symphonic Literature.....	3
MUS 5430 Chamber Music Literature.....	3
MUS 5450 Opera Literature	3
MUS 5460 Music of many Cultures.....	3
MUS 5550 Music for the Band.....	3
MUS 5800 Advanced Conducting.....	3
MUS 5810 Orchestration	3

Group B-Select eight hours from the following or any remaining in Group A:

MUS 5010 Directed Studies in Music	3
MUS 5020 Directed Studies in Music	3
MUS 5040 Music Teaching and Learning.....	3
MUS 5050 Seminar in Music Education	3
MUS 5140 Marching Band Techniques.....	3
MUS 5160 Technology in the Music Classroom.....	3
MUS 5260 Materials and Techniques for Instrumental Instruction.....	3
MUS 5270 Vocal Pedagogy	3
MUS 5280 Piano Pedagogy.....	3
MUS 5380 Choral Techniques.....	3
MUS 5522 Italian Diction for Singers	1
MUS 5523 German Diction for Singers	1
MUS 5524 French Diction for Singers	1
HUM 5000 Creativity and the Arts.....	3
HUM 5040 Workshop in Elementary Music.....	3
HUM 5060 Recent Trends in the Humanities.....	3

Total: 32

A maximum of three hours from disciplines other than music and humanities may be taken with graduate committee approval.

Applied Music – Group Instruction (one semester hour each)

- MUS 5500 Choir
- MUS 5600 Symphonic Band
- MUS 5630 Marching Band
- MUS 5690 Chamber Ensemble
- MUS 5700 Accompanying
- MUS 5710 Chamber Singers
- MUS 5720 Brass Choir
- MUS 5730 Jazz Band
- MUS 5740 Opera Workshop
- MUS 5750 Orchestra
- MUS 5760 Woodwind Ensemble
- MUS 5770 Electronic Music Ensemble
- MUS 5780 Percussion Ensemble
- MUS 5790 Guitar Ensemble

Applied Music – Individual Instruction (1,2, or 4)

Enrollment for individual applied music lessons must have the approval of the instructor. The student is expected to have an undergraduate applied major in the area or to demonstrate equivalent performing ability.

Additional fees are required.

- MUS 5100 Piano
- MUS 5150 Organ
- MUS 5200 Voice
- MUS 5300 Violin
- MUS 5470 Percussion

- MUS 5480 Guitar
- MUS 5830 Viola
- MUS 5840 Cello
- MUS 5850 String Bass
- MUS 5860 Saxophone
- MUS 5870 Flute
- MUS 5880 Oboe
- MUS 5890 Clarinet
- MUS 5900 Bassoon
- MUS 5910 French Horn
- MUS 5920 Trumpet
- MUS 5930 Graduate Recital
- MUS 5940 Trombone
- MUS 5960 Baritone
- MUS 5970 Tuba

Course Descriptions:

MUS 5000 Research in Music (3)

Studies and practice in the techniques of research in music education for the classroom, performance organization and studio. The development of research skills and techniques, analysis of research styles and preparation of a research paper in the student's area of interest.

MUS 5010 Directed Studies in Music (3)

Designed to permit graduate students to do a minor piece of research in an area of special interest on an individual basis.

MUS 5020 Directed Studies in Music (3)

Designed to permit graduate students to do a minor piece of research in an area of special interest on an individual basis.

MUS 5040 Music Teaching and Learning (3)

Musical ability; its source, a description of what constitutes musical ability and the measurement and evaluation of musical aptitude. Theories of learning and other related topics which contribute to musical achievement.

MUS 5050 Seminar in Music Education (3)

Music education foundations and philosophies; curriculum development; current materials and teaching techniques; evaluation in music education.

MUS 5060 Music Analysis (3)

Development of analytical skills for music written from 1820 to the present. Analytical approaches covering works from the early and late Romantic, Impressionist and Expressionist periods; study and analysis of serial and post-World War II compositional styles.

MUS 5070 Music Analysis (3)

Development of analytical skills for music written from 1820 to the present. Analytical approaches covering works from the early and late Romantic, Impressionist

and Expressionist periods; study and analysis of serial and post-World War II compositional styles.

MUS 5110 Composition (3)

Direction and critical evaluation of original composition and traditional compositional theory.

MUS 5120 Composition (3)

Direction and critical evaluation of original composition and traditional compositional theory.

MUS 5130 Music Technology in the General Classroom (3)

Integrating music and other arts-related technology with a general K-8 curriculum.

MUS 5140 Marching Band Techniques (3)

Planning field shows for the marching band, charting, dance steps, parade routines and scoring for outdoor play.

MUS 5160 Technology in the Music Classroom (3)

Provides practical training of current technology in the music classroom. Covers a wide range of software and addresses MIDI sequencing, music notation, multimedia authoring, internet resources and interactive CD-ROMS and electronic instrument hardware.

MUS 5260 Materials and Techniques for Instrumental Instruction (3)

A survey of study and solo material for all instruments, singly and in small and large ensembles. Problems in individual and class instruction considered.

MUS 5270 Vocal Pedagogy (3)

A survey of widely accepted methods of solo vocal instruction and problems encountered in vocal pedagogy. This course is primarily concerned with the development of the young singing voice.

MUS 5280 Piano Pedagogy (3)

Techniques for teaching piano by the class method; materials and methods for private instruction.

MUS 5310 Survey of Piano Literature (3)

An historical survey of the contributive elements; stylistic characteristics, form and keyboard techniques from the 16th century to the 20th century.

MUS 5320 Guitar Literature (3)

Survey of guitar repertoire, literature and associated performance practices from the Renaissance to the present.

MUS 5330 Music before 1750 (3)

Survey of the repertoires of Medieval, Renaissance, and Baroque music; development of methods for structural analysis and the critical appraisal of style change; study of individual pieces representing the major repertoires; study of notation, theory and performance practice.

MUS 5340 Music from 1750 to 1900 (3)

Survey of repertoires of Classical and Romantic music; structural and style-critical analysis of individual pieces representing the major repertoires of the period.

MUS 5350 Music after 1900 (3)

Survey of repertoires of the Twentieth Century; development of methods and strategies for structural and style-critical analysis; study of aesthetic and theoretical issues; study of individual pieces representing major repertoires.

MUS 5370 Art Song Literature (3)

A survey of solo vocal literature from the seventh century to the present, including French, German, British and American repertoire.

MUS 5380 Choral Techniques (3)

Deals with the problems of choral instruction, with an emphasis on organization, rehearsal, diction, intonation, tone quality, balance, blend and style. The course deals specifically with choral music in the secondary school.

MUS 5390 Choral Literature (3)

A survey of choral music from the sixteenth century to the present, with emphasis on the major choral compositions including a cappella works and extended works with chorus and orchestra.

MUS 5420 Symphonic Literature (3)

A survey of the repertoire of the symphony orchestra from its origins around 1750 to the present day.

MUS 5430 Chamber Music Literature (3)

A survey of chamber music repertoire from the late eighteenth century to the present day.

MUS 5450 Opera Literature (3)

A historical survey of the development of opera from its beginnings in the late sixteenth century to the present.

MUS 5460 Music of many Cultures (3)

This course will concentrate on the study of folk and traditional music from North and South America, Asia, Australia, Africa and Europe. Music students' training in classical Western music will be used as a point of departure for developing and applying critical and analytical skills to the non-Western music.

MUS 5500 Choir (1)

MUS 5522 Italian Diction for Singers (1)

Fundamentals of correct pronunciation of the Italian language for speaking and more specifically for singing. A detailed explanation of the International Phonetic Alphabet and how it applies to the Italian language. Some of the song and opera repertoire of the language is also studied.

MUS 5523 German Diction for Singers (1)

Fundamentals of correct pronunciation of the German language for speaking and more specifically for singing.

A detailed explanation of the International Phonetic Alphabet and how it applies to the German language. Some of the song and opera repertoire of the language is also studied.

MUS 5524 French Diction for Singers (1)

Fundamentals of correct pronunciation of the French language for speaking and more specifically for singing. A detailed explanation of the International Phonetic Alphabet and how it applies to the French language. Some of the song and opera repertoire of the language is also studied.

MUS 5530 Music before 1750 (3)

Survey of the repertoires of Medieval, Renaissance and Baroque music; development of methods for structural analysis and the critical appraisal of style change; study of individual pieces representing the major repertoires; study of notation, theory and performance practice.

MUS 5550 Music for the Band (3)

Development of music for the band. Analysis of representative works.

MUS 5610 Topics in Music Education (1)

These numbers to be used for workshops of short duration, organized under the direction of a visiting clinician.

MUS 5620 Topics in Music Education (1)

These numbers to be used for workshops of short duration, organized under the direction of a visiting clinician.

MUS 5710 Chamber Singers (1)

MUS 5800 Advanced Conducting (3)

Score reading, baton techniques, conducting instrumental and vocal organizations.

MUS 5810 Orchestration (3)

Arranging and transcribing for instruments, sonorities of instrumental combinations.

MUS 5820 Conducting Practicum (2)

Prerequisite: 5800

This course applies acquired skills toward the required public conducting concert.

MUS 5930 Graduate Recital (2)

MUS 5990 Thesis (6)

Prerequisite: Consent of instructor. Directed individual research culminating in an appropriate document.

MUS 5991 Research Requirement Completion (1)

For students not fulfilling graduate school research literacy requirement within one year after scheduled completion of thesis, field study report, research project paper, or research literacy paper. Enrollment required each subsequent semester. Tuition and fees for one credit hour must be paid every semester until research requirement is met.

College of Professional Programs and Social Sciences

_____, *Dean*
(931) 221-____ or email at _____

In the College of Professional Programs and Social Sciences, graduate education opportunities are provided by the Departments of Education, Health and Human Performance, and Psychology. A primary concern of the College is the professional preparation of students enrolled in its graduate programs of study. This is accomplished within courses, workshops, and seminars that offer exposure to current theoretical developments in the various disciplines, through close faculty and student professional interaction, and as a result of research experiences tailored to the individual needs and interests of the students. All graduate level concentrations and specializations encourage the growth of the student, both as a practitioner and as a scholar.

The College of Professional Programs and Social Sciences is dedicated to becoming an exemplary model for educating and developing professionals. The varied degree programs and concentrations in the School of Education, and the Departments of Health and Human Performance and Psychology provide opportunities for enhancing knowledge and skills to meet professional challenges in healthcare and industry settings, schools and the community.

Department of Education

J. Ronald Groseclose, *Department Chair*
Claxton 232
P.O. Box 4545

(931)221-7190 or email at groseclosej@apsu.edu
Ann Harris, *Graduate Coordinator*
Claxton 231
P.O. Box 4545
(931) 221- 7757 or email at harris@apsu.edu

Faculty:

Beth Christian, Margaret Deitrich, Moniqueka Gold, Dolores Gore, J. Ronald Groseclose, Carlette Hardin, Ann Harris, Lynnette Henderson, Mark Hunter, Larry Lowrance, Donald Luck, Penelope Masden, Rebecca McMahan, Herald Richards, Susan Simms, and Allan Williams

Admission

Refer to page 19 for admission requirements to the College of Graduate Studies. There are no additional requirements for admission to the Department of Education, except for admission into Educational Leadership Studies and Administration Supervision. See page 22.

Thesis

Requirements for thesis are stated on page 29.

Master of Arts in Education

The Master of Arts in Education provides opportunities for students with teacher licensure to enhance their knowledge base in their chosen academic discipline and to begin pursuit of credentials that will enable them to have upward mobility in the education profession. The Curriculum and Instruction (Instructional Technology) concentration does not require licensure.

**Curriculum and Instruction (M.A.Ed.)
(32-33 semester hours)**

Special Education Concentration

Required:	Hours
EDUC 5100 School/Community Leadership and Politics.....	3
PSY 5320 Learning and Behavior Disorders.....	3
SPED 5530 Instructional Implementation	3
SPED 5720 Multidisciplinary Assessment in Special Education.....	3
SPED 5730 Seminar on Characteristics: Mild and Moderately Handicapped	3
SPED 5740 Seminar on Severe/Profound Handicapped	3
SPED 5750 Classroom Management of Handicapped Learners.....	3

Select One Research Plan:

Plan I EDUC 5000 Research in Education	3
Plan II EDUC 5000 and EDUC 5950 Research Paper	6
Plan III EDUC 5000 and EDUC 5990 Thesis	9

Electives: Select three to eight hours from graduate courses in consultation with the student's graduate committee. Students may use licensure courses as electives.

Total: 32-33

Instructional Technology Specialization

Required:	Hours
EDUC 5000 Research in Education	3
EDUC 5010 Curriculum Development: Elementary or	
EDUC 5050 Curriculum Development: Secondary	2
EDUC 5100 School/Community Leadership and Politics.....	3
EDUC 5200 Evaluation of Teaching and Learning	3
EDUC 5611 Education Computer Applications or	
EDUC 5612 Administrative Computing Applications.....	3
EDUC 5613 Instructional Design	3
EDUC 6000 Practicum in Instructional Technology	2
EDUC 6003 Seminar in Instructional Technology	1
EDUC 6005 Instructional Technology Project.....	3
EDUC 6800 Seminar on Teaching Effectiveness....	3

Electives – Select six hours from:

EDUC 5614 Electronic Publishing	3
EDUC 5616 Multi-Media.....	3

EDUC 5617 Instructional Internet.....	3
EDUC 5619 Technological Training Methods	3
EDUC 5621 Instructional Video Design.....	3
EDUC 5625 Maintenance and Management.....	3
Total:	32

Leadership Specialization

Required:	Hours
EDUC 5010 Curriculum Development: Elementary	2
or	
EDUC 5050 Curriculum Development: Secondary	2
EDUC 5100 School/Community Leadership and Politics	3
EDUC 5200 Evaluation of Teaching and Learning....	3
EDUC 6800 Seminar on Teaching Effectiveness	3
PSY 5140* Advanced Educational Psychology	3

*Substitution may be made when PSY 3130 has been taken.

Select One Research Plan:

Plan I EDUC 5000 Research in Education.....	3
Plan II EDUC 5000 and EDUC 5950 Research Paper.....	6
Plan III EDUC 5000 and EDUC 5990 Thesis	9

Specialty Areas: Select eight to 21 graduate hours from one specialty area in consultation with graduate committee.

- Early Childhood
- English/Communication
- Health and Physical Education
- Instructional Technology
- Language Arts/Reading
- Mathematics
- Music
- Research (Thesis Option)
- Science
- Science/Mathematics/Technology
- Spanish Education
- Special Education
- Teaching and Learning

Electives: Select three to seven hours from graduate courses in consultation with graduate committee. Student's may use licensure courses as electives.

Total: 32-35

Mathematics Specialization

Required:	Hours
EDUC 5010 Curriculum Development: or	
EDUC 5050 Curriculum Development: Secondary	2

EDUC 5100 School/Community Leadership and Politics.....	3
EDUC 6800 Seminar on Teaching Effectiveness.....	3
MATH 5350 Calculus for Teachers.....	3
MATH 5520 Algebra for Teachers.....	3
MAED 5070 Methods, Materials and Strategies in Teaching Mathematics.....	3
MAED 5110 Research in Mathematics Education.....	3
PSY 5140 Advanced Educational Psychology.....	3

Select One Research Plan:

Plan I EDUC 5000 Research in Education.....	3
Plan II EDUC 5000 and EDUC 5950 Research Paper.....	6
Plan III EDUC 5000 and EDUC 5990 Thesis.....	9

Electives: Select three to seven hours from graduate courses in consultation with graduate committee. Students may use licensure courses as electives.

Total: 32-35

Educational Leadership Studies (M.A.Ed.) (32 semester hours)

This performance-based curriculum for prospective administrators is based on the standards set by the Interstate School Leadership Licensure Consortium and the Tennessee Standards for Administrative Leaders. This program is designed to prepare students for educational administrative positions. The program is designed to be taken by cohort groups in clusters of three courses per term, including a practicum. Students will register for an entire cluster. Upon completion of the program, the student will receive a Master of Arts in Education and licensure as an administrator.

The following requirements must be met upon completion of Leadership Studies I: Leadership and Systems. In addition to the College of Graduate Studies admission requirements, the Educational Leadership Studies Program requires the candidate to:

1. Have a Grade Point (GPA) x 100 plus a Graduate Record Exam (GRE) quantitative that equals 650 and GPA x 100 plus GRE qualitative that equals 650 OR a total of the two ≥ 1300 .
2. Acquire a letter of support from two practicing administrators who agree to mentor the aspiring administrator throughout the program.
3. Complete a screening interview and an in-basket activity.
4. Complete a leadership assessment.
5. Submit a valid teaching certificate.

6. Have a record of successful teaching experience.

Leadership Studies I: Leadership and Systems

These courses contain a self-analysis of the student and how the student fits into leadership positions. Systems and planning will be emphasized.

Required	Hours
EDUC 5711 Leadership Studies I: Leadership.....	2
EDUC 5712 Leadership Studies I: Systems and Research.....	2

EDUC 5713 Leadership Studies I: Leadership Practicum.....	1
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Leadership Studies II: Human Interaction

These courses involve people, interpersonal skills, and communication skills.

EDUC 5721 Leadership Studies II: Human Interaction, Community, Communications and Culture.....	2
EDUC 5722 Leadership Studies II: Human Interaction Human Resources.....	2
EDUC 5723 Leadership Studies II: Human Interaction Practicum.....	2

Leadership Studies III: Instructional Leadership

These courses will include effective teaching, curriculum, measurement, assessment, evaluation, and instructional leadership.

EDUC 5731 Leadership Studies III: Teaching and Learning.....	2
EDUC 5732 Leadership Studies III: Instructional Leadership.....	2
EDUC 5733 Leadership Studies III: Instructional Leadership Practicum.....	2

Leadership Studies IV: Educational Diversity and Ethics

These courses include Special Education Law, diversity issues, and ethics.

EDUC 5741 Leadership Studies IV: Educational Diversity Special Educational Law and Issues.....	2
EDUC 5742 Leadership Studies IV: Diversity and Ethics.....	2
EDUC 5743 Leadership Studies IV: Educational Diversity Practicum.....	1

Leadership Studies V: School Law and Management

These courses center on the topics of school law, school business, technology, school safety and school plant and facilities.

EDUC 5751 Leadership Studies V: Law and Management School Law.....	2
EDUC 5752 Leadership Studies V: Law and Management School Business, Facilities,	

Technology, and Safety Management.....	2
EDUC 5753 Leadership Studies V: Law and Management Practicum	1

Leadership Studies VI: Leadership and Systems

These courses revisit leadership with a systems view derived from the knowledge and experience gathered within the prior five courses. The cumulative portfolio with leadership project will be completed.

EDUC 5761 Leadership Studies VI: Leadership.....	1
EDUC 5762 Leadership Studies VI: Systems and Research	1
EDUC 5763 Leadership Studies VI: Practicum	3
Total:	32

Endorsement

Licensing as an administrator from the Educational Leadership Studies Program requires passing the Praxis Series School Leadership Licensure Assessment (code 11010) for Tennessee and Kentucky. For passing score requirements, contact the APSU licensure office. Kentucky also requires Kentucky Specialty Test of Instructional and Administrative Practices (minimum score of 85% to pass).

**Elementary Education (M.A.Ed.)
(33-36 semester hours)**

Required:	Hours
EDUC 5010 Curriculum Development: Elementary	2
EDUC 5060 Historical/Philosophical Foundations in Education.....	2
or	
EDUC 6400 Social/Cultural Foundations in Education	2
EDUC 5100 School/Community Leadership and Politics.....	3
EDUC 5200 Evaluation of Teaching and Learning.....	3
EDUC 525 Trends and Issues in Elementary Education (select one):	2
EDUC 525A Language Arts	
EDUC 525B Science	
EDUC 525C Social Studies	
EDUC 525D Creative Arts	
EDUC 6800 Seminar on Teaching Effectiveness....	3
PSY 5140 Advanced Educational Psychology	3
Select One Research Plan:	
Plan I: EDUC 5000 Research Education	3
Plan II: EDUC 5000 and EDUC 5950 Research Paper	6
Plan III: EDUC 5000 and EDUC 5990 Thesis	9

Specialty Areas: Select eight to 21 graduate hours from one specialty area in consultation with graduate committee.

- Early Childhood
- English/Communication
- Health and Physical Education
- Instructional Technology
- Language Arts/Reading
- Mathematics
- Music
- Research (Thesis Option)
- Science
- Science/Mathematics/Technology
- Special Education
- Teaching and Learning

Electives: Select two to five hours from graduate courses in consultation with graduate committee

Total: 33-36

**Reading (M.A.Ed.)
(32-38 semester hours)**

This program is used to satisfy Tennessee licensure upon three years or more of satisfactory classroom teaching experience or the equivalent; an official transcript on file with the Office of Teacher Licensure; and an official endorsement plan of study completed with the advisor and filed with the Office of Teacher Licensure.

Required:	Hours
EDUC 5010 Curriculum Development: Elementary	
or	
EDUC 5050 Curriculum Development: Secondary.....	2
EDUC 5100 School/Community Leadership and Politics	3
RDG 5820 Foundations of Reading and Literacy Development.....	3
RDG 5830 Assessing Literacy Needs	3
RDG 5840 Assisting Students with Literacy Needs	3
RDG 5850 Seminar on Reading.....	3
RDG 5860 Practicum in Literacy Development.....	3
Select One Research Plan:	
Plan I EDUC 5000 Research in Education.....	3
Plan II EDUC 5000 and EDUC 5950 Research Paper.....	6
Plan III EDUC 5000 and EDUC 5990 Thesis.....	9
Electives-Select three to nine hours from:	
PSY 5190 Psychological Assessment	3
or	
EDUC 5200* Evaluation of Teaching and Learning..	3
EDUC 5870* Seminar in Children's Literature.....	3

PSY	5110*	Lifespan Development.....	3
PSY	5320*	Learning and Behavior Disorders.....	3
RDG	5040	Foundations and Content Areas	3
Total:			32-38

*Required unless undergraduate equivalent has been taken in the last five years.

Education Specialist Programs of Study

Education Specialist (Ed.S.) (32-39 semester hours)

The Education Specialist program is designed to permit students to achieve a degree level higher than the master's. The major is Education with concentrations available in Administration and Supervision, Counseling and Guidance, Elementary Education, Secondary Education, and School Psychology.

Required Core:	Hours
EDUC 6500 Curriculum Improvement and Construction.....	3
EDUC 6800 Seminar on Teacher Effectiveness.....	3
or	
PSY 5140* Advanced Educational Psychology	3
EDUC 5611 Educational Computer Applications...	3
or	
EDUC 5612 Computers for School Administrators	3
SPED 5550 Trends and Issues in Special Education.....	3
or	
SPED 5750 Classroom Management of Disabled Learners	3
or	
PSY 5320* Learning and Behavioral Disorders...	3
EDUC 6050 Seminar on Research.....	2
or	
PSY 5130 Statistics and Data Analysis.....	2-3
EDUC 6990 Field Study.....	4
or	
PSY 6990 Field Study	4
Total:	18-19

*Substitutes for courses completed in an earlier master's degree must be approved in consultation with graduate committee.

Administration and Supervision Concentration

Required Core: 18-19

Required:	
EDUC 6100 Personnel Administration and Professional Negotiations	3
EDUC 6200 Seminar on Leadership and Organizational Theory	3
Electives: Selected in consultation with graduate committee.....	7-8
Total:	32-33

Non Public School or Non-Licensure Specialization: (Ed.S. core courses are not required)

Required Core:	Hours
EDUC 5611 Educational Computer Application.....	3
or	
EDUC 5612 Computers for School Administration.....	3
EDUC 6050 Seminar on Research	2
EDUC 6100 Personnel Administration and Professional Negotiations	3
EDUC 6200 Seminar on Leadership and Organizational Theory	3
EDUC 6400 Seminar on Social/Cultural Foundations of Education.....	2
EDUC 6900 Internship in Administration	6
EDUC 6990 Field Study	4
EDUC 6800 Seminar on Teacher Effectiveness	3
or	
PSY 5140 Advanced Educational Psychology	3
Electives: Select six hours from the following:	
COMM 5050 Public Relations	3
COMM 5250 Corporate Trends in Communication	3
ECON 5010 Survey of Economics.....	3
EDUC 5100 School/Community Leadership and Politics.....	3
ENGL 541A Seminar in Composition	3
HHP 5000 Research Processes in Health and Human Performance.....	3
HHP 5410 Stress Management.....	3
HHP 5050 Organization, Administration and Supervision	3
PSY 5060 Group Dynamics.....	3
PSY 5130 Statistics and Data Analysis.....	3
PSY 5530 Performance Appraisal and Feedback	3
PSY 5570 Work Motivation	3
PM 5200 Political Theories of Social Choice	3
PM 5300 Theory of Bureaucratic and Administration Organization	3
PM 5400 Public Planning	3
SOC 5100 Culture and Personality.....	3

SOC 5300 Behavior and Organizations.....	3
Total:	32

Counseling and Guidance Concentration

Required Core:..... 18-19

Concentration Requirements:

EDUC 5010 Curriculum Development:	
Elementary	2
or	
EDUC 5050 Curriculum Development:	
Secondary.....	2
or	
EDUC 5310 Organization and Legal Foundations.....	3
or	
PSY 5090 Social and Community Psychology	2-3
PSY 5320 Learning and Behavioral Disorders.....	3
PSY 5060 Group Dynamics	3
or	
PSY 5430 Group Theories and Techniques.....	3
PSY 5720 Internship in Counseling.....	6
Total:	32

Elementary Education Concentration

Required Core:..... 18-19

Specialty Area..... 9-12

Courses must be selected in consultation with graduate committee: Biology, English/Communication, Health and Physical Education, Language Arts/Reading, Mathematics, Music, Psychology, Special Education and Early Childhood Education.

Electives:	2-5
Total:	32-36

School Psychology Concentration

Required Core:..... 18-19

Please Note: If selected in this concentration, SPED 5550 or SPED 5750 must be used to fulfill the Ed.S. core courses requirement.

Concentration Requirements:

PSY 5410 Counseling Techniques I.....	3
PSY 5411 Counseling Techniques Practicum I.....	1
PSY 5630 Practicum in School Psychology	2
PSY 6700* Internship in School Psychology	8
Total:	32-33

*Is required if student did not complete PSY 5700.

Secondary Education Concentration

Required Core:..... 18-19

Specialty Area.....9-12

Select nine to 12 hours in consultation with graduate committee: Biology, English/Communication, Health and Physical Education, Language Arts/Reading,

Mathematics, Music, Psychology, Special Education and Early Childhood Education.

Electives:	2-5
Total:	32-35

Course Descriptions:

EDUC 5000 Research in Education (3) F, S, SU

Study and practice in the techniques of educational research; isolation of research problems; development of skill in reading, interpreting and applying research with extensive reading related to the student's interest. Should be taken at the end of your program.

EDUC 5010 Curriculum Development:

Elementary (2) F, SU

Designed to assist the student in acquiring knowledge and competencies in curriculum development. Organizational patterns, roles and research are among the topics to be covered.

EDUC 5050 Curriculum Development: Secondary (2) F, SU

Designed to assist the student in acquiring knowledge and competencies in curriculum development and supervision. Organizational patterns, roles and research are among the topics to be covered.

EDUC 5060 Seminar on Historical/Philosophical Foundations in Education (2) SU

A discussion and study of the evaluation of educational theories and philosophies from Plato to Bruner, with particular reference to their impact upon educational developments in the United States.

EDUC 5070 Instructional Strategies (3) F, S, SU

Prerequisite: Admission to Teacher Education designed to develop competencies in selected generic teaching skills such as mastery learning, questioning, positive reinforcement, pupil evaluation, etc. A micro-teaching format utilizing video taping will be used in the course.

EDUC 5080 Classroom Organization and Management (3) F, S, SU

Prerequisite: Admission to Teacher Education Study of the theories of classroom organization and management and their application. A field experience is required.

EDUC 5090 Middle Grades Curriculum, Program and Philosophy (3) SU

A study of curriculum, program and philosophy uniquely focused on the middle grades student. Nationally recognized curriculum materials will be the focus of the course.

EDUC 5100 School/Community Leadership and Politics (3) F, SU

Survey of some problems leaders face in the school and community; study of power and political structures; the importance of public relations; and the school leader's responsibilities for developing leadership in the school and community.

EDUC 5200 Evaluation of Teaching and Learning (3) S, SU

Designed to aid the teacher or administrator in evaluating pupils and programs in terms of goal achievement, desired outcomes, program adjustment and development of evaluation strategies.

EDUC 525x Trends and Issues in Elementary Education (2) SU

EDUC 525A Language Arts

Designed to provide familiarity with current research related to programs and practices, materials and organizational plans for teaching reading and language arts in elementary and middle schools. (Recommended for non-majors and non-minors in reading).

EDUC 525B Science

Designed to develop competence in elementary and middle school teachers to cope with current strategies and innovative practices, new curricula projects, selection of programs and materials and evaluation of pupil progress in elementary and middle school science.

EDUC 525C Social Studies

Designed to develop competence in elementary and middle school teachers by providing organizational planning of materials of instruction at level of interest for teaching social studies in elementary and middle school.

EDUC 525D Creative Arts

Designed to develop competence in elementary and middle school teachers to affect program changes in the creative arts by investigating existing structures, models and teaching strategies, innovative practices and interdisciplinary approaches to the arts. Art, music, drama, and photography will receive specific attention.

EDUC 5300 Supervision of Student Teachers (2) F

Designed as an in-service workshop for professional teachers who are involved in the supervision of student teachers. Studies are made of problems and solutions in guiding the student teacher in the range of the teacher's work.

EDUC 5310 Organization and Legal Foundations of Education (3) F, SU

A survey course presenting the administrative organization of the educational system at state, county and system levels. At least half the class will be devoted to an examination of the legal framework within which school personnel must function.

EDUC 5320 Supervision of Instruction (2) S, SU

Addresses roles and duties of supervisor, skills needed, major theories of supervision, employee motivation and leadership.

EDUC 5340 Auxiliary Services: Business and Facilities Management (3) S

Designed to meet the needs of those students interested primarily in school administration. The major topics covered are (1) revenue sources, budgeting, bookkeeping and accounting at the building and system level and (2) facility surveys, planning, financing and management.

EDUC 5420 Problem in Education (1,2,3) F, S, SU

Planned to meet the needs of students who wish to pursue a problem which is not covered in the context of a regular course.

EDUC 5430 Problem in Education (1,2,3) F, S, SU

Planned to meet the needs of students who wish to pursue a problem which is not covered in the context of a regular course.

EDUC 5611 Education Computer Applications (3) S, SU

Prerequisite: CSCI 1000

Students will demonstrate competency in microcomputer applications in the instructional process, including the use of instructional software, designing programs and use of micros in classroom management.

EDUC 5612 Administrative Computing Applications (3) F, SU

Designed to develop competency in areas of school management which can be enhanced with computer applications.

EDUC 5613 Instructional Design (3) SU

Prerequisites: EDUC 5611, EDUC 5612, or permission of instructor

The fundamental principles of instructional design and technology. Foundation theory in practice of instructional design, communications and psychology using a systems approach to the development of instruction.

EDUC 5614 Electronic Publishing (3)

Prerequisite: EDUC 5613

The basics of electronic publishing for paper and electronic products.

EDUC 5616 Multi-Media Creation (3)

Prerequisite: EDUC 5613

Technical skills in the areas of graphics, audio, quick time and hypermedia creation to create a hypermedia based project.

EDUC 5617 Instructional Internet Use (3)

Prerequisite: EDUC 5613

Provides teachers with the technical skills and ideas to use the internet in their classroom.

EDUC 5618 Visual Literacy and Design (3)

Prerequisite: EDUC 5613

The study of the principles of visual design applied to the development of instructional materials.

EDUC 5619 Technological Training Methods (3)

The course will prepare students to work in a training environment by examining differences between traditional teaching and training and through the application of an instructional design model. Discussions will be included on the scope, purpose, and cost efficiency of training. On-line training will be investigated to determine factors that lead to effective on-line training.

EDUC 5620 Supervised Public School Teaching (12)

Prerequisite: See Director of Professional Education Experiences

When requested by a public school system, student will teach one semester with an interim C license under the supervision of mentor teacher and a University Supervisor. Must be approved by the Director of Teacher Education; School system initiates the request. Applies to Grades 7-12.

EDUC 5621 Instructional Video Design (3)

Prerequisite: EDUC 5613

Basics of video design and application of video in an educational setting.

EDUC 5622 Distance Education (3)

Prerequisite: EDUC 5613

The course covers the process for designing and implementing instruction using alternative modes of delivery, specifically web-based and video based instruction.

EDUC 5623 Teaching Technology in the Schools (3)

Prerequisite: EDUC 5613

This course develops a rationale and program for instructions of technology/computer skills in the K-12 schools.

EDUC 5625 Maintenance and Management (3)

Prerequisite: EDUC 5613

Training to maintain computer technology in a school setting, technology planning cycle and developing a technology plan.

EDUC 5711 Leadership Studies I - Leadership and Systems: Leadership (2)

This course offers the principles and theories of leadership, change, conflict resolution and organization. The role of the educational leader in a pluralist environment will be assessed. The students will examine the dispositions and performances necessary for a successful leader.

EDUC 5712 Leadership Studies I – Leadership and Systems: Systems and Research (2)

This course offers the principles and theories of systems and the development of plans, both improvement and strategic. The student assesses his/her leadership abilities and skills. An individual improvement plan will be developed. These students will examine the dispositions and performances necessary for a successful leader.

EDUC 5713 Leadership Studies I – Leadership and Systems: Practicum (1)

This course offers the student the opportunity to learn on-site at a local school. The student will be requested to participate in and observe actual leadership practices. With the mentor's support and assistance, real-world situations will become part of the student's learning experiences including the classroom discussions in EDUC 5711 and EDUC 5712. The role of the educational leader in a pluralist environment will be assessed.

EDUC 5721 Leadership Studies II - Human Interaction: Communication and Personnel (2)

This course offers the principles and theories of communication among individuals and within groups. Effective communication and motivation practices for a leader will be exemplified. Increased participative management opportunities within schools will be examined. The students will examine the coaching and communication dispositions and performance necessary for a successful leader.

EDUC 5722 Leadership Studies II - Human Interaction: Community and School Culture (2)

This course offers the knowledge and skills necessary to interact with staff from a human resource perspective. Students will learn consensus building skills and negotiating skills. The dispositions necessary to interact with others successfully will be examined.

EDUC 5723 Leadership Studies II - Human Interaction: Practicum (2)

This course offers the student the opportunity to learn on-site at a local school. The student will be requested to participate in and observe actual human interactions. With the mentor's support and assistance, real-world situations will become part of the student's learning experiences including the classroom discussions in EDUC 5721 and EDUC 5722. The role of the educational leader in a pluralist environment will be assessed. The students will examine the dispositions and performances necessary for a successful leader.

EDUC 5731 Leadership Studies III – Instructional Leadership: Teaching, Learning, and Research (2)

This course offers learning opportunities in effective instructional methodology as advocated by current literature. Topics include curriculum development, assessment processes and alternative measurement of student learning.

EDUC 5732 Leadership Studies III - Instructional Leadership: Instructional Supervision (2)

This course offers learning opportunities for students to develop instructional leadership skills to support student learning. Students will analyze and diagnose the teaching and learning environment through basic planning processes including professional development planning and curriculum development and alignment.

EDUC 5733 Leadership Studies III - Instructional Leadership: Practicum (2)

This course offers the student the opportunity to learn on-site at a school. The student will be requested to participate in and observe the actual teaching and learning environment. With the mentor's support and assistance, real-world situations will become part of the student's learning experiences including the classroom discussions in EDUC 5731 and EDUC 5732. The students will develop elements of a school improvement plan including professional development opportunities for a specific school in conjunction with the co-requisite courses.

EDUC 5741 Leadership Studies IV - Educational Diversity and Ethics: Special Educational Law and Issues (2)

This course offers learning opportunities for students to learn the legal parameters of school leadership regarding special education. Students will explore education legislation, case law and its application in schools.

EDUC 5742 Leadership Studies IV – Educational Diversity and Ethics: Diversity and Ethics (2)

This course offers learning opportunities for students to develop a personal code of ethics, explore diversity issues in the school and in the classroom. Students will discuss leadership dispositions, appreciation of diversity and ideals of education the society.

EDUC 5743 Leadership Studies IV - Educational Diversity and Ethics: Practicum (1)

This course offers the student the opportunity to learn on-site at a local school. The student will be requested to apply the content from special education law, diversity and ethics in the school setting. Students will be expected to develop portfolio pieces that reflect the performance outcomes for this course.

EDUC 5751 Leadership Studies V – School Law and Management: School Law (2)

This course offers learning opportunities for students to learn the essentials of school law and school governance. Students will explore legislation, case law and its application in schools and in the classrooms.

EDUC 5752 Leadership Studies V – School Law and Management: School Management (2)

This course offers learning opportunities for students to develop a working knowledge of school policies, procedures and operational strategies in the area of safety, fiscal affairs, technology and facilities. Students will engage in discussions of the relationships between the varied management aspects of school leadership and the instructional program.

EDUC 5753 Leadership Studies V – School Law and Management: Practicum (1)

This course offers the student the opportunity to learn on-site at a local school. The student will apply the law and management principles in the school setting. The student will collect data by conducting a school climate/environmental study. The student will collect portfolio pieces in the school, the central office and from the state department.

EDUC 5761 Leadership Studies VI – Leadership and Systems: Leadership (1)

This course offers the final support for the principles and theories of leadership, change, conflict resolution and organization in consort with a leadership project. The role of the educational leader in a pluralist environment will be performed.

EDUC 5762 Leadership Studies VI – Leadership and Systems: Systems and Research (1)

This course offers the principles and theories of systems and the development of plans, both improvement and strategic. The student develops and executes a leadership project to demonstrate his/her leadership abilities and skills.

EDUC 5763 Leadership Studies VI – Leadership and Systems: Practicum (3)

This course offers the student the opportunity to learn on-site at a local school. The student will be requested to develop and execute a leadership project and complete the cumulative end-of-program portfolio. With the mentor's support and assistance, real-world situations will become part of the student's learning experiences including the classroom discussions in EDUC 5761 and EDUC 5762.

EDUC 581x Mini-Course (1-3) F, S, SU

Specialized courses that focus on improving teaching skills. Each course identifies specific teaching areas, skills and competencies designed for elementary and secondary teachers and administrators who supervise instruction.

EDUC 5870 Seminar in Children's Literature (3) SU
Focuses on appreciation, selection and use of children's literature related to curriculum enhancement and the needs of children.

EDUC 5900 Practicum in Educational Administration (3) F, S

Designed to provide on-the-job experience for candidates in administration and supervision. Must be scheduled toward the end of one's program of study and after the basic courses in the specialty are taken. Pass-fail grading.

EDUC 5910 Seminar on Teaching (3) F, S

Co-requisite: Student Teaching
The "capstone" course for understanding and applying concepts which link theory and practice. Special topics and problems will be identified and discussed.

EDUC 5950 Research Paper (3) F, S, SU

Designed to meet the Plan II research requirements for the M.A.Ed.

EDUC 5990 Thesis (3) F, S, SU

Designed to meet the Plan III research requirements for the M.A.Ed.

EDUC 5991 Research Requirement Completion (1)

For students not fulfilling graduate school research literacy requirement within one year after scheduled completion of thesis, field study report, research project paper, or research literacy paper. Enrollment required each subsequent semester. Tuition and fees for one credit hour must be paid every semester until research requirement is met.

EDUC 6000 Practicum in Instructional Technology (2)

Prerequisite: EDUC 5613

Practical, guided experience in instructional technology. Students work under the direct supervision of a practicing technologist and experience the workings of an instructional technologist. Students are expected to document their experiences through portfolio and presentation.

EDUC 6003 Seminar in Instructional Technology (1)

Prerequisite: EDUC 5613; Co-requisite: EDUC 6005

Provide discussion of current issues and trends in instructional technology and discuss with other students and faculty issues in their technology project work.

EDUC 6005 Instructional Technology Project (3)

Prerequisite: EDUC 5613; Co-prerequisite: EDUC 6003
Capstone experience in which the student creates a project based on current research and principles of instructional design using current technologies. The project is created, implemented and tested. All students will publicly present their project and findings.

EDUC 603A Seminar on Administration: Law (2) S, SU

A critical study of selected problems in school administration. Emphasis will be given to the role of educational leadership as related to the content areas examined.

EDUC 603B Seminar on Administration: Principalship (3) S

A critical study of selected problems in school administration. Emphasis will be given to the role of educational leadership to the content areas examined.

EDUC 6050 Seminar on Research (2) F

Prerequisite: EDUC 5000

Designed to update educators on latest research in areas of concern; i.e. instruction, curriculum, management, etc.

EDUC 6051 Research In Instructional Technology (1)

Prerequisite: EDUC 5613 (pre) EDUC 6050 (co)

Investigation of research designs in Instructional Technology and Reading Instructional Technology Research for Methodology.

EDUC 6060 Workshop in Educational Administration (2)

Designed to provide specified experiences based on demonstrated needs of a particular group. Simulation and participation in a workshop format is expected.

EDUC 6070 Selected Topics in Educational Administration (1,2,3)

Designed to provide a specified experience for an individual or a group of individuals. Content will vary depending on demonstrated needs.

EDUC 6100 Personnel Administration and Professional Negotiations (3)

Presentation of various aspects of administrative, instructional and non-instructional management-qualifications, selections, pay schedules and general policies dealing with retirement, sick leave, insurance and other issues.

EDUC 6200 Seminar on Leadership and Organizational Theory (3)

Presentation of the classical models of management which support leadership theory: examination of leadership in educational and other organizations; study of leadership as revealed in specific leaders.

EDUC 6400 Social/Cultural Foundations in Education (2)

Presentation of past and contemporary actors in American education through anthropological and sociological perspectives.

EDUC 6500 Seminar on Curriculum Improvement and Construction (3)

Basic principles of curriculum improvement with emphasis upon the means by which schools can more effectively provide learning through curricular organization, adjustment and rebuilding.

EDUC 6610 Issues & Applications in Instructional Technology (3)

Prerequisite: EDUC 5613

Seminar with directed, in depth readings in Instructional Technology Research and Application.

EDUC 6630 Literacy in the Inclusive Classroom (3)

This course will provide graduate students with the concepts and skills necessary to identify and inform strategic decisions. Emphasis will involve choosing and implementing a variety of methods, materials, and technological tools to enhance learning in the context of the literacy instruction in the inclusive learning environment.

EDUC 6650 Linking Literacy Instruction and Technology (3)

This course is designed for graduate students who seek to integrate technology as an effective tool in literacy instruction in the K-12 classroom and for curriculum developers seeking educationally relevant reading programs. Specific focus will examine the role of technology with other instructional methods, curricular priorities, and varied approaches to assessment.

EDUC 6800 Seminar on Teaching Effectiveness (3)

Focus on theory and practice of teaching, with emphasis upon leadership responsibilities in improving the effectiveness of the classroom teacher.

EDUC 6900 Internship in Administration (6)

Designed to provide an elective experience for students seeking the Ed.S. degree. The experience must be full-time and continuous. Approximately 250 hours on the job will be expected.

EDUC 6990 Field Study (4)

Provides a field research in an area related to the student's specialization. The research topic must be approved in advance by the candidate's graduate committee. Guides to assist students in preparing a research proposal are available in the education department.

Reading

Department of Education

RDG 5040 Foundations and Content Areas (3)

Designed to prepare teachers to address literacy in the content areas from the intermediate grades through the secondary level.

RDG 5420 Problems in Reading (1,2,3)

Designed for those special topics not covered in scheduled classes.

RDG 5820 Foundations of Reading and Literacy Development (3)

The process of reading – including methods, materials, research and current trends in literacy instruction.

RDG 5830 Assessing Literacy Needs (3)

Prerequisites: RDG 5820 or permission of instructor. The correlates of literacy difficulties; advanced assessment/diagnostic procedures. Supervised practice with students.

RDG 5840 Assisting Students with Literacy Needs (3)

Students will conduct intervention and remedial instruction with a disabled reader. Attention will be given to a variety of skill-based and holistic materials.

RDG 5850 Seminar on Reading (3)

Prerequisites: RDG 5820, RDG 5830, RDG 5840.

A critical study of the literature and research related to reading/literacy issues.

RDG 5860 Practicum in Literacy Development (3)

Prerequisites: RDG 5820, RDG 5830, RDG 5840.

An experience in a school-related setting which may consist of clinical practice, developmental reading, supervisory or consultant work - or a combination. Pass/Fail.

Department of Health and Human Performance

Wayne Chaffin, *Graduate Coordinator
and Department Chair*

Dunn Center 268

P.O. Box 4445

(931) 221- 6115 or email at chaffinw@apsu.edu

Faculty

Sarah Adams, Anne Black, Rebecca Glass, Rae Hansberry, Marcy Maurer, Omie Shepherd, Gregg Steinberg

The Department of Health and Human Performance promotes learning and personal growth within an educational environment that is characterized by small classes, professional mentoring interactions between students and faculty, broad-based course offerings and instructional activities that are theoretically based and include experiential opportunities. The recognition and

appreciation of diversity is an integral component of the department and its various disciplines.

Graduate offerings in the Department of Health and Human Performance are designed to prepare leaders to meet challenges in ever-changing community, educational, and health care environments. It is the goal of the Department of Health and Human Performance to advance the understanding of the concepts, issues and practice of the discipline; promote independent thought and the ability to generate new knowledge; and enhance the ability to contribute significantly to the academic community, professions, and society. The Department of Health and Human Performance offers a concentration in Public and Community Health, as well as Exercise Science, Gerontology, Health Services Administration, and Sports Administration specializations.

Admission

Refer to page 19 for admission requirements to the College of Graduate Studies. There are no additional requirements for admission to the Department of Health and Human Performance.

Thesis

Requirements for thesis are stated on page 29.

Master of Arts in Education

The Master of Arts in Education provides opportunities for students with teacher licensure to enhance their knowledge base in their chosen academic discipline and to begin pursuit of credentials that will enable them to have upward mobility in the education profession.

Health and Human Performance (M.A.Ed.) (32 semester hours)

Required:	Hours
HHP 5000 Research Processes in HHP	3
HHP 5150 Efficiency of Human Movement	3
HHP 5250 Statistics and Assessment.....	3
HHP 5350 Physiology of Exercise.....	3
HHP 5540 Health Promotion Principles and Practices	3
EDUC 5050 Curriculum Development: Secondary	2
EDUC 5100 School/Community Leadership and Politics	3
EDUC 5310 Organization and Legal Foundations of Education	3

Electives:	9
Total:	32

Students electing the non-thesis option for a master’s degree will be required to complete an independent project designed by the student and approved by the student’s major professor. A written report of this project must be submitted to the College of Graduate Studies, where it will be reviewed and approved.

Master of Science

The Exercise Science Specialization provides opportunity for students to prepare for positions in rehabilitation centers within hospitals and clinics, wellness centers in hospitals, businesses, industries, and fitness centers in both the public and private sectors. The Gerontology Specialization provides opportunity for students to prepare for positions in community agencies, assisted living centers, long-term care facilities, and centers for the retired. The Health Services Administration Specialization provides opportunity for students to prepare for positions in hospitals, clinics, community agencies, managed care organizations, and government agencies. The Sports Administration Specialization provides opportunity for students to prepare for positions in colleges and university athletic departments, professional sports, and sport agencies. The Public and Community Health Concentration provides opportunity for students to prepare for positions in state and local health departments, community agencies, and state agencies.

Health and Human Performance (M.S.) (33-36 semester hours)

Required Core:	Hours
HHP 5000 Research Processes in HHP.....	3
HHP 5250 Statistics and Assessment	3
HHP 5410 Stress Management.....	3
HHP 5750 Applied Nutrition.....	3
Total:	12

Public and Community Health Concentration

Required Core:	12
Concentration Requirements:	
HHP 5500 Epidemiology.....	3
HHP 5550 Public Health Education	3
HHP 5600 Legal Aspects of HHP	3
HHP 5700 Health Aspects of Aging	3
Electives:	9
Total:	33

Exercise Science Specialization	
Required Core:	12
Specialization Requirements:	
HHP 5150 Efficiency of Human Movement	3
HHP 5350 Physiology of Exercise.....	3
HHP 5460 Procedures of Graded Exercise	
Testing	3
HHP 5600 Legal Aspects of HHP.....	3
Electives:	9
Total:	33

Gerontology Specialization	
Required Core:	12
Specialization Requirements:	
HHP 5420 Aging and Motor Behavior	3
HHP 5700 Health Aspects of Aging	3
NUR 5000 Gerontological Disease Process.....	3
SOC 5600 Sociology of Later Maturity and	
Old Age.....	3
SW 5490 Social Work and Aging.....	3
PSY 5010 Death, Dying and Bereavement.....	3
PSY 5020 Human Development: Adult and	
Aging.....	3
Total:	33

Health Services Administration Specialization	
Required Core:	12
Specialization Requirements:	
HHP 5050 Organization, Administration,	
and Supervision	3
HHP 5510 Health Care Economics.....	3
HHP 5610 Issues in Health Services	
Administration.....	3
HHP 5620 Administration Perspective of Disease.....	3
HHP 5630 Financial Management of Health	
Services.....	3
HHP 5640 Human Resource Management	3
HHP 5700 Health Aspects of Aging	
and Long Term Care.....	3
HHP 5730 Legal Aspects of Health Services	
Administration.....	3
Total:	36

Sports Administration Specialization	
Required Core:	12
Specialization Requirements:	
HHP 5210 Directing Athletic Programs	3
HHP 5400 Facilities and Equipment in Sports	3
HHP 5600 Legal Aspects of HHP.....	3
HHP 5710 Psychological and Sociological Aspects	
of Sports.....	3

Electives:	9
Total:	33

Students electing the non-thesis option for a master's degree will be required to complete an independent project designed by the student and approved by the student's major professor. A written report of this project must be submitted to the College of Graduate Studies, where it will be reviewed and approved.

Course Descriptions:

HHP 5000 Research Processes in Health and Human Performance (3) F

An introduction to quantitative and qualitative research methods in health and human performance. Designed to develop competency in analyzing research and to provide the experience of developing a research problem.

HHP 5040 Current Trends in Sports Administration (3)

Identification and analysis. Emphasis on meaningful, outstanding studies and research in the field of sports administration.

HHP 5050 Organization, Administration and Supervision (3)

The management aspects of developing and conducting a health service and/or human performance program. Emphasis will be placed upon the role and responsibility of management, supervisors and employees.

HHP 5100 Advanced Health Sciences (3)

This course is to (1) reinforce scientific facts about health issues and problems, (2) enhance the students knowledge and skills deemed essential to the field of health education practice as delineated by the profession, and (3) enhance the students knowledge of the history and philosophy of health education.

HHP 5150 Efficiency of Human Movement (3) SU

The factors which produce successful motor performance. Includes the interpretation of existing research and its application to skill development and the contribution of physiological factors and mechanical principles as aspects of performance.

HHP 5200 The Total School Health Program (3)

Designed to familiarize the student with a well-balanced school health program. Opportunity is provided for actual observation and evaluation of school health programs.

HHP 5210 Directing Athletic Programs (3) SU

Problems involved in developing and planning an interscholastic athletic program. Emphasis is placed on scheduling, use of physical plant, selection and

purchase of equipment, athletic injuries and other areas of interest.

HHP 5250 Statistics and Assessment (3) F

The purpose of this course is to teach the student to (1) structure, administer and evaluate tests, (2) utilize appropriate statistical procedures in evaluating test results, (3) apply computer skills in data analyses techniques to test construction and evaluation, and (4) interpret statistical methods for specific research designs.

HHP 5350 Physiology of Exercise (3) S

Application of science, particularly physiology, to exercise. Emphasis is placed on the application of energy concepts in developing physical training programs, prevention and delay of fatigue, nutrition and performance, control of body weight and maintenance of body temperature.

HHP 5400 Facilities and Equipment in Sports (3) S

Designed to give the graduate student a knowledge of planning indoor and outdoor facilities in physical education and athletics, including construction, materials, costs and physical plant operation.

HHP 5410 Stress Management (3) F

An examination of techniques used to manage health problems caused by stress.

HHP 5420 Aging and Motor Behavior (3)

This course highlights current research in the behavioral sciences related to motor behavior, the older adult and the aging process. It is specifically designed for those students interested in gerontology, health and physical education, physical therapy, human development and psychology.

HHP 5450 Practicum (3-6)

The student is provided an opportunity to study specific problems in the field of athletics, health, physical education and/or recreation.

HHP 5460 Procedures of Graded Exercise Testing

(3) SU

Designed to acquaint the student with methods, procedures and techniques of diagnostic and functional graded exercise testing. Student will develop aptitude and knowledge regarding referral procedures, data interpretation contraindications, protocol, equipment and follow-up procedures regarding graded exercise testing.

HHP 5470 Special Studies (3)

Provides an opportunity for students individually or in groups, to study specialized problems that have been identified in a health area such as alcoholism, drug abuse, consumer health, family life education, etc. The work may be carried out as an individual project, or a phase of a conference workshop.

HHP 5500 Epidemiology (3) S

The principles and concepts of Epidemiology and its application to the practice of public and community health education. Disease investigation techniques, communicable and chronic disease prevention and control, biostatistics, health behavior models, public health surveillance, data gathering techniques and educational implications are discussed.

HHP 5510 Health Care Economics (3)

Economics aspects of the health care industry with emphasis on the tools of economics and their application to the delivery of health care services.

HHP 5540 Health Promotion Principles and Practices (3)

Overview of concepts related to the emerging field of health promotion to include moderate exercise, practical nutrition education, effective stress awareness and management practices and positive self-image enhancement principles. Also emphasized will be the development, implementation and evaluation of comprehensive health promotion programs in worksite settings.

HHP 5550 Public Health Education (3) S

Planning and organization in the public health education field. Use of mass media, group process, selection of personnel and materials, evaluation methods and procedures for public health and grant writing.

HHP 5600 Legal Aspects of Health and Human Performance (3) S

Federal, state and local regulations governing health care institutions, systems and personnel. Organizational theory, decision making, leadership and principles of personnel and fiscal control.

HHP 5610 Issues in Health Services Administration (3)

Current issues and emerging trends in health services administration, including strategies for an era of health reforms, the new hospital and alternative facilities and new program offerings and guidelines for the health service market, including trends in mergers, acquisitions, competition, contracting, managed care, policy, capitation and ethics.

HHP 5620 Administrative Perspective of Disease (3)

Malfunctions of organs and body systems as they relate to more common diseases and to the correct usage, pronunciation and meaning of medical terms. Examine issues in measuring health, diagnosing and treating illnesses from an epidemiological, sociological and political perspective as they impact health delivery systems.

HHP 5630 Financial Management of Health Care Services (3)

Financial management theory, principles and concepts applicable to health care organizations.

HHP 5640 Human Resource Management (3)

Integration of personnel/human resource management systems with health care industry environments.

HHP 5650 Alcohol Education (3) SU

Alcohol use and misuse. Patterns and trends of use, theories of dependence, pharmacological aspects and health consequences explored. Emphasis given concerning identification of students with alcohol related problems and the role of the school in alcohol prevention, education, intervention and referral.

HHP 5700 Health Aspects of Aging (3) S

Physiological, medical and psychosocial factors that effect the health, health promotion and health care services of older individuals are examined.

HHP 5710 Psychological and Sociological Aspects of Sports (3) S

Application of the knowledge base of psychology to the human endeavors of athletics. Introduction of behavioral principles, motivational research, personality factors, social/psychological findings, cognitive processes, dysfunctional behavior knowledge and psychometric assessment procedures for the purpose of enhancing performance.

HHP 5720 Topical Seminar (3)

HHP 5730 Legal Aspects of Health Services Administration (3)

Selected laws applicable to the interrelationship of our legal system with the structure and functions of the health care institution.

HHP 5750 Applied Nutrition (3) F

Basic nutrition concepts with an emphasis on major food components, the essential nutrients and the research associated with the discovery of these nutrients, their food sources, food labeling, source of reliable nutritional information, food faddism and weight control. Practical learning experiences bridge the gap between theory and practice, thus giving the student suggestions for practical use of scientific information that can be used with various age groups and a variety of the population.

HHP 5900 Technical Writing in Health and Human Performance (3) SU

A supervised writing experience which provides the opportunity to extend the depth and professionalism of research.

HHP 5950 Research Paper (3)

HHP 5990 Thesis (6)

HHP 5991 Research Requirement Completion (1)

For students not fulfilling graduate school research literacy requirement within one year after scheduled

completion of thesis, field study report, research project paper, or research literacy paper. Enrollment required each subsequent semester. Tuition and fees for one credit hour must be paid every semester until research requirement is met.

Department of Psychology

Charles Grah, *Department Chair*

Psychology, CL205

P.O. Box 4537

(931) 221-7231 or email at grahc@apsu.edu

Faculty

Leigh Baldwin, Stuart Bonnington, Rhonda Bryant, LuAnnette Butler, Tony Golden, Buddy Grah, Uma Iyer, Jean Lewis, Maureen McCarthy, Patti Wilson, Nanci Woods, Barrie Woods

The Psychology Department teaches students the empirical approach to understanding the mind and behavior within an environmental and cultural context. We challenge our undergraduate and graduate students to develop analytical and critical thinking skills necessary to become life-long learners as part of a comprehensive liberal arts education. We encourage our students to apply their knowledge of research and scholarship as ethical and productive members of the community. We serve the university's overall mission by contributing to a liberal arts education, by providing concentrated programs of study in psychology, and by contributing to the success of other programs of study. The vision of the psychology department is to be recognized throughout the region for the quality of its academic programs.

Admission

Refer to page 19 for admission requirements to the College of Graduate Studies. In addition to meeting the admissions requirements of the College, students must also have a minimum undergraduate cumulative GPA of 3.0, GRE scores that are no more than five years old, with a minimum verbal and quantitative score of 400 each, and Psychology Department admission approval. The deadline for Fall admission is March 1 and for Spring admission it is November 1. Later applications will be considered based upon openings. **Applicants to the Department of Psychology must be formally**

admitted by the department before they can enroll in any courses.

Thesis

Requirements for thesis are stated on page 29.

Master of Arts

**Psychology (M.A.)
(33-55 semester hours)**

The following four concentrations are available: clinical psychology, industrial/organizational psychology, psychological science and school psychology. The prerequisite for pursuing this degree is 18 hours in psychology, which is equivalent to a minor. Students should plan a specified program with their graduate committees. If seeking a master’s degree in psychology in any of these concentrations, candidates must request admission to the candidacy before completing nine hours of graduate course work.

Clinical Psychology Concentration

The Clinical Psychology Master’s Concentration has a dual focus. The first is to train students to become Psychological Examiners. A Tennessee License as a Psychological Examiner requires a satisfactory score on both the written and oral licensing examinations. In addition, the program will also serve to prepare students to continue their training in clinical psychology at the doctoral level. Obtaining a doctoral degree in Clinical Psychology is contingent upon being accepted into and successfully completing a doctoral program.

Prerequisite: A minimum of 18 hours in psychology, which should include statistics, human development, physiological psychology, either tests and measures or psychometrics, and either abnormal psychology or theories of personality. At least one laboratory course should be included within these 18 hours. Bases of Behavior: Clinical students need to have taken and passed courses related to the four major bases of behavior: social psychology, learning and cognition, physiological psychology, and developmental psychology. Graduation requires successful completion of a course in each of these areas at either the upper division undergraduate (courses taken at the baccalaureate institution can fill these requirements) or graduate level. At least two of these courses must be completed at the graduate level. Therefore, this requirement could be met in a number of ways: a) take all four courses at the graduate level; b) take three

courses at the graduate level and one at the undergraduate level; c) take two classes at the graduate level and two courses at the undergraduate level.

Required:	Hours
PSY 5000 Research Methods	3
PSY 5005 The Practice of Clinical Psychology.....	3
PSY 5080 Advanced Abnormal Psychology	3
PSY 5130 Statistics and Data Analysis.....	3
PSY 5190 Psychological Assessment	3
PSY 5200 Individual Assessment.....	5
PSY 5201 Assessment of Intelligence Practicum.....	1
PSY 5220 Assessment of Personality.....	3
PSY 5221 Assessment of Personality Practicum.....	1
PSY 5400 Theories of Counseling	3
PSY 5410 Counseling Techniques Practicum I.....	3
PSY 5411 Counseling Techniques Practicum I.....	1
PSY 5420 Counseling Techniques Practicum II.....	3
PSY 5421 Counseling Techniques Practicum II.....	1
PSY 5710 Internship in Clinical Psychology.....	4
PSY 5990 Thesis	3, 3
PSY 6020 Ethics for Psychology.....	3
Electives:	6
Total:	55

Industrial/Organizational Psychology Concentration

The industrial/organizational psychology concentration will educate students to design, develop, implement and evaluate psychologically based human resources interventions in organizations. The scientist-practitioner model will be employed in the belief that effective practice is grounded in a solid exposure to research. The primary goal of the program is to prepare graduates for entry-level positions as “master’s level I/O practitioners” in business, industry or government. The program has been developed in accordance with the *Guidelines for Education and Training at the Master’s Level in Industrial/Organizational Psychology* published by Division 14 of the American Psychological Association. Prerequisites: 18 hours of undergraduate psychology courses, which must include a course in industrial and organizational psychology. Other courses may include social psychology, learning, cognition, personality, statistics, research methods and measurements.

Required:	Hours
PSY 5090 Social and Community Psychology.....	3
PSY 5130 Statistics and Data Analysis.....	3
PSY 5190 Psychological Assessment	3
PSY 5500 Organizational and Industrial Psychology.....	3
PSY 5840 Advanced Statistics and Research Design	3

PSY 5990 Thesis..... 6

I/O Psychology Core:

PSY 5510 Jobs and Performance Measurement 3
 PSY 5520 Staffing 3
 PSY 5540 Training and Development 3
 PSY 5550 Leadership and Organizational Change 3
 PSY 5560 Individual Differences and
 Organizational Behavior 3

Total: 36

Electives Options:

Students may choose to replace one course from the I/O Psychology Core with an elective course. Recommended elective courses are listed below. Other courses may be substituted with permission of the concentration coordinator.

Recommended Electives:

PSY 5060 Group Dynamics 3
 PSY 5120 Human Factors 3
 PSY 5140 Advanced Educational Psychology 3
 PSY 5250 History and Systems..... 3
 PSY 5300 Learning and Cognition 3
 PSY 5600 Theories and Counseling in Career
 Development..... 3
 PSY 5730 Practicum in Industrial and
 Organizational Psychology 3

Psychological Science Concentration

Prerequisites: 18 hours of undergraduate psychology courses which should include statistics, research methods, learning and cognition, physiological psychology, developmental psychology and social psychology. The psychological science concentration is designed for the student who is doctorate bound and wishes to engage in intensive study prior to applying for admission to a doctoral program, who is planning to teach at the two-year college level, or who wishes to pursue graduate studies in psychology without licensure. The range of courses offered and the research opportunities are designed to provide the student with a broad foundation in scientific psychology.

Required: Hours

PSY 5100 Advanced Psychological Psychology..... 3
 PSY 5110 Lifespan Development..... 3
 PSY 5130 Statistics and Data Analysis..... 3
 PSY 5190 Psychological Assessment 3
 PSY 5300 Learning and Cognition 3
 PSY 5840 Advanced Statistics and Research 3
 PSY 5990 Thesis..... 6

Select two courses from:

PSY 5080 Advanced Abnormal Psychology 3
 PSY 5090 Social and Community Psychology..... 3

PSY 5250 History and Systems..... 3

Electives: Select 3 hours

PSY 5040 Behavior Modification: Theories
 and Practice 3
 PSY 5060 Group Dynamics..... 3
 PSY 5140* Advanced Educational Psychology 3
 PSY 5320* Learning and Behavioral Disorders 3
 PSY 5400 Theories of Counseling 3
 PSY 5500 Organizational and Industrial
 Psychology..... 3
 Selected Topics 3
 Independent Study..... 3

Total: 33

*Students will also need to demonstrate competency in the areas of psychophysiology, social psychology and cognition. Courses taken as an undergraduate would meet this requirement, or students could take these courses at the graduate level.

School Psychology Concentration

The program in school psychology philosophically demonstrates a commitment to a scientist-practitioner model through an integrated curriculum that emphasizes problem solving approaches through a mentoring and modeling process. The scientist-practitioner model integrates empirical problem solving into practice and informs practice through applied research and problem solving. Students integrate and apply psychological and educational foundations to empirically based prevention and intervention strategies, and collaborate with teachers, parents and other professionals within the educational environment. Curriculum requirements are consistent with NASP standards for school psychologists and the program is NCATE accredited.

Eligibility for licensure as a school psychologist requires two components-a master's degree and Educational Specialist degree in school psychology. Completion of the master's degree is a prerequisite for continuation into the Ed.S. program, which together, includes the requisite coursework for licensure as a school psychologist within the state of Tennessee and most other states. Licensure is contingent upon completion of this curriculum and successful passage of the Praxis exam. Prerequisite: 18 hours in psychology or approved equivalent to include general, psychological testing, learning or educational psychology and abnormal psychology.

Required: Hours

PSY 5000 Research in Psychology 3
 PSY 5080 Advanced Abnormal Psychology 3

PSY 5110 Lifespan Development.....	3
PSY 5200 Assessment of Intelligence	3
PSY 5201 Assessment of Intelligence Practicum.....	1
PSY 5220 Assessment of Personality	3
PSY 5221 Assessment of Personality Practicum.....	1
PSY 5240 Treatment Planning and Intervention	3
PSY 5260 Psychological Consultation: Theory and Practice.....	3
PSY 5400 Theories of Counseling	3
PSY 5440 Diversity Issues in Counseling	3
PSY 5450 Intro to School Psychology	3
PSY 6020 Ethics in Psychology	3
Total:	35

Students will also need to demonstrate competency in the areas of psychophysiology, social psychology and cognition. Courses taken as an undergraduate would meet this requirement, or students could take these courses at the graduate level.

Earning a Second Master’s Degree. A graduate who has been awarded the Master of Science degree with a major in counseling and guidance may receive the Master of Arts degree with a major in psychology by completing only those additional courses that are required for the major and recommended by their committee. Students need to apply for admission into the second program prior to enrolling in these courses. Only credit that is six or less years old at the time of completion of the second degree may be utilized.

Note: PSY 5080 Advanced Abnormal Psychology is not required for NASP licensure but is required for those students desiring to pursue licensure in Tennessee as a Psychological Examiner.

Competency Evaluation for Licensure of School Psychologists. Applicants other than regularly enrolled graduate students, who are requesting competency evaluations for certification as school counselors or school psychologists, must receive permission from the appropriate coordinators of these concentrations to enroll in PSY 5810 and 5820 for these evaluations. They will enroll for three or six hours depending on the number of competencies for which evaluation is requested. After completion, or evidence of sufficient progress on the competencies, the school psychology applicants must enroll in PSY 5700.

Master of Science

Guidance and Counseling (M.S.) (53-58 semester hours)

Applicants for the Master of Science in Guidance and Counseling will select from two concentrations: Agency Counseling (Community Counseling) and School Counseling. The prerequisite for pursuing this degree is 12 hours of psychology or psychology related courses which should include: general psychology, abnormal psychology, human development, and statistics. Candidates should plan a specified program with their graduate committees. If seeking a master’s degree in guidance and counseling in either of these concentrations must request admission to candidacy before completing nine hours of graduate course work.

Agency Counseling (Community Counseling) Concentration

The community counseling concentration prepares students to work in a variety of community agency settings and/or eventual private practice. Students completing this concentration will have met the educational requirements for licensure in Tennessee as a Licensed Professional Counselor with Mental Health Service Provider status.

Required:	Hours
PSY 5040 Behavior Modification: Theories and Practice	3
PSY 5080 Advanced Abnormal Psychology	3
PSY 5090 Social and Community Psychology.....	3
PSY 5110 Lifespan Development	3
PSY 5130 Statistics and Data Analysis.....	3
PSY 5190 Psychological Assessment	3
PSY 5320 Learning and Behavioral Disorders.....	3
PSY 5400 Theories of Counseling	3
PSY 5410 Counseling Techniques Practicum I.....	3
PSY 5411 Counseling Techniques Practicum I.....	1
PSY 5420 Counseling Techniques Practicum II.....	3
PSY 5421 Counseling Techniques Practicum II.....	1
PSY 5430 Group Theories and Techniques	3
PSY 5440 Diversity Issues in Counseling.....	3
PSY 5600 Theories and Counseling in Career Development.....	3
PSY 5720 Internship in Community Counseling.....	6
PSY 5950 Research Paper	3
or	
PSY 5990 Thesis	6
PSY 6010 Professional Seminar-Counseling.....	3

Electives:6
 The student should select one course from sociology and one course from health and human performance. Students should consult with their graduate committee to make these course selections in accordance with professional goals.

Sociology:
 SOC 5050 Race Relation and Minority Peoples.....3
 SOC 5140 Sociology of Deviant Behavior.....3
 SOC 5200 Crime and Delinquency.....3
 SOC 5300 Behavior in Organizations.....3
 SOC 5600 Sociology of Later Maturity and Old Age3

Health and Human Performance:
 HHP 5410 Stress Management.....3
 HHP 5600 Legal Aspects of Health and Human Performance3
 HHP 5650 Alcohol Education.....3
 HHP 5700 Health Aspects of Aging3
Total: 62

School Counseling Concentration
 The school counseling concentration is designed to prepare graduates for school counseling positions at elementary, middle/junior high, and high levels. Graduates will meet the current licensing requirements for the Tennessee Board of Education. The curriculum requirements include coursework, a 600-hour internship, school observation hours for those who have not taught, and a thesis or research paper.

Required:	Hours
PSY 5090 Social and Community Psychology.....	3
PSY 5110 Lifespan Development.....	3
PSY 5130 Statistics and Data Analysis.....	3
PSY 5140 Advanced Educational Psychology.....	3
PSY 5190 Psychological Assessment.....	3
PSY 5320 Learning and Behavioral Disorders.....	3
PSY 5400 Theories of Counseling.....	3
PSY 5410 Counseling Techniques Practicum I.....	3
PSY 5411 Counseling Techniques Practicum I.....	1
PSY 5420 Counseling Techniques Practicum II.....	3
PSY 5421 Counseling Techniques Practicum II.....	1
PSY 5430 Group Theories and Techniques.....	3
PSY 5440 Diversity Issues in Counseling.....	3
PSY 5600 Theories and Counseling in Career Development.....	3
PSY 5640*Practicum in School Counseling.....	2
PSY 5725 Internship in School Counseling.....	6
PSY 5950 Research Paper.....	3

or

PSY 5990 Thesis.....	6
PSY 6010 Professional Seminar-Counseling.....	3
EDUC 5310 Organization and Legal Foundations of Education.....	3
Total:	53-58

Education Specialist Programs of Study

Education Specialist (Ed.S.) (32-39 semester hours)

The Education Specialist program is designed to permit students to achieve a degree level higher than the master's. The major is Education with concentrations available in Administration and Supervision, Counseling and Guidance, Elementary Education, and Secondary Education, and School Psychology.

The psychology department offers two concentrations under the Educational Specialist Programs of Study. The first is Guidance and Counseling. It consists of 32 to 33 hours of course work beyond the master's degree. The second is School Psychology. It consists of 32 to 33 hours of course work beyond the master's degree. Completion of both the M.A. and Ed.S. degrees in school psychology make the student eligible for licensure as a school psychologist.

Required Core:	Hours
EDUC 6500 Curriculum Improvement and Construction.....	3
EDUC 6800 Seminar on Teacher Effectiveness.....	3
or	
PSY 5140 Advanced Educational Psychology.....	3
EDUC 5611 Educational Computer Applications.....	3
EDUC 5612 Computers for School Administrators....	3
SPED 5550 Trends and Issues in Special Education..	3
or	
SPED 5750 Classroom Management of Disabled Learners.....	3
or	
PSY 5320 Learning and Behavioral Disorders.....	3
or	
EDUC 6050 Seminar on Research.....	2
or	
PSY 5130 Statistics and Data Analysis.....	3
EDUC 6990 Field Study.....	4
or	
PSY 6990 Field Study.....	4
Total:	18-19

Counseling and Guidance Concentration

Required Core:..... 18-19

Concentration Requirements:

EDUC 5010 Curriculum Development: Elementary	2
or	
EDUC 5050 Curriculum Development: Secondary.....	2
or	
EDUC 5310 Organization and Legal Foundations.....	3
or	
PSY 5090 Social and Community Psychology	3
PSY 5320 Learning and Behavioral Disorders.....	3
PSY 5060 Group Dynamics	3
PSY 5430 Group Theories and Techniques.....	3
PSY 5720 Internship in Counseling.....	6
Total:	32

School Psychology Concentration

Required Core:..... 18-19

Concentration Requirements:

PSY 5410 Counseling Techniques I.....	3
PSY 5411 Counseling Techniques Practicum I.....	1
PSY 5630 Practicum in School Psychology	2
PSY 6700*Internship in School Psychology	8
Total:	32-34

*Is required if student did not complete PSY 5700.

Course Descriptions:

PSY 5000 Research Design (3)

This course will focus on how research is designed.

PSY 5005 The Practice of Clinical Psychology (3)

This class will focus on the history of clinical psychology, the practice of clinical psychology, and current issues in clinical psychology.

PSY 5010 Death, Dying and Bereavement (3)

An overview of death issues from a multicultural, developmental perspective. Topics covered include changing attitudes, the American death system, death across the lifespan, coping, supporting caregivers, ethical/legal issues, funeral and memorialization practices.

PSY 5020 Human Development: Adult and Aging (3)

The scientific study of human development in the adult years. Attention will be given to continuity and change in social, emotional, and intellectual functioning and how support systems influence growth and decline.

PSY 5040 Behavior Modification: Theories and Practice (3)

Emphasis is placed on the theories, principles and techniques of cognitive and behavioral management for use in schools, clinics, hospitals and agencies.

PSY 5060 Group Dynamics (3)

Analysis of the nature and origin of small groups and interaction processes. Emphasis on methodology, group development, conflict, group think, decision making, leadership and task performance.

PSY 5080 Advanced Abnormal Psychology

(3)Diagnostic issues relevant to current diagnostic typologies, DSM-IV, will be reviewed. Emphasis will be on etiology from various theoretical perspectives, differential diagnosis and treatment.

PSY 5090 Social and Community Psychology (3)

The mutual interaction of individuals with social institutions and the dynamics of behavior in a social context.

PSY 5100 Advanced Psychological Psychology (3)

An in-depth study of the structures of the brain and their relationship to and control of behavior. Emphasis is placed upon current research findings.

PSY 5110 Life-span Development (3)

Prerequisite: PSY 3110

The scientific study of human development across the life-span through examination of theoretical and empirical materials. The emphasis is on continuity and change in the physical, cognitive and psychosocial domains.

PSY 5120 Human Factors (3)

An introduction to the basic topics in the field of Human Factors Engineering. The course addresses human functional limitations in areas such as sensation and perception, learning and memory, motor skills and ergonomics. How this knowledge is applied toward the optimal design of instruments, equipment and the workplace is emphasized.

PSY 5130 Statistics and Data Analysis (3)

Prerequisites: PSY 2010, MATH 2240, or permission of instructor.

Computer analysis of data, interpretation and advanced statistical application. Covers probability, linear regression, multiple correlation, analysis of variance and non-parametric tests of significance.

PSY 5140 Advanced Educational Psychology (3)

Prerequisites: PSY 3130 or EDUC 5000

Planned for all school personnel. Emphasis is on the application of research in the behavioral science to practical school situation, including assessment of student abilities, program planning, conditions of learning, evaluation of achievement and classroom interaction.

PSY 5190 Psychological Assessment (3)

Prerequisites: PSY 2010 and PSY 3280 or PSY 3290 or permission of instructor

The distinction between psychometric testing and psychological assessment is emphasized. Attention is given to the role of the psychologist in a variety of work environments, methods of assessment and integration of data obtained through the assessment process.

PSY 5200 Assessment of Intelligence (3)

Prerequisites: Acceptance into clinical or school psychology program, or permission of instructor

The basics of assessment and specific training in currently used cognitive, achievement, adaptive behavior measures, basic report writing, interviewing skills and behavioral observations.

PSY 5201 Assessment of Intelligence Practicum (1)

Co-Prerequisite: Must be taken concurrently with PSY 5200

Students will receive practical supervised experience in the administration, scoring and interpretation of psychological instruments designed to measure intelligence, achievement and memory.

PSY 5220 Assessment of Personality (3)

Prerequisites: Acceptance into clinical or school psychology program, or permission of instructor and completion of PSY 5200 with a minimum grade of "B"

Principles and theories related to personality assessment. Emphasis on administration, scoring interpretation and report writing of projective and non-projective personality instruments such as the MMPI-2, MACI, MMPI-A, TAT, CAT, Devereaux Scales, PIC-R and Human Figure Drawings.

PSY 5221 Assessment of Personality Practicum (1)

Co-prerequisite: Must be taken concurrently with PSY 5220

Students will receive practical supervised experience in the administration, scoring and interpretation of psychological instruments designed to measure both normal and abnormal personality characteristics.

PSY 5240 Treatment Planning and Intervention (3)

Introduction to practice of intervention techniques in school psychological services; overview of theory, research and issues with opportunities for practical experiences. Course will include an introduction to crisis intervention and treatment planning.

PSY 5250 History and Systems of Psychology (3)

Development of psychology from the philosophical antecedents to its present status as a science and a profession. Each system of ideas, which has contributed to the development of psychology, will be studied and evaluated.

PSY 5260 Psychological Consultation: Theory and Practice (3)

Introduction to practice of consultation techniques in school psychological services; overview of theory, research and issues with opportunities for practical experiences. Course will include recommended consultation practices with students, parents, school personnel and community agencies.

PSY 5300 Learning and Cognition (3)

Prerequisite: Permission of instructor

An advanced course which reviews current research and theory on cognitive processes and components of learning. Topics include: principles of learning, concept formation, reasoning, problem solving, attention and psycholinguistics.

PSY 5320 Learning and Behavioral Disorders (3)

Overview of theories, etiological factors, assessment and treatment of learning disabilities and behavior disorders. Educational and psychological treatment alternatives are emphasized.

PSY 5400 Theories of Counseling (3)

The philosophy and theories of counseling, the roles and responsibilities of counselors, ethical practices of counselors and current issues in counseling are covered as well as issues related to the therapeutic atmosphere.

PSY 5410 Counseling Techniques I (3)

Prerequisites: PSY 5400, permission of instructor and admission to counseling, clinical or school psychology programs

Didactic and experimental methods to develop both counseling and consultation skills necessary in a multicultural society. Progress will be monitored by tape review, live supervision and weekly supervisory review.

PSY 5411 Counseling Techniques Practicum I (1)

Co-requisite: Must be taken concurrently with PSY 5410

The application of skills learned in PSY 5410 involving counseling sessions. Students receive weekly supervision of counseling sessions.

PSY 5420 Counseling Techniques II (3)

Prerequisite: PSY 5410 with a grade of "B" or better and permission of instructor

Refinement of counseling skills. Some emphasis on areas of special and multicultural concerns included in individual and group processes. Counseling sessions will be video taped. Supervision will take place weekly with some live supervision.

PSY 5421 Counseling Techniques Practicum II (1)

Co-requisite: Must be taken concurrently with PSY 5420

Further application of counseling skills learned in PSY 5410 and PSY 5420 involving practice counseling sessions and weekly supervision.

PSY 5430 Group Theories and Techniques (3)

Prerequisites: PSY 5400, PSY 5410 and permission of instructor

Students will facilitate or co-facilitate a weekly personal growth group under the supervision of the instructor. Various techniques of group facilitation for both structured and unstructured groups will be taught and evaluated within supervision sessions. Supervision will occur each week prior to group counseling. Students are required to be a member of a group.

PSY 5440 Diversity Issues in Counseling (3)

An understanding of counseling with diverse populations, counseling issues that pertain to race, gender, class, lifestyle, ethnicity, theoretical frameworks and research in cross-cultural counseling.

PSY 5450 Intro to School Psychology (3)

Survey of school psychology including historical perspective on events, roles and functions, and professional issues. State and national trends in certification, licensure, training and employment will also be discussed.

PSY 5500 Industrial and Organizational Psychology (3)

Advanced survey course covering the major topics within the field of I/O psychology including employee selection, training and development, performance appraisal, job analysis leadership, work motivation and organizational development. The treatment of these topics will emphasize methodological, measurement and data analysis practices in the field.

PSY 5510 Jobs and Performance Measurement (3)

Prerequisites: PSY 5500 or permission of instructor
Measurement of processes related to job analysis and performance appraisal will be explored. Topics to be studied include systems for documenting work content, work context and performance requirements of jobs and the cognitive, affective and administrative factors related to designing systems for measuring and managing job performance.

PSY 5520 Staffing (3)

Prerequisites: PSY 5130, PSY 5190 or permission of instructor

Studies the process of gathering job-related data about individuals for the purpose of making employment decisions. Topics to be explored include issues in selection, recruitment, test and non-test selection techniques, employment decision making and validation strategies.

PSY 5540 Training and Development (3)

Prerequisites: PSY 5130 or permission of instructor
Studies the process of designing, developing, implementing and evaluating training programs. Topics to be explored include the instructional systems design model, motivation to learn, principles of adult learning, instructional techniques, transfer of training and program evaluations.

PSY 5550 Leadership and Organizational Change (3)

Prerequisites: PSY 5500 or permission of instructor
Studies the process of leadership within organizations and the role leadership plays in bringing about organizational change. Leadership is explored through traditional approaches including trait, behavioral, contingency and transformational perspectives. Organizational change is explored using a systems approach focusing on needs assessment, problem diagnosis, organizational interventions and evaluation.

PSY 5560 Individual Differences and Organizational Behavior (3)

Prerequisites: PSY 5500 or permission of instructor
Studies the measurement, causes and consequences of work-related attitudes and behaviors. Topics to be addressed include job satisfaction, organizational commitment, organizational citizenship behavior, fairness, stress, motivation, turnover and customer service.

PSY 5600 Theories and Counseling in Career Development (3)

A survey of theories of career development, methods of developing a career information program and procedures for providing personal, social, educational and vocational information are included.

PSY 5630 Practicum in School Psychology (2)

Prerequisites: PSY 5230 and permission of instructor
Provides opportunities for students to practice, under supervision, the application of knowledge and skills acquired throughout the program within a school setting. (180 contact hours).

PSY 5640 Practicum in School Counseling (2)

Prerequisites: Appropriate courses and permission of instructor

Supervised experience in counseling and guidance for those who are preparing for school guidance programs. Periods must be reserved for conferences with supervisors and college instructors. (180 contact hours).

PSY 5710 Internship in Clinical Psychology (4)

Prerequisites: PSY 5220, PSY 5420 and permission of instructor

Supervised internship in an appropriate setting for a minimum of 400 hours. The intern is responsible

primarily to the agency supervisor but reports to the university at specified intervals.

PSY 5720 Internship in Community Counseling (6)

Prerequisite: Appropriate courses and permission of instructor

Supervised internship in an approved setting for a minimum of 600 hours. The intern is responsible primarily to the agency supervisor but reports to the university supervisor at specified intervals.

PSY 5725 Internship in School Counseling (6)

Prerequisite: Completion of all required classes for school counseling

Supervised internship in approved school settings (elementary, middle, high school) for a minimum of 600 hours. The intern is responsible primarily to the school guidance counselors but will report to the university supervisor at specified intervals.

PSY 5730 Practicum in Industrial and Organizational Psychology (3)

Prerequisite: Completed and approved master's thesis proposal

Individual on-site work experience designed to provide supervised application of competencies acquired in the program of study. Supervision by field and university personnel. (180 contact hours).

PSY 5810 Independent Study (3)

Prerequisite: Permission of instructor

Permits the advanced student to pursue in-depth study of topics of special interest.

PSY 5820 Independent Study (3)

Prerequisite: Permission of instructor

Permits the advanced student to pursue in-depth study of topics of special interest.

PSY 5840 Advanced Statistics and Research Design (3)

Prerequisite: PSY 5130

Theory and application of experimental design in psychological research. It included the study of design strategies in relation to statistical procedures, particularly analysis of variance.

PSY 5950 Research Paper (3)

The student registers for three hours of research to develop a complete proposal for further research or the three hours may culminate in the completion of a research paper sufficient to meet departmental and graduate school requirements.

PSY 5990 Thesis (3)

An individual research project culminating in a written and oral presentation of the research conducted. After identifying a problem, the student may collect original data analyze data or critically analyze the results of research published in the professional literature. The

student must add to the research literature by offering sound original data or a meta-analysis.

PSY 5991 Research Requirement Completion (1)

For students not fulfilling graduate school research literacy requirement within one year after scheduled completion of thesis, field study report, research project paper, or research literacy paper. Enrollment required each subsequent semester. Tuition and fees for one credit hour must be paid every semester until research requirement is met.

PSY 6010 Professional Seminar-Counseling (3)

Prerequisite: Permission of instructor

Mental health delivery systems, legal and ethical responsibilities, DSM-IV classifications and professional issues are emphasized. Readings, field trips and special projects are required.

PSY 6015 Introduction to School Counseling (3)

Co-Prerequisite: PSY 5400 or permission of instructor.

This course explores historical and contemporary issues facing professional school counselors. School systems, professional identity, effective team membership with pre-Kindergarten-12 educational and support staff, client, parental, and community needs, leadership strategies, conducting and reviewing research, knowledge and application of educational technology, and ethical and legal concerns will be addressed.

PSY 6020 Ethics in Psychology (3)

The focus of this course is the application of the American Psychological Association's Code of Ethics to the practice of psychology. Application of the code to ethical dilemmas, as well as learning ethical thinking skills, will be taught.

PSY 6040 -PSY 6060 (Selected Topics) (1 each)

Prerequisite: Permission of instructor

Short seminars in a variety of topics. Offered upon demand.

PSY 6080-PSY 6100 (Selected Topics) (3 each)

Prerequisite: Permission of instructor

Longer seminars on a variety of topics. Offered upon demand.

PSY 6700 Internship in School Psychology (4,4)

Prerequisites: Acceptance into school or clinical program or permission of instructor, and completion of PSY 5230 with a minimum grade of a "B"

The internship in school psychology involves on-the-job experience with students 3-21 years of age. The student must complete a minimum of 1200 hours which may include supervised experience at the master's level. Supervision will be by a licensed school psychologist and university supervisor.

College of Science and Mathematics

Gaines Hunt, Interim *Dean*
(931) 221-7267 or email at huntg@apsu.edu

The College of Science and Mathematics is the academic home of the Department of Biology's graduate program which offers the master's degree in biology. The mission of the biology graduate program is to provide a collaborative, collegial environment for advanced study while providing a foundation in research methodology and the resources required for student professional growth and development.

Department of Biology

Keith Belcher, *Department Chair*
Sundquist Science Complex, D125
P.O. Box 4718
(931) 221-7781 or email at belcherk@apsu.edu

Faculty

Carol J. Baskauf, Daniel W. Bath, Jr., Keith Belcher, Willodean D.S. Burton, John Butler, Edward W. Chester, Don C. Dailey, William H. Ellis, Mack T. Finley, Katherine R. Gould, Steven W. Hamilton, Jefferson G. Lebkuecher, Sarah Lundin-Schiller, Mary Mayo, Ralph H. McCoy, Robert D. Robison, Joseph R. Schiller, A. Floyd Scott, Benjamin P. Stone, Cindy L. Taylor, James F. Thompson

The mission of the Department of Biology is to educate students to become competent, confident, and compassionate individuals within their chosen careers. The Department of Biology faculty is committed to providing instructional and research experiences for

students to develop skills of inquiry, abstract and logical thinking and critical analysis of natural science phenomena. The Department is also committed to meeting the needs of students by providing an array of professional and academic tracks.

The graduate program in the Department of Biology offers courses that can be used to fulfill requirements for the Master of Science (M.S.) degree. Graduate students in the program receive instruction in both field and laboratory work, while pursuing a specialized topic to satisfy the research requirement.

Admission

Refer to page 19 for admission requirements to the College of Graduate Studies. There are no additional requirements for admission to the Department of Biology.

Thesis

Requirements for thesis are stated on page 29.

Master of Science

Biology (M.S.)

(33-37 semester hours)

Required Core:	Hours
BIOL 5000 Methods of Biological Research.....	4
BIOL 591A Seminar in Biology.....	1
Botany Requirement	4
Zoology Requirement	4
Cellular or Molecular Biology Requirement.....	4
Total:	17

Select One Research Plan

Plan I: Research Literacy Paper

Required Core:	17
Electives:	20
Total:	37

Students selecting Plan I will submit a paper to the College of Graduate Studies for review and approval after the paper has been approved by the student's graduate committee chair.

Plan II: Research Project

Required Core:	17
BIOL 5950 Research Paper	2
Electives:	16
Total:	35

Students selecting Plan II will submit a research paper based on an original, scientific investigation conducted under the supervision of the student's graduate committee chair. This paper will refer specifically to the paper written in connection with BIOL 5950 and will have no reference to other papers that may be required in any other courses. After the paper is approved by the student's graduate committee chair, it must be submitted to the College of Graduate Studies where it will be reviewed and approved.

Plan III: Thesis

Required Core:	17
BIOL 5990 Thesis.....	6
Electives:	10
Total:	33

Course Descriptions:

BIOL 5000 Methods of Biological Research (4)

Prerequisite: Major or minor in Biology

Required of all prospective candidates majoring in biology during their first semester of residence in which the course is taught. An introduction to the principles of scientific research, the use of bibliographic resources, the proper form of scientific writing, an introduction to biostatistics and research techniques in the design and execution of biological research.

BIOL 5030 Plant Taxonomy (4)

Three hours lecture, three hours laboratory

A study of regional vascular plants with emphasis on flowering, fruiting and familiar characteristics, sight identification, economic importance, relating species to habitats, appropriate literature and counseling-preservation. Primarily a field course; collections required.

BIOL 5100 Biostatistics (4)

Three hours lecture, three hours laboratory

Basic descriptive and inferential statistics, frequency distributions and analyses, analysis of variance, linear regression, correlation, nonparametric analogues to parametric methods, relationships between experimental design and data analysis used in hypothesis testing. Selected multivariate analysis, statistical re-sampling methods, and data reduction techniques are discussed. Computer use emphasized.

BIOL 5130 Advanced Topics in Genetics (4)

Three hours lecture, three hours laboratory

Current concepts of genetics that include the cell cycle and regulation of division, gene mapping, inter- and intra-genic recombination, mutations, chromosome structure and function, oncogenes, genetics of mitochondria and chloroplast, gene imprinting, population genetics and other topics.

BIOL 531x Advanced Microbiology (4)

Three hours lecture, three hours laboratory.

BIOL 531 A Virology (4)

Three hours lecture, three hours laboratory.

BIOL 531 B Mycology (4)

Three hours lecture, three hours laboratory.

BIOL 531C Microbial Pathogenesis (4)

Three hours lecture, three hours laboratory

A study of selected topics in microbiology to include virology, mycology and microbial pathogenesis.

BIOL 5320 Plant Growth and Development (4)

Three hours lecture, three hours laboratory

Plant growth, correlation phenomena in development and hormones involved on growth regulation.

BIOL 5330 Aquatic Biology and Water Quality Control (4)

Three hours lecture, three hours laboratory

Prerequisite: Permission of instructor

A study of the aquatic environment. Materials covered will include concepts and methods of analyses of the physical, chemical and biological factors influencing aquatic life and water quality. Kinds and sources of pollution, as well as methods of pollution control, will be emphasized.

BIOL 5410 Organ Systems in Physiology (4)

Three hours lecture, three hours laboratory

A study of selected topics in physiology that will include the major organ systems of the body including cardiovascular, respiratory, renal, gastrointestinal and endocrine.

BIOL 5440 Cell and Molecular Biology (4)

Three hours lecture, three hours laboratory

The fundamental role of macro-molecules and cell ultra-structure in mediating such cellular activities as

permeability, excitability, secretion, cell-cell communications, and energy transduction. The function of the cell at the molecular level will be emphasized.

BIOL 5450 Recombinant DNA Technology (4)

Three hours lecture, three hours laboratory

Prerequisite: Permission of instructor

Instruction of students in the isolation and manipulation of nucleic acids for the construction and characterization of recombinant DNA molecules either for the generation of genetic probes or the development of genetically engineered microorganisms, emphasis will be placed on the uses of these tools in biological research, biotechnology and diagnostics.

BIOL 550A, B Special Problems (4 each)

Eight hours laboratory

Prerequisite: Permission of instructor

The student, in consultation with a professor, will select, plan and complete a research problem. The data is to be written in acceptable scientific form for presentation in a seminar.

BIOL 5540 Plant Ecology (4)

Two hours lecture, four hours laboratory

Plants and their environment with emphasis on quantitative and qualitative analysis of regional plant communities and their determining factors.

BIOL 5560 Aquatic Macroinvertebrates (4)

Three hours lecture, three hours laboratory

An investigation of the diversity of aquatic macroinvertebrates through the study of their taxonomy, morphology, development, ecology and evolution of selected aquatic invertebrates. Emphasis will be placed on freshwater aquatic macroinvertebrates of the Southeastern United States.

BIOL 5580 Entomology (4)

Three hours lecture, three hours laboratory

An investigation of the diversity of insects through the study of their taxonomy, morphology, development, ecology and evolution. Emphasis will be placed on insect taxa of the Southeastern United States.

BIOL 5610 Herpetology (4)

Three hours lecture, three hours laboratory

Prerequisite: Permission of instructor

A study of the taxonomy, structure, reproduction, ecology, behavior and geographic distribution of amphibians and reptiles with emphasis on the herpetofauna of the Southeastern United States.

BIOL 5620 Ornithology (4)

Three hours lecture, three hours laboratory

Prerequisite: Permission of instructor

A study of the evolution, taxonomy, identification, life histories and behavior of birds, with emphasis on local representatives.

BIOL 570x Topics in Biology (1-4)

BIOL 570A Electron Microscopy (1-4)

BIOL 570B Tissue Culture (1-4)

BIOL 570C Computer Utilization (1-4)

BIOL 570D Evolution (1-4)

Workshop and specific courses such as electron microscopy, tissue cultures, computer utilization and evolution.

BIOL 591A Seminar in Biology (1)

Reports relative to research activities. Progress and special interests will determine topic development.

BIOL 5950 Research Paper (2)

BIOL 5990 Thesis (6)

BIOL 5991 Research Requirement Completion(1)

For students not fulfilling graduate school research literacy requirement within one year after scheduled completion of thesis, field study report, research project paper, or research literacy paper. Enrollment required each subsequent semester. Tuition and fees for one credit hour must be paid every semester until research requirement is met.

Additional Graduate Courses

Early Childhood

Department of Education

EC 5130 Trends and Issues in Early Childhood Education (3) F, SU

Focuses on philosophical and historical influences, research and development, goals and objectives and the development of one's personal philosophy. A portion of the course is field based.

EC 5140 Seminar on Applications of Developmental Theory (3) F, S

Focuses on the unique of methodology for teaching early childhood education; examines the selection and use of materials; and explores the problems of selected content areas in the Early Childhood curriculum. A portion of the course is field based.

EC 5160 Learning Styles of the Culturally Different (3) SU

Designed to emphasize the fact that general characteristics of culturally different students have educational implications. Additional attention will be given to identifying why teachers fail in many of their attempts at teaching these particular students. The formulation of effective teaching models will be an integral part of the class.

EC 5170 Seminar on evaluation and Assessment in Early Childhood Education (3) F, S, SU

Pupil assessment, evaluation of programs and processes for parent involvement in early childhood education. A portion of the course is field based.

Geology

Department of Geology and Geography

GEOL 5050 Process Geomorphology (3)

Prerequisite: Permission of instructor. An applied, systematic process approach to landform development based upon threshold concepts. The geomorphic process emphasized include mass movements, fluvial, aeolian, glacial and karat geomorphology. Laboratory work is based upon aerial photographs, maps, field projects and computer data analysis.

GEOL 577A Selected Topics in Regional Geology (4)

A seminar-discussed-laboratory approach to those aspects of geology which are most basic to an

understanding of the geology of a large region, like the Tennessee-Kentucky area.

GEOL 577B Selected Topics in Environmental Geology (4)

Analysis of a selected problem dealing with application of geologic concepts to regional planning, urban land use and conservation. Emphasis will be placed on student-generated field data where appropriate.

GEOL 577C Selected Topics in Paleontology (4)

Analysis of the fossil record of selected groups of animals. Emphasis is on time-dependant changes in morphology and adaption.

GEOL 577D Selected Topics in Stratigraphy (4)

Field and laboratory examination of sedimentary strata. Lecture discussion of descriptive processes and historical interpretation of rock unit.

Humanities (Creative Arts)

HUM 5000 Creativity and the Arts (3)

Characteristics of creative people and their importance in present day society; means of fostering creativity; its application to the fine arts.

HUM 5040 Workshop in Elementary Music (3)

Individual and group projects related to music instruction in the elementary grades, including selected materials and teaching methods such as Kodaly and orff.

HUM 5060 Recent Trends in the Humanities (3)

Incorporates philosophical trends, status studies and a projection of the humanities into future years. Study of community, state, federal and private agencies that are directly concerned with funding and encouraging the arts in American life.

Linguistics

Department of Languages and Literature

LING 506A History of the English Language (3)

The development of the English language from its earliest stages to the present time.

LING 506B Studies in Linguistics: Structure and Semantics (3)

An investigation of current attitudes and theories in grammar, usage, semantics and morphology.

LING 506C History of American English and Dialects (3)

The diachronic evolution of American English into its various dialects from World War II to the present. The focus is also on language awareness in standard English, prejudice and discrimination in language

usage, cultural diversity, gender, taboo, censorship, media and advertising.

Mathematics Education

Department of Mathematics and Computer Science

MAED 500A Number and Sense and Number Theory (1)

Students will examine issues of mathematical content and pedagogy in teaching number sense and number theory in grades K-8. The course is designed primarily for in-service teachers.

MAED 500B Computation, Estimation and Measurement (1)

Students will examine issues of mathematical content and pedagogy in teaching about computation, estimation and measurement in grades K-8. The course is designed primarily for in-service teachers.

MAED 500C Patterns, Functions and Algebraic Thinking (1)

Students will examine issues of mathematical content and pedagogy in teaching about patterns and functions to promote algebraic thinking in grades K-8. The course is designed primarily for in-service teachers.

MAED 500D Geometry and Spatial Sense (1)

Students will examine issues of mathematical content and pedagogy in teaching about geometry and developing spatial sense in grades K-8. The course is designed primarily for in-service teachers.

MAED 500E Probability and Statistics (1)

Students will examine issues of mathematical content and pedagogy in teaching about probability and statistics in grades K-8. The course is designed primarily for in-service teachers.

MAED 5050 Laboratory Procedures in Elementary Mathematics (3)

Instruction primarily in a laboratory setting discussing Piaget's developmental theory, multibase blocks, Cuisenaire rods, minicomputers, attribute blocks, geoboards, miras, tangrams, probability and problem solving.

MAED 5060 Contemporary Programs in Elementary Mathematics (3)

Discussion of contemporary programs in elementary mathematics.

MAED 5070 Methods, Materials and Strategies in Teaching Mathematics (3)

Discussion of methods, aids, and materials used in teaching mathematics and strategies for their use.

MAED 5110 Research in Mathematics Education (3)

Seminar-type course which examines current research related to teaching mathematics. Mathematics content and issues of pedagogy which arise in the research will be the major emphases in the course.

MAED 5300 Special Problems (3)

Prerequisite: Permission of instructor.

This is an independent study to be planned to address special interests and needs of students.

Mathematics

Department of Mathematics and Computer Science

MATH 5010 History of Mathematics (3)

Development of elementary mathematics and a study of the individuals who contributed to it.

MATH 5020 Geometry for Elementary School Teachers (3)

Informal geometry, regular polygons, tessellations, transformations, measurement, deductive reasoning, constructions, topology and solid geometry.

MATH 5030 Problem Solving for Elementary School Teachers (3)

An in-depth investigation of problem solving strategies and procedures, particular interests will be placed on problem solving in an algebra context.

MATH 5100 Mathematical Concepts Development (3)

Current research related to teaching mathematics, mathematics content and issues of pedagogy.

MATH 5110 Number Theory (3)

Divisibility, properties of primes, analysis of congruence, quadratic residue and Diophantine analysis.

MATH 5160 Complex Analysis (3)

The algebra of complex numbers, properties of analytical functions, elementary functions and mapping, complex integration, power series, residues and poles and conformal mapping.

MATH 5210 Topology (3)

Sets, metric spaces, limits, continuous maps and homeomorphisms, connectedness and compact topological spaces.

MATH 5240 Probability (3)

Emphasis on those topics having statistical applications. Sample spaces, continuous and discrete random variables and their probability distributions.

MATH 5250 Mathematical Statistics (3)

Multivariate probability distributions, estimation of parameters, hypothesis testing, linear models, analysis of variance and analysis of enumerative data and nonparametric statistics.

MATH 530A, B Special Problems (3)

MATH 5350 Calculus for Teachers (3)

Basic concepts of calculus, limits of sequences, limits of functions, continuity and differentiation and integration.

MATH 5450 Mathematical Models (3)

Formation of mathematical models for problems in the biological, physical, social and management sciences. Applications of techniques from algebra, calculus, probability and other areas of mathematics to the study of these problems.

MATH 5460 Applied Mathematics (3)

Analysis and solution of mathematical problems arising from scientific and industrial settings including mathematical models requiring differential equations. Writing and presentation of mathematical models and solutions.

MATH 5500 Modern Algebra (3)

Relations, maps, abstract algebras, groups, rings, integral domains, order, morphisms, fields and factorization.

MATH 5520 Algebra for Teachers (3)

Boolean algebras, lattices, groups and symmetries, morphisms, quotient groups, applications and examples.

MATH 5640 Geometry for Teachers (3)

General methods for solutions of construction problems, geometric loci, indirect elements, similitude and homothety, properties of triangles, tritangent circles, altitudes of triangles, Euler line and nine point circle.

MATH 5670 Numerical Analysis (3)

Digital computer programming, finite differences, numerical integration, matrix computations, numerical solutions of non-linear systems and differential equations.

MATH 5710 Advanced Calculus (3)

Logic and proof, functions, cardinality, real numbers, sequences, limits, continuity, differentiation, integration, infinite series, sequences and series of function.

MATH 577A,B Selected Topics in Mathematics (3)**MATH 5910 Topics in Mathematics (1)****MATH 5920 Topics in Mathematics (1)****MATH 5950 Research Paper (3)****MATH 5990 Thesis (6)****Nursing****NUR 5000 Gerontological Disease Process (3)**

Major illnesses most frequently manifested by the elderly will be the framework of the content. Epidemiological occurrence will be discussed. Emphasis will be placed on common signs and symptoms approximating health service, treatment and

self-care measures. Healthful self-care habits will be a focus.

Public Management**PM 5200 Political Theories of Social Choice (3)**

Analyzes the normative implication of public policy for modern governments, societies and organizations as they make value judgements and allocate resources. Course incorporates qualitative concerns and social responsibilities of public officials.

PM 5300 Theory of Bureaucratic and Administration of Organization (3)

An analysis the effects of organizational structures and administrative procedures has on policy making, implementation and evaluation is undertaken using case studies and field studies of topical and contemporary organizational issues.

PM 5400 Public Planning (3)

Survey of the major contemporary concepts and core elements of the development and process of Public Planning. Topical case studies and analysis of planning problems will be employed.

Science Education**Department of Education****SCI 5050 Life Science (3) Su**

The nature of science and how it should be presented to elementary and junior high school students; a practicum in teaching science processes; a review of life science materials in the contemporary science projects.

SCI 5070 Physical Science (3) Su

Selected topics from the areas of astronomy, chemistry and physics are studied. Emphasis is placed on fundamental principles. The student is encouraged to use reasoning ability.

SCI 5090 Earth Science (3) S, Su

Indoor and outdoor classes, specimen study and simple experiments cultivate a broader familiarity with the physical habitat of man. Materials that form planet earth and relationships between climate and landscape receive special attention.

SCI 5110 Teaching Science in the Elementary School (3) Su

Students will be given an opportunity to develop a personal philosophy of science teaching and apply this philosophy in educational practice such as developing and evaluating curricular materials, preparing individualized instructional materials, field testing materials, evaluating student and teacher self-performance and reviewing modern curriculum project.

SCI 5330 Problems in Earth Science (1,2,3) F, S, Su
Offers students an opportunity to pursue a problem of special interest which be satisfied by courses already offered by the university.

Sociology

SOC 5010 Marriage and the Family (3)

Analysis of the family institution, its structure and function and the dynamics of social change in family interaction and organization. The process of marriage examined includes dating, courtship, mate selection, engagement and marriage. Attention to changes currently affecting the American family.

SOC 5050 Race Relation and Minority Peoples (3)

A survey study of minority groups and race relations in the United States. Special attention is devoted to such groups as Blacks, Indians, Orientals and Hispanics.

SOC 5100 Culture and Personality (3)

The influence of culture upon the development of personality and of individuals upon the development of culture, with comparisons of various cultures and individuals within them.

SOC 5140 Sociology of Deviant Behavior (3)

Contemporary theories of deviant behavior and major types of deviance in American society. The relationship between norms, deviance and forms of social control; and between deviance, social disorder and social change.

SOC 5200 Crime and Delinquency (3)

Theories of deviance as they relate to the law and methods of treatment. Emphasis on causes, types and corrective measures in criminology.

SOC 5300 Behavior and Organizations (3)

Development and role of complex organization in contemporary society focusing on various explanations of organizational structure, process and change.

SOC 5600 Sociology of Later Maturity and Old Age (3)

The social implications of an aging population; social and personal adjustments of the aging process and resources for coping with roles and statuses of old age.

Spanish Education

Department of Languages and Literature

SPAN 5000 Bibliography, Research and Criticism (3)

Teaches students advanced techniques in bibliography, methods of research and literary criticism to be applied to graduate study of Spanish literature.

SPAN 510A Spanish for Graduate Research I (3)

Spanish readings with related grammar and conversation to acquaint graduates with Spanish as a research skill; equivalent to one year of normal course work.

SPAN 510B Spanish for Graduate Research II (3)

A continuation of 510A, but with more emphasis in the development of communicative skills.

SPAN 5200 History of the Spanish Language (3)

Examines the developments of the Spanish language from its classical roots to the present time.

SPAN 5510 Spanish Peninsular Literature I (3)

An in-depth study of Spanish Peninsular literature from its beginning to the 18th Century.

SPAN 5520 Spanish Peninsular Literature II (3)

An in-depth study of Spanish Peninsular language from the 19th and 20th centuries.

SPAN 5610 Spanish American Literature I (3)

An in-depth study of Spanish American literature from its origins to the Wars of Independence.

SPAN 5620 Spanish American Literature II (3)

An in-depth study of Spanish American literature from the Wars of Independence to the present.

SPAN 5950 Research Paper (3)

Through independent study, students will produce a graduate research paper in Spanish to fulfill the research requirements for the M.A.Ed. degree.

Special Education

Department of Education

SPED Problem in Special Education (1,2,3)

Designed for those special topics not covered in scheduled classes.

SPED 5340 Developing Consultative Skills with Parents and Professionals (3)

Emphasis will focus on communication skills needed in working with parents and professionals regarding short and long range planning for the handicapped individual.

SPED 5360 Teaching and Management of Physically Disabled (3)

Designed to prepare students to teach the physically disabled educational needs and management (handling) problems are examples of the topics covered.

SPED 5430 Problems in Special Education (3)

Designed for those special topics not covered in scheduled classes.

SPED 5530 Instructional Implementation in Special Education (3)

A practical course designed to acquaint the student with formal and informal instructional techniques and the development of prescriptive programs.

SPED 5550 Trends and Issues in Special Education
(3)

A research-oriented course concerned with recent or basic ideas and developments in special education. All areas of exceptionality will be covered.

SPED 5710 Organization and Administrations of Special Education (3)

Designed to acquaint the student with the federal, state and local administrative organization of special education. Special emphasis will be given to the funding and regulatory functions of Public Law 94-142.

SPED 5720 Multidisciplinary Assessment in Special Education (3)

Prerequisites: Graduate or undergraduate courses in psychological and educational testing. An in-depth study of the diagnostic techniques used by educators, psychologist and other professionals. Students will participate in multidisciplinary assessments of exceptional children.

SPED 5730 Seminar on Characteristics: Mild and Moderate Disabilities (3)

Designed to enhance the knowledge and skills of students teaching or preparing to teach the mild/moderate disabled pupil. Characteristics, instructional procedures and behavior management are among the topics covered.

SPED 5740 Seminar on Severe/Profound Disabilities (3)

Designed to enhance the knowledge and skills of students teaching or preparing to teach the severe/profound disabled pupil. Characteristics, instructional procedures and behavior management are among the topics covered.

SPED 5750 Classroom Management of Learners with Special Needs (3)

Various approaches to classroom management will be presented as related to instructional techniques, parent involvement and cultural differences.

SPED 5760 Seminar on Teacher Gifted and Talented (2)

A review of research and latest developments associated with identifying, teaching and developing programs for the gifted.

Appendix A: REGULATIONS FOR CLASSIFYING STUDENTS IN-STATE OR OUT-OF-STATE FOR THE PURPOSE OF PAYING FEES AND TUITION

Paragraph 1. Intent. It is the intent that the public institutions of higher education in the State of Tennessee shall apply uniform rules, as described in these regulations and not otherwise, in determine whether students shall be classified “In-State” or “Out-of-State” for fees and tuition purposes.

Paragraph 2. Definitions. Wherever used in these regulations:

1. “Public higher education institution” shall mean a university or community college supported by appropriations made by the Legislature of this State.
2. “Residence” shall mean continuous physical presence and maintenance of a dwelling place within this State, provided that absence from the State for short periods of time shall not affect the establishment of a residence.
3. “Domicile” shall mean a person’s true, fixed, and permanent home and place of habitation; it is the place where he or she intends to remain and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere.
4. “Emancipated person” shall mean a person who has attained the age of eighteen years and whose parents have entirely surrendered the right to the care, custody, and earnings of such person and who no longer are under any legal obligation to support or maintain such deemed “emancipated person”.
5. “Parent” shall mean a person’s father or mother. If there is a non-parental guardian or legal custodian of an unemancipated person, then “parent” shall mean such guardian or legal custodian, provided, that there are not circumstances indicating that such guardianship or custodianship was created primarily for the purpose of confirming the status of an in-state student on such unemancipated person.
6. “Continuous enrollment” shall mean enrollment at a public higher educational institution or institution of this State as a full-time student, as such term is defined by the governing body of said public higher educational institution or institutions, for a normal academic year or years or the appropriate portion or portions thereof since the beginning of the period for which continuous enrollment is claimed. Such person need not enroll in summer sessions or other such intersessions beyond the normal academic year in order that his or her enrollment be deemed continuous notwithstanding lapses in enrollment occasioned solely by the scheduling of the commencement and/or termination of the academic years, or appropriate portion thereof, of the public higher educational institutions in which such person enrolls.

Paragraph 3. Rules for Determination of Status.

1. Every person having his or her domicile in this state shall be classified “in-state” for fee and tuition purposes.
2. Every person not having his or her domicile in this state shall be classified “out-of-state” for said purposes.
3. The domicile of an unemancipated person is that of his or her parent.
4. The domicile of a married person shall be determined independent of the domicile of the spouse.

Paragraph 4. Out-of-State Students Who Are Not Required to Pay Out-of-State Tuition.

1. An unemancipated, currently enrolled student shall be reclassified out-of-state should his or her parents, having theretofore been domiciled in the State, remove from the State. However, such student shall not be required to pay out-of-state tuition so long as his or her enrollment at the public higher educational institution or institutions shall be continuous.
2. An unemancipated person whose parent is not domiciled in this State but is a member of the armed forces and stationed in this State or at Fort Campbell pursuant to military orders shall be classified out-of-state but shall not be required to pay out-of-state tuition. Such a person, while in continuous attendance toward the degree for which he or she is currently enrolled, shall not be required to pay out-of-state tuition if his or her parent thereafter is transferred on military orders.

3. A person whose domicile is in a county of another state lying immediately adjacent to Montgomery county or whose place of residence is within thirty (30) miles of Austin Peay State University shall be classified out-of-state but shall not be required to pay out-of-state tuition at Austin Peay State University, provided, however, that there be no teacher college or normal school within the non-resident’s own state, of equal distance to said non-resident’s bona fide place of residence.

4. Part-time students who are not domiciled in this state but who are employed full-time in the State, or who are stationed at Fort Campbell pursuant to military orders, shall be classified out-of-state but shall not be required to pay out-of-state fees.

5. Military personnel and their spouses stationed in the State of Tennessee who would be classified out-of-state in accordance with other provisions of these regulations will be classified out-of-state but shall not be required to pay out-of-state tuition. This provision shall not apply to military personnel and their spouses who are stationed in this state primarily for educational purposes.

Paragraph 5. Presumptions. Unless the contrary appears from clear and convincing evidence, it shall be presumed that an emancipated person does not acquire domicile in this State while enrolled as a full-time student at any public of private higher educational institution in this State, as such status is defined by such institution.

Paragraph 6. Evidence to be considered for Establishment of Domicile. If a person asserts that he or she has established domicile in this State, he or she has the burden of proving that he or she has done so. Such a person is entitled to provide to the public higher educational institution by which he or she seeks to be classified or reclassified in-state, any and all evidence which he or she believes will sustain his or her burden of proof. Said institution will consider any and all evidence provided to be concerning such claim of domicile but will not treat any particular type of item of such evidence as conclusive evidence that domicile has or has not been established.

Paragraph 7. Appeal. The classification officer of each public higher educational institution shall be responsible for initially classifying students “in-state” or “out-of-state”. Appropriate procedures shall be established by each such institution by which a student may appeal his or her initial classification.

Paragraph 8. Effective date for Reclassification. If a student classified out-of-state applies for in-state classification and is subsequently so classified, his or her in-state classification shall be effective as of the date on which reclassification was sought. However, out-of-state tuition will be charged for any quarter or semester during which reclassification is sought and obtained unless application for reclassification is made on or before the last day of registration of that semester.

Adopted by the State Board of Regents March 21, 1986

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B.A., M.A., University of Arkansas; Ph.D., Vanderbilt University.

CAROL J. BASKAUF (1993) Associate Professor of Biology

B.A., Bluffton College; Ph.D., Vanderbilt University.

DANIEL W. BATH, JR. (1969) Professor of Biology

B.A., M.S., Ph.D., University of Mississippi.

LOU M. BEASLEY (1999) Professor of Social Work

B.S., Tennessee State University; M.S.S.W., University of Tennessee-Knoxville; Ph.D, University of Denver.

ALBERT J. BEKUS (1970) Professor of English

B.A., Florence State University; M.A., Ph.D., Auburn University.

KEITH BELCHER (1994) Chair of the Department of Biology and Associate Professor

B.S., M.S.T., Georgia Southern College; Ph.D., Medical College of Georgia.

D.M.S. BHATIA (1977) Professor of Geology

B.S., University of Jabalpur; M. Tech., University of Saugar; M.S., University of New Brunswick; Ph.D., University of Missouri-Rolla.

ANNE BLACK (1996) Assistant Professor of Health and Human Performance

A.B., Princeton University; Ph.D., University of Connecticut.

STUART B. BONNINGTON (1987) Professor of Psychology

B.A., Transylvania University; M.A., Southern Illinois University; Ed.D., University of Tennessee-Knoxville.

SCOTT BOYD (1995) Associate Professor of Communication and Theatre

B.A., Xavier University; M.F.A., University of North Carolina at Greensboro

RHONDA BRYANT (1999) Assistant Professor of Psychology

B.A., M.Ed., Ph.D., University of Virginia.

WILLODEAN D.S., BURTON (1991) Associate Professor of Biology

B.S., M.S., Tennessee State University; Ph.D., University of Tennessee-Knoxville.

LUANNETTE BUTLER (1994) Assistant Professor of Psychology

A.B., University of Kentucky; M.A., Georgetown College; Ed.D., Tennessee State University.

SUSAN CALOVINI (1991) Chair of the Department of Languages and Literature and Associate Professor of English

B.S., Ohio University; M.A., Ph.D., Ohio State University.

WILLIAM CARRASCO (2000) Assistant Professor of Language and Literature

B.A., M.A., Arizona State University; Ph.D., University of Toulouse—Le Mirail at France

WAYNE CHAFFIN (1978) Chair of the Department of Health and Human Performance and Professor

B.S., M.Ed., Middle Tennessee State University; Ed.S., Central Missouri State University; Ed.D., University of Tennessee-Knoxville.

EDWARD WAYNE CHESTER (1966) Professor of Biology

B.S., Austin Peay State University; M.S., Ph.D., University of Tennessee-Knoxville.

FLOYD L. CHRISTIAN, JR. (1986) Professor of Mathematics

A.B., Birmingham Southern; M.A., Samford University; Ph.D., University of Mississippi.

STEPHEN L. CLARK (1985) Professor of Music

B.M.E., M.Ed.M., Central State University; D.M.A., University of Oklahoma.

DAVID J. COCHENER (1987) Professor of Mathematics and Computer Science

B.A., Austin College; M.S., Ph.D., Texas Christian University.

DON CHARLES DAILEY (1991) Associate Professor of Biology

B.S., University of Southern Indiana; Ph.D., Indiana University School of Medicine.

MARGARET N. DEITRICH (1990) Professor of Education

B.S., The Pennsylvania State University; M.A., Ph.D., Michigan State University.

DOUGLAS DROSTE (2000) Assistant Professor of Music

B.M.Ed., Ohio State University; M. Music, Texas Tech University

LENI DYER (2001) Assistant Professor of Communication and Theatre

B.A., Kennesaw State University; M.F.A., Costume Design & Production, University of Alabama, Tuscaloosa

ARTHUR J. EAVES (1978) Associate Professor of English

B.A., Columbia University; Ph.D., University of Notre Dame.

JILL EICHHORN (2000) Assistant Professor of Languages and Literature

B.A., M.A., Arizona State University; Ph.D., Rutgers University

FRANCISCA J. FARRAR (1982) Professor of Nursing

B.S.N., M.S.N., Ed.D., Vanderbilt University.

I. JOE FILIPPO (1968) Interim Assistant Vice President for Academic Affairs and Professor of Theatre

B.A., Oklahoma City University; M.A., Stephen F. Austin State College; Ph.D., University of Florida.

MACK T. FINLEY (1987) Professor of Biology

B.S., Austin Peay State University; M.S., Ph.D., Mississippi State University.

E. SUTTON FLYNT (1996) Professor of Education

B.S., M.Ed., University of Southern Mississippi; Ed.D., University of Georgia.

JILL FRANKS (1996) Assistant Professor of English

B.A., University of New Hampshire; J.D., Western New England College; M.A., University of Massachusetts, Amherst; Ph.D., Rutgers University.

SAMUEL S. FUNG (1988) Professor of Psychology

B.Th., Central Taiwan Theological College; B.A., M.A., Azusa Pacific University; D.Min., Western Evangelical Seminary; M.A., Ph.D., Temple University.

GLORIA JUNKIN GHARAVI (1979) Professor of Music

B.M., The Cleveland Institute of Music; M.A., Texas Woman's University; Ph.D., North Texas State University.

ELIZABETH ANNE GLASS (1975) Professor of Music

B.M., Stetson University; M.M., George Peabody College.

REBECCA A. GLASS (1986) Professor of Health and Human Performance

B.S., M.Ed., University of Montevallo; Ed.D., Auburn University.

WILLIAM K. GLUNT (1992) Associate Professor of Mathematics

A.A., Henderson Community College; B.S., Indiana State University; M.S., Ph.D., University of Kentucky.

MONIQUEKA GOLD (1999) Assistant Professor of Education

B.S. Austin Peay State University; M.Ed., Ed.D., Vanderbilt University

ANTHONY JOHN GOLDEN (1979) Professor of Psychology

B.S., Lynchburg College; M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Georgia.

DOLORES A. GORE (1982) Professor of Education

B.S. Ed., Southwest Texas State University; M.S. Ed., Southwest Missouri State University; Ed.D., University of Arkansas.

JAMES MICHEAL GOTCHER (1990) Chair of the Department of Communication and Theatre and Professor of Speech

B.S., Austin Peay State University; M.A., University of Florida; Ph.D., Louisiana State University.

SARA E. GOTCHER (1990) Associate Professor of Theatre

B.A., Austin Peay State University; M.F.A., University of Florida; Ph.D., Louisiana State University.

CHARLES GRAH (1977) Professor of Psychology

B.A., San Diego State University; M.A., Ph.D., University of New Mexico.

JAMES RONALD GROSECLOSE (1974) Chair of the Department of Education and Professor

B.A., Emory and Henry; M.A., Ed.D., East Tennessee State University.

DAVID GUEST (1992) Associate Professor of English

B.A., University of South Carolina; M.A., University of North Carolina; Ph.D., Vanderbilt University.

JAMES RONALD GUPTON (1970) Professor of Mathematics

B.A., Austin Peay State University; M.A., Ph.D., Vanderbilt University.

PATRICIA HALBECK (1988) Associate Professor of Music

B.M., Northwestern University; M.Mu., University of North Carolina at Chapel Hill; D.M.A., University of Oklahoma.

THOMAS R. HAMEL (1971) Professor of Mathematics

B.S., Fort Hays State College; M.A., Kansas State Teachers College; Ed.D., Oklahoma State University.

STEVEN W. HAMILTON (1987) Professor of Biology

B.A., State University of New York-Geneseo; M.A., University of Kansas; Ph.D., Clemson University.

NANCY G. HANCOCK (1988) Professor of English

B.A., Agnes Scott College; M.A., D.A., Middle Tennessee State University.

RAE HANSBERRY (1984) Associate Professor of Health and Human Performance

B.S., Appalachian State University; M.S., University of Tennessee-Knoxville; Ph.D., George Peabody College.

CARLETTE J. HARDIN (1981) Professor of Education

B.S., M.A., Austin Peay State University; Ed.D., George Peabody College.

E. ANN HARRIS (1992) Associate Professor of Education

B.S., Murray State University; M.Ed., Ed.D., University of Memphis.

ANN R. HAWKINS (1996) Assistant Professor of English

B.A., M.A., Baylor University; Ph.D., University of Kentucky.

ALLEN C. HENDERSON (1994) Chair of the Department of Music and Associate Professor

B.M., Carson-Newman College; M.M., University of Tennessee-Knoxville; D.M.A., University of Cincinnati.

LYNETTE HENDERSON (2000) Assistant Professor of Education

B.S., Freed-Hardeman University; M.Ed., Belmont University; Ph.D., Vanderbilt University

LARRY HOEHN (1979) Professor of Mathematics

B.S.E., Southeast Missouri State University; M.A., Ed.D., University of Tennessee-Knoxville.

SHERRY HOPPE (2000) President

B.S., M.Ed., University of Tennessee-Chattanooga; Ed.D., University of Tennessee-Knoxville.

PAUL T. HSU (1975) Professor of Sociology

B.A., St. Joseph's College (Macao); M.A., Gregorian University (Rome); Ph.D., St. Thomas University (Rome)

J. MARK HUNTER (1993) Associate Professor of Education

B.A., College of Charleston; M.M.A., University of South Carolina; Ed.D., Virginia Polytechnic Institute and State University.

ELLEN W. KANERVO (1977) Professor of Mass Communication

B.A., Newberry College; M.A., Ph.D., University of Wisconsin.

PHILLIP R. KEMMERLY (1972) Chair of the Department of Geology and Geography and Professor of Geology

B.S., M.S., Kansas State University; Ed.D., Oklahoma State University.

THOMAS R. KING (1988) Professor of Music

B.M.Ed., University of Kansas; M.M., Indiana University; M.A., D.A., University of Mississippi.

BARRY KITTERMAN (1995) Associate Professor of English

A.B., University of California; M.F.A., University of Montana.

JEFFERSON G. LEBKUECHER (1992) Associate Professor of Biology

A.S., Volunteer State Community College; B.S., M.S., Tennessee Technological University; Ph.D., Vanderbilt University.

BOB D. LEE (1982) Director of Bands and Professor of Music

B.S., M.Ed., Middle Tennessee State University.

JEAN LEWIS (1978) Professor of Psychology

B.S., Pennsylvania State University; M.A., Michigan State University; Ed.D., Indiana University.

LARRY LOWRANCE (1995) Professor of Education

B.A., Union University; M.Ed., Ed.D., University of Memphis.

SARAH LUNDIN-SCHILLER (1993) Associate Professor of Biology

B.A., The University of Tennessee; Ph.D., University of California, School of Medicine.

MAUREEN A. McCARTHY (1994) Associate Professor of Psychology

B.S., Southwest Missouri State University; M.S., Ph.D., Oklahoma State University.

RALPH HINES McCOY (1977) Associate Professor of Biology

B.S., M.S., Baylor University; Ph.D., Oregon State University.

REBECCA S. McMAHAN (1979) Professor of Education
B.S., M.A., Austin Peay State University; Ed.D., George Peabody College.

HENRY LEON McQUEEN (1972) Chair of the Department of Mathematics and Computer Science and Professor
B.A., Harding College; M.A., M.S., Louisiana State University; Ph.D., University of Oklahoma.

CYNTHIA McWILLIAMS (2000) Assistant Professor of Languages and Literature
B.A., Murray State University; M.A., Morehead State University; Ph.D., Southern Illinois University

GEORGE L. MABRY (1970) Director of the Center for Creative Arts and Professor of Music
B.M.E., Florida State University; M.Mu.Ed., Ph.D., George Peabody College.

SHARON C. MABRY (1970) Professor of Music
B.M.E., Florida State University; M.Mu.Ed., D.M.A., George Peabody College.

RAMON MAGRANS (1982) Professor of Spanish
B.A., M.A., East Texas State University; Ph.D., Texas Technological University.

PENELOPE MASNEN (1997) Assistant Professor of Education
B.S., M.A., Western Kentucky University, Ed.D., George Peabody College.

FRANCIS MASSINON (1992) Associate Professor of Music
B.S., Indiana State University; M.M., Indiana University.

MARCY RUTH MAURER (1994) Associate Professor of Health and Human Performance
B.S., The Ohio State University; M.A., Miami University; D.A., Middle Tennessee State University.

MARY MAYO (1999) Assistant Professor of Biology
A.B., Hope College; M.S., Ph.D., University of Michigan.

DAVID KIRK MENSER (1992) Associate Professor of Mathematics
B.S., M.A., Murray State University; Ph.D., Vanderbilt University.

CARROLL BRUCE MYERS (1970) Professor of Computer Science
B.A., Berea College; M.A., Ph.D., University of Kentucky.

THOMAS A. PALLAN (1981) Professor of Theatre
B.A., M.A., University of Missouri; Ph.D., Southern Illinois University.

FRANK PARCELLS (2001) Professor of Mass Communication
B.S., M.S., Ph.D., Southern Illinois University

ALLENE S. PHY-OLSEN (1990) Coordinator of the Honors Program and Professor of English
A.A., Stephens College; B.A., University of Kentucky; M.A., Ed.S., and Ph.D., Vanderbilt University.

YVONNE PRATHER (1989) Assistant Professor of Mass Communication
B.S., M.A., Austin Peay State University; Ph.D., Bowling Green State University.

JAMES PRESCOTT (1996) Assistant Professor of Public Management
B.S., Auburn University; M.P.A., University of South Alabama; Ph.D., Southern Illinois University at Carbondale.

NELL K. RAYBURN (1988) Professor of Mathematics
B.S., David Lipscomb College; M.S., Ph.D., Vanderbilt University.

CARMEN REAGAN (1988) Professor of Marketing
B.S., Mississippi State College for Women; M.B.A., Memphis State University; D.B.A., Mississippi State University.

HERALDO RICHARDS (2001) Associate Professor of Education
B.A. University of Chicago; M.A., University of Michigan; Ph.D., Northwestern University

JIM R. RIDENHOUR (1972) Professor of Mathematics
B.S., M.A., Central Missouri State University; Ph.D., University of Tennessee-Knoxville.

ROBERT D. ROBISON (1983) Associate Professor of Biology
B.S., M.S., Texas A&M University; M.T., Brooke Army Medical Center; Ph.D., Vanderbilt University.

MIGUEL R. RUIZ-AVILES (1996) Associate Professor of Spanish
B.A., University of Puerto Rico; M.A., University of Kansas; Ph.D., University of Nebraska- Lincoln.

STEVEN T. RYAN (1977) Professor of English
A.A., Ellsworth Junior College; B.A., University of Northern Iowa; M.A., Iowa State University; Ph.D., University of Utah.

EDWARD SANFORD (1999) Chair of the Department of Sociology and Associate Professor
B.A., M.A., North Carolina Central University; Ph.D., Howard University.

JOSEPH R. SCHILLER (1994) Assistant Professor of Biology

B.S., Colorado State University; Ph.D., University of Tennessee-Knoxville.

MICHAEL P. SCHNELL (1994) Associate Professor of English

B.A., M.A., Central Washington University; Ph.D., University of Oregon.

A. FLOYD SCOTT (1978) Professor of Biology

B.S., M.A., Austin Peay State University; Ph.D., Auburn University.

OMIE SHEPHERD (1997) Assistant Professor of Health and Human Performance

B.S., M.S., Austin Peay State University; Ph.D., Southern Illinois University.

ANN L. SILVERBERG (1994) Associate Professor of Music

B.M., Ithaca College; M.M., Indiana University; M.S., Ph.D., University of Illinois.

SUSAN E. SIMMS (1998) Assistant Professor of Education

B.S., M.S.T., Middle Tennessee State University; Ed.D., Tennessee State University.

DAVID H. SNYDER (1962) Professor of Biology

B.A., M.A., University of Missouri; Ph.D., University of Notre Dame.

KAREN SORENSON (1987) Associate Professor of Languages and Literature

B.A., Beloit College; M.A., Ph.D., Vanderbilt University

CARLTON H. STEDMAN (1970) Professor of Education

B.S., Concordia University; M.S., Washington University; M.S.T., University of Missouri; Ed.D., Indiana University.

RICHARD L. STEFFEN (1983) Professor of Music

B.M., M.M.Ed., North Texas State.

GREGG M. STEINBERG (1996) Associate Professor of Health and Human Performance

B.S., University of California - Santa Barbara; M.S., Florida State University; Ph.D., University of Florida.

DAVID EUGENE STEINQUEST (1985) Professor of Music

B.M.E., Northeast Louisiana; M.M., University of Michigan.

BENJAMIN P. STONE (1961) Director of the Center for Field Biology-LBL and Professor of Biology

B.S., Austin Peay State University; M.S., Ph.D., University of Tennessee-Knoxville.

CINDY L. TAYLOR (1992) Associate Professor of Biology

B.S., M.S., Southwest Missouri State University; Ph.D., Mississippi State University.

JAMES F. THOMPSON (1993) Director of Medical Technology and Associate Professor of Biology

B.S., The University of Alabama; Ph.D., University of Tennessee-Knoxville.

DAVID K. TILL (1971) Professor of English

B.A., Utah State University; M.A., University of Kansas; Ph.D., University of New Mexico.

LISA R. VANARSDDEL (1987) Associate Professor of Music

B.M., M.M., University of Illinois; D.M.A., Louisiana State University.

JIM VANDERGRIF (1997) Associate Professor of Mathematics

B.S., University of California; M.S., Ph.D., Vanderbilt University.

DAVID M. von PALKO (1983) Professor of Mass Communication

B.S., Arizona State University; M.A., Northern Arizona University; J.D., Nashville School of Law.

MICKEY WADIA (1993) Associate Professor of English

B.A., The University of Calcutta; M.A., Jadavpur University; Ph.D., University of Southwestern Louisiana.

PARRIS R. WATTS (1999) Dean of the College of Graduate Studies and Professor

B.S.Ed., Northwest Missouri State University; M.A., Indiana State University; H.S.D., Indiana University.

DAVID WESNER (1999) Assistant Professor of Communication and Theatre

B.S., Austin Peay State University; M.A., University of South Carolina

ALLAN S. WILLIAMS (1968) Professor of Education

B.S.E., State College-Massachusetts; M.A., Columbia University; Ed.D., George Peabody College.

PATTI WILSON (2000) Assistant Professor of Psychology

B.A., Christian Brothers University; M.S., Ph.D., University of Memphis

THOMAS HOWARD WINN (1972) Professor of History

B.S., M.A., Austin Peay State University; Ed.D., Ball State University.

TIMOTHY F. WINTERS (1997) Assistant

Professor of Classics

B.A., American School of Classical Studies; M.A.,
Ph.D., Ohio State University.

MARY LOU WITHERSPOON (1993) Associate

Professor of Mathematics

B.S., Austin Peay State University; M.Ed., Ph.D.,
Vanderbilt University.

**JEFFREY NEAL WOOD (1984) Professor of
Music**

B.Mus., Oberlin College Conservatory of Music;
M.A., M.Mus., Ed.D., State University of New
York-Stony Brook.

**CHARLES B. WOODS (1992) Associate Professor
of Psychology**

B.A., B.S., University of Wyoming; M.S., Ph.D.,
University of Florida.

NANCI S. WOODS (1992) Professor of Psychology

B.S., Furman University; M.S., Ph.D., University of
Florida.

**STANLEY YATES (1994) Associate Professor of
Music**

G.D.M., Sandown College of Performing Arts
(England); M.M., University of Liverpool; D.M.A.,
University of North Texas.

**WEIWU ZHANG (2000) Assistant Professor of
Communication and Theatre**

B.A., Nanjing Normal University; M.A.C.T.M.,
Cleveland State University; Ph.D., University of
Wisconsin

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TRANSCRIPT REQUEST

Student: Mail this form to your college(s).



Institution: _____

Address: _____

I am an applicant to the College of Graduate Studies at Austin Peay State University. My admission is contingent upon receipt of this transcript. Please send **one** official transcript of my record to:

Austin Peay State University
College of Graduate Studies
P.O. Box 4458
Clarksville, TN 37044-4458

_____ In addition, please send me a copy of my transcript at the address below.
(Only if checked)

If there is a charge, please bill me at this address:

Student's Name _____

Maiden Name _____

Date of Birth _____

Social Security # _____

Current Address _____

Dates Attended _____

Signature

Date

Austin Peay State University is an equal opportunity employer committed to the education of a non-racially identifiable student body.

FOR OFFICE
USE ONLY
Term _____
Date _____
Initials _____
Fee Y or N _____

Application for Admission
Austin Peay State University
College of Graduate Studies
931-221-7414

Failure to
complete each
section of this
application will
delay its
processing.

Students are required to supply all information requested and return the application with a non-refundable \$25.00 application fee to: Austin Peay State University, College of Graduate Studies, P.O. Box 4458, Clarksville, TN 37044. The fee is required of all students who were not enrolled previously in a graduate program at APSU. Degree-seeking students must submit to the College of Graduate Studies an official copy of their GRE scores, one official copy of all transcripts from colleges/universities attended previously, and the appropriate number of letters of recommendation. *Hand-delivered copies of these documents will not be accepted.*

PLEASE PRINT CLEARLY

1. Social Security Number

2. Name

_____ Last _____ First _____ Middle _____ Maiden _____

Previous Names _____

3. Permanent Address

(Local address needed if military or dependent.)

Street/P.O. Box _____ Apt. # _____

City _____ State _____ Zip Code _____

County _____ Telephone Home: () _____ Work: () _____

4. Email Address

Fax Number:

5. Date of Birth

Month _____ Day _____ Year _____ State of Birth _____

Optional Information:

6. Gender _____ Male _____ Female

7. Race _____ Asian or Pacific Islander _____ Hispanic _____ American Indian
_____ African American _____ White _____ Other

8. Are you a U.S. Citizen? _____ Yes _____ No

If no, list Country of Citizenship _____ Visa type or Resident Alien # _____

9. Residency

I have lived continuously in Tennessee or the Kentucky counties listed below since _____

a. Persons who have established their domiciles in Christian, Todd, Logan and Trigg counties of Kentucky may be classified as in-state students, exempt from out-of-state tuition.

b. Fort Campbell military personnel and military dependents claiming exemption from out-of-state tuition must make their requests in the space below. Military personnel must provide military addresses, whereas military dependents must provide the name, Fort Campbell military address, and relationship of their sponsor.

10. Entry Level (Check One)

_____ First-Time Student

_____ Readmit Student

_____ Transient Student

11. When will you enroll?

Fall (August) 20____ Spring (January) 20____
Summer I (June) 20____ Summer II (July) 20____ Maymester (May) 20____

12. Degree and major you will seek?

____ Master of Arts ____ Master of Arts in Education ____ Master of Music
____ Master of Science ____ Master's +30 ____ Education Specialist
____ Unclassified ____ Senior I ____ Senior II ____ Student Teaching Block (only)

Major _____ Concentration/Specialization _____

Do you hold or are you eligible to hold a Professional Teaching Certificate? _____ Yes _____ No

13. Academic History

List colleges previously attended, including APSU (Main Campus and Fort Campbell), in chronological sequence.

Please do not abbreviate.

Name of Institution	City	State	Degree Earned (e.g. BA, BSN)	Dates Attended From/To (Mon/YR)	Name under which transcript will be issued

14. Are you enrolled currently at any of the above institutions? _____ Yes _____ No

15. If you have not earned your baccalaureate degree, when do you expect to complete the requirements?

Month _____ Year _____

16. What is/was your undergraduate cumulative grade point average? _____

17. Have you taken the Graduate Record Examination? _____ **If so, what were your scores?**

Verbal _____ Quantitative _____

18. Have you ever served in the military? Date Entered _____ Date Separated _____

If you are active duty, an AARTS or DD295 is required. If you are a veteran, a DD214 is required.

19. Student Acknowledgement

I understand that this application is not complete until all admission documents are received. These include transcripts from all colleges and/or universities attended; official results of the appropriate GRE tests; the appropriate number of letters of recommendation; and other information as requested by the College of Graduate Studies. I understand that I must meet all admission requirements prior to the completion of nine semester hours of graduate credit or I will not be allowed to continue in the graduate program. I certify that the information I have recorded on this application is accurate and complete to the best of my knowledge. I further understand that if I have provided false information my application will be voided and/or my enrollment will be canceled.

Date: _____ **Signature** _____

If you have a disability that will cause you to need assistance while in college, please contact the director of disability services at (931) 221-6230.

Austin Peay State University
Recommendation for Graduate Study

This recommendation should be completed by the applicant's undergraduate adviser or other appropriate person who has adequate knowledge of the academic potential of the applicant. The completed form should be sent directly to the following address by the person making the recommendation:

College of Graduate Studies
Austin Peay State University
P. O. Box 4458
Clarksville, TN 37044-4458

This section to be filled out by applicant

Applicant's Name: _____

Applicant's Social Security Number: _____

The Family Education Rights and Privacy Act of 1974 provides access to educational records and permits the candidate the right to review and inspect this evaluation and to challenge its contents. The Act also permits the candidate to waive his/her right of access to confidential statements obtained with respect to an application for admission or employment, and the candidate may do so by signing the waiver below.

I, _____, hereby waive my right of access to inspect and review the following evaluation requested from _____. Date: _____

Signature of Student

This section to be filled out by person making the recommendation

Name of person making recommendation: _____

Position: _____ Institution: _____

Address of Institution: _____

Telephone number: _____

How long and in what capacity have you known this applicant?

(OVER)

Please rate the applicant on each of the dimensions that follow. Indicate the comparison group you have used to make your ratings:

- _____ undergraduate majors
- _____ students enrolled in terminal masters program
- _____ other (please specify)

	Top 5%	Top 10%	Top 25%	Top 50%	Bottom 50%	No Basis for Rating
intellectual ability						
analytical ability						
creative ability						
knowledge of subject matter						
ability to speak						
ability to write						
ability to work independently						
ability to work with others						
potential as a researcher						
potential as a teacher						
potential as a professional						
ability to take direction						

Either in the space provided or in a separate letter, please comment on the applicant's experiences and capabilities which are relevant to the program to which he or she has applied. Also, please comment on any weaknesses you are aware of that may prevent the applicant from being successful in the desired program.

Signature: _____

Date: _____

AUSTIN PEAY STATE UNIVERSITY

APPLICATION FOR GRADUATE ASSISTANTSHIP*

DEADLINE DATE: MARCH 1 (FOR NEXT ACADEMIC YEAR)

Applications received after deadline will be considered until all positions are filled.

Dept _____ GPA _____ GRE v _____ q _____ Resume _____ Letters _____

1. NAME _____ SOCIAL SECURITY # _____
2. ADDRESS (current) _____
Street _____ City & State _____ Zip _____
(permanent) _____
Street _____ City & State _____ Zip _____
3. EMAIL ADDRESS _____
3. PHONE NUMBER (current) (_____) - _____ (permanent) (_____) - _____
4. DEPARTMENT IN WHICH YOU ARE APPLYING FOR THE ASSISTANTSHIP (SEE BACK FOR CHOICES):
1ST Choice _____ 2nd Choice _____ 3rd Choice _____
5. YEAR AND SEMESTER(S) FOR WHICH APPLICATION IS BEING MADE: 20____FALL____SPRING____
6. UNDERGRADUATE DEGREE _____ MAJOR _____ MINOR _____ FINAL GPA _____
(i.e., B.S., B.A.)
YEAR EARNED _____ COLLEGE / UNIVERSITY _____ STATE _____
7. DURING THE TERM OF YOUR ASSISTANTSHIP, DO YOU PLAN TO WORK ELSEWHERE? _____ YES _____ NO
IF YES, WHERE: _____ A STATE AGENCY: _____ YES _____ NO
8. WHAT IS YOUR PROPOSED GRADUATE PROGRAM AT AUSTIN PEAY STATE UNIVERSITY?
DEGREE SOUGHT _____ MAJOR _____ (see Graduate Bulletin)
(i.e., M.S., M.A.)
9. **OPTIONAL DISCLOSURE:** BIRTH DATE _____ / _____ / _____ RACE _____ DISABILITY _____
10. **YOU MUST ATTACH A BRIEF RESUME' FOR COMMITTEE REVIEW AND FORWARD TWO LETTERS OF RECOMMENDATION FOR THE ASSISTANTSHIP. *These should be work and/or related references.***

Applicant's Signature

Date

DO NOT WRITE BELOW THIS LINE

RECOMMENDED _____, Department Chair

APPROVED _____, Dean, College of Graduate Studies

RETURN TO: COLLEGE OF GRADUATE STUDIES, APSU, P.O. BOX 4458, CLARKSVILLE TN 37044, (931-221-7414)

List of Academic and Service Units that have Graduate Assistant positions:

Academic Units

Biology
College of Graduate Studies
Education
Health & Human Performance
Language & Literature
Music
Psychology
Communication and Theatre

Service Units

Academic Advisement
Admissions
Counseling and Testing
Developmental Studies Program
Disability Services
Enrollment Management
Extended Education
Human Resources
Institutional Planning & Analysis
International Education
Multiethnic Services
Publications and Public Relations
Registrar's Office
Student Activities
Student Affairs
Student Development Center
Student Support Services
Student Financial Aid

Austin Peay State University awards numerous graduate assistantships each year. Please complete and return your Graduate Assistantship application, along with a resume and two letters of recommendation before March 1st. Applications received after March 1st may still be considered, but preference will be given to those submitted prior to the deadline. Questions about a specific Academic or Service Unit should be directed to the College of Graduate Studies at (931)-221-7414.

Graduate Assistant applications are good for one academic year. A resubmitted application is required for the second year, before the March 1st deadline.

**Graduate Bulletin of
Austin Peay State University
for the
College of Graduate Studies
P. O. Box 4458
Clarksville, Tennessee 37044-4458
Kimbrough Building, Room 203
931-221-7414
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Austin Peay State University is one of 45 institutions in the Tennessee Board of Regents system, the seventh largest system of higher education in the nation. The Tennessee Board of Regents is the governing board for this system which is comprised of six universities, 14 two-year colleges and 25 Tennessee Technology centers. The TBR system enrolls more than 80 percent of all Tennessee students attending public institutions of higher education.

Austin Peay State University, under the control of the Tennessee Board of Regents, is a regional university organized as the College of Arts and Sciences, the College of Business, the College of Education, the College of Graduate Studies, the College of Human Services and Nursing and Fort Campbell.

The College of Graduate Studies grants the degrees of Master of Arts, Master of Music, Master of Science, Master of Arts in Education and the Education Specialist.

The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. In addition, the professional preparation programs for elementary and secondary teachers, elementary and secondary principals and supervisors, school counselors and school psychologists are accredited by the National Council for the Accreditation of Teacher Education through the master's degree level. The University is a member of the National Council for the Accreditation of Teacher Education through the master's degree level. The University is also a member of the National Association of Schools of Music.

The University is a member of the following associations:

- American Association of Colleges for Teacher Education
- American Association of State Colleges and Universities
- Association for Field Services in Teacher Education
- Conference of Southern Graduate Schools
- Council of Colleges of Arts and Sciences
- Council of Graduate Schools
- National Association of Graduate Admissions Professionals
- Tennessee College Association
- Tennessee Conference of Graduate Schools

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