

**Austin Peay  
State University**

**2003-2004  
Graduate Bulletin**

**Front Cover**

**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  
www.apsu.edu/cogs**

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

Austin Peay State University is an equal opportunity employer committed to the education of a non-racially identifiable student body. APSU affirms that it does not discriminate based on race, color, religion, national origin, sex, sexual orientation, age, disability or veteran status in the educational programs or activities which it operates, nor in admission to or employment in such programs or activities.

APSU adheres to the requirements of Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, as amended, Sections 799A and 946 of the Public Health Service Act, the Age Discrimination Act of 1975, the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Executive Orders 11246 and 11375 and the related regulations to each. APSU reaffirms that it does not discriminate in employment based on race, color, religion, sex, age, disability or national origin and that it has taken affirmative action on behalf of minorities and women as prescribed by the Equal Pay Act of 1963, as amended, Title VII of the Civil Rights Act of 1964, as amended, Executive Orders 11246 and 11375 as amended, Age Discrimination in Employment Act of 1967, as amended, the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act of 1990, the Vietnam Era Veterans' Readjustment Assistance Act of 1974 and the Pregnancy Discrimination Act of 1978. Also see University Affirmative Action Philosophy in STUDENT HANDBOOK AND CALENDAR. Inquiries regarding these acts may be directed to the Director of Affirmative Action, Browning Building Room 7C, telephone (931) 221-6295.

Accreditation

Commission on Colleges of the Southern Association of Colleges and Schools

Austin Peay State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, Telephone number 404-679-4501) to award certificate, associate, bachelor's, master's, and educational specialist.

Inquires to the Commission on Colleges should only be related to accreditation status and not to general admission information.

**WWW.APSU.EDU**

AUSTIN PEAY STATE UNIVERSITY BULLETIN, (USPS 072-040) is published yearly by Austin Peay State University,  
P.O. Box 4548, Clarksville, TN 37044: Volume 73, No. 1, July 2003. Periodicals postage paid at Clarksville, TN.  
POSTMASTER: Send address changes to AUSTIN PEAY STATE UNIVERSITY BULLETIN, AUSTIN PEAY STATE  
UNIVERSITY, ELLINGTON HALL, CLARKSVILLE, TN 37044-4548 .

# TABLE OF CONTENTS

<p>Directory of Correspondence 3</p> <p>Home Page 3</p> <p>University Calendar 4</p> <p>University Vision Statement 7</p> <p>University Mission Statement 7</p> <p>University History 7</p> <p>University Accreditation 8</p> <p>Centers of Excellence 8</p> <p>Chairs of Excellence 9</p> <p>Art Galleries 9</p> <p>Woodward Library 10</p> <p>University Housing 10</p> <p>Student Services 11</p> <p>Student Life 14</p> <p>Code of Student Conduct 16</p> <p>Confidentiality of Student Records 17</p> <p>University Liability 17</p> <p><b>COLLEGE OF GRADUATE STUDIES 19</b></p> <p>Graduate Vision Statement 19</p> <p>Graduate Mission Statement 19</p> <p>Admission to Graduate Studies 19</p> <p>General Academic Information 24</p> <p>Credit and Course-Related Matters 24</p> <p>Course Registration/Dropping and Withdrawal 25</p> <p>Grades - Related Information 26</p> <p>Research Requirements 29</p> <p>Residency, Candidacy and Degree Completion 31</p> <p>Graduate Fees and Expenses 33</p> <p>Fee Discounts 35</p>	<p>Payments and Refunds 36</p> <p>Financial Aid and Scholarships 40</p> <p><b>GRADUATE PROGRAMS AND DEGREES 47</b></p> <p>Graduate Degrees and Academic Programs 48</p> <p>College of Arts and Letters 49</p> <p>Department of Communications and Theatre 49</p> <p>Department of Languages and Literature 53</p> <p>Department of Music 56</p> <p>College of Professional Programs and Social Sciences 62</p> <p>Department of Health and Human Performance 72</p> <p>Department of Psychology 75</p> <p>College of Science and Mathematics 84</p> <p>Department of Biology 84</p> <p>Additional Graduate Courses 89</p> <p>Appendix A 94</p> <p>Administrative Officers 96</p> <p>Tennessee Board of Regents 96</p> <p><b>GRADUATE FACULTY 97</b></p> <p><b>INDEX 102</b></p> <p>Forms</p> <p>Campus Map (inside back cover)</p>
---	--

## Directory of Correspondence

---

**Academic Affairs (931) 221-6236**

Bruce W. Speck, Vice President for Academic Affairs

**Academic Probation (931) 221-7121**

Sheila M. McCoy, Registrar

**Affirmative Action (931) 221-7572**

Richard Jackson, Director of Affirmative Action

**Alumni (931) 221-7979**

Sheila Boone, Director Alumni & Annual Giving, EH

**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

**Child Learning Center (931) 221-6234**

Rena Miller, 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

**Extended/Distance Education (931) 221-7779**

Stanley L. Groppe, Executive Director

**Finance and Administration (931) 221-7883**

Mitch Robinson, 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) 221-7661**

Kay Wadia, Coordinator

**Graduate School (931) 221-7414**

Lou Beasley, interim 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, interim 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**

Blanche Wilson, Director of Student Life

**Student Affairs (931) 221-7341**

Barbara Phillips, 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**

Lou M. Beasley, interim Dean of the College of Graduate Studies

**Teacher Education and Licensure (931) 221-7696**

Carl Stedman, interim chair of School of Education

**University Center Operations (931) 221-6617**

Andy Kean, Director of University Center Operations

**Veterans Affairs (931) 221-7907**

Wanda Welker, 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](http://www.apsu.edu)

# UNIVERSITY CALENDAR

## 2003 FALL SEMESTER, Main Campus

July 31-Thurs.	Last day to accept applications from new or readmitted students
Aug. 12-Tues.	Last day for pre-registered students to pay fees
Aug. 16-Fri.	Last day for 100% refund for Fall Semester
Aug. 15-Fri.	Residence halls open
Aug. 19-23	Drop/Add through AP Talk and Web
Aug. 18-Mon.	Classes begin
Aug. 18-21	Late Registration
Aug. 17-Sun.	Last day to claim residence hall assignment
Aug. 31-Sun.	14th Day of classes; last day to drop a course without record
Sept. 1-Mon.	Holiday - Labor Day
Sept. 29-Mon.	Last day to drop a course with an automatic grade of "W"
October	Sign up for graduate comprehensive exams in major department
Oct. 7-Tues.	Mid-term
Oct. 16-17	Fall break-No classes
Oct. 27-Nov. 7	Preregistration for Spring Semester for currently enrolled students
Nov. 6-Wed.	Last day to apply and pay fees for May 2002 Graduation
Nov. 10-Mon.	Veteran's Day-No classes
Nov. 7-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. 27-28	Holiday -- Thanksgiving
Dec. 5-Fri.	Last day of classes
Dec. 8-12	Final Examinations
Dec. 12-Fri.	Commencement, 3:00 p.m., Dunn Center

## 2004 SPRING SEMESTER, Main Campus

Dec. 12-Fri.	Last day for accepting applications from new or readmitted graduate students. (After December 17, graduate applicants will be allowed to register late.)
Jan. 8-Thurs.	Last day to pay fees/arrange for deferment
Jan. 12-15	Late Registration
Jan. 9-Fri.	Residence halls open
Jan. 11-Sun.	Last day to claim residence hall assignments

Jan. 12-Mon.	Classes begin
Jan. 25-Sun.	14th Day of classes; last day to drop a course without record
Jan. 19-Mon.	Holiday - Martin Luther King, Jr. Birthday
Feb. 6-Thurs.	Last day to apply for August graduation
Feb. 23-Mon.	Last day for withdrawing from a course with an automatic "W"
March	Sign up for graduate comprehensive exams in major department
Mar. 10-Tues.	Mid-term
Mar. 20-27	Spring Break
Mar. 27-Thurs.	Last day to apply for December graduation
Apr. 2-Fri.	Last day to drop a course before the mandatory grade of "F" period
Apr. 9-Fri.	Good Friday - No classes
Apr. 18-Fri.	Last day to submit thesis to Graduate Dean (May 2003 graduates)
May 5-Wed.	Last day of classes; Last day to pay fees for August graduation.
May 6-Thurs.	Study Day
May 7, 10-13	Final Examinations
May 14-Fri.	Commencement, 2:00 p.m. Dunn Center

## 2004 SUMMER SESSION I, Main Campus

May 21-Fri.	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.)
June 3-Thurs.	Last day to pay fees/arrange for deferment
May 29-Sat.	Residence halls open
May 31-Mon.	Classes begin
June 1-Tues.	Late Registration
June	Sign up for comprehensive exams in major department
June 6-Sun.	Last day to drop a course without record
June 11-Fri.	Last day for withdrawing from a course with an automatic grade of "W"
June 18-Fri.	Last day to drop a course before the mandatory grade of "F" period
July 1-Thurs.	Last day of classes/Exams

## 2004 SUMMER SESSION II, Main Campus

June 29-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 4-Sun.	Residence halls open
July 5-Mon.	Late Registration, Classes begin
July 5-6	Drop/Add; Last day to pay fees/arrange for deferment for Summer II
July 11-Sun.	Last day to drop a course without record
July 16-Fri.	Last day for withdrawing from a course with an automatic grade of "W"
July 23-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 6-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**



# **GRADUATE PROGRAMS AND DEGREES**

---

# College of Arts and Letters

Dr. James Diehr, *Interim Dean*  
(931) 221-6346 or email at [diehrj@apsu.edu](mailto:diehrj@apsu.edu)

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](mailto: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](mailto: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, David Wesner, Weiwu 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.

### Comprehensive Exams

Students must pass a set of comprehensive exams before beginning work on a thesis or research paper. These exams are normally taken in the semester in which the student will complete 24 hours of coursework.

### 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.....	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 from other

Communication courses .....	6
<b>Total:</b>	<b>33</b>

#### 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 .....	3
COMM 5020 Organizational Communication.....	3

COMM 5030 Applied Communication Theory .....	3
COMM 5110 Leadership and Communications .....	3
COMM 5210 E-Communication Strategy .....	3
COMM 5600 Integrated Corporate Communication .	3
COMM 5650 Communication Law .....	3
COMM 5950 Research Project .....	3
<b>Electives: Select 9 hours from other</b>	
<b>Communication courses .....</b>	<b>9</b>
<b>Total:</b>	<b>33</b>

**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 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> 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 and Graduate Coordinator*

Languages and Literature, HA 115

P.O. Box 4487

(931) 221-7891 or email at [calovinis@apsu.edu](mailto:calovinis@apsu.edu)

### Faculty

Linda Barnes, Albert Bekus, Susan Calovini, Arthur Eaves, Jill Eichhorn, Jill Franks, Dwonna Goldstone, David Guest, Nancy Hancock, 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

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

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

**Option B:** Traditional English M.A.

Thesis Option

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

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

**Option C:** Creative Writing English M.A.

<b>Required:</b>	<b>Hours</b>
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
<b>Total:</b>	<b>33</b>

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 508C Composition Theory and Pedagogy (3)**

The study of major composition theories and their implications for teaching writing in secondary school (middle and high school) through the first-year college composition classes.

**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 20<sup>th</sup> 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 poetics 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 558C Major Figures in Twentieth Century American Poetry (3)**

Major poets vary from year to year

**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](mailto:hendersona@apsu.edu)

Sharon Mabry, *Graduate Coordinator*

Music, MMC 318

P.O. Box 4625

(931) 221-7656 or email at [mabrys@apsu.edu](mailto:mabrys@apsu.edu)

### Faculty

Stephen Clark, Douglas Droste, Gloria Frank, 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. Ensembles and private lessons may not always be offered during the summer.

### 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. Diagnostic examinations in music history and music theory are given to all entering graduate students during the first week of class. 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.

<b>Required Core:</b>	<b>Hours</b>
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. Diagnostic examinations in music history and music theory are given to all entering graduate students during the first week of class. 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**

<b>Required Core:</b>	<b>Hours</b>
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
<b>Total:</b>		<b>32</b>

**Instrumental Conducting Specialization**

<b>Required Core:</b>		<b>Hours</b>
MUS 5000	Research in Music	3
MUS 5060	Music Analysis	3
MUS 5260	Materials and Techniques for Instrumental Instruction	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 three hours from:**

MUS 5070	Music Analysis	3
MUS 5110	Composition	3
MUS 5120	Composition	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
<b>Total:</b>		<b>33</b>

**Music Performance Concentration**

<b>Required Core:</b>		<b>Hours</b>
MUS 5000	Research in Music	3
MUS 5930	Graduate Recital	2
Pedagogy Class, Primary Performance Area		3
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 to include one course in music theory and one course in either history or literature:**

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 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 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 16<sup>th</sup> century to the 20<sup>th</sup> 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 used for workshops of short duration, organized under the direction of a visiting clinician.

**MUS 5620 Topics in Music Education (1)**

These numbers 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

Dr. David Denton, *Interim Dean*  
(931) 221- 7232 or email at [dentond@apsu.edu](mailto:dentond@apsu.edu)

In the College of Professional Programs and Social Sciences, graduate education opportunities are provided by the School 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.

## School of Education

John Mitchell, *Interim Director*  
School of Education, Claxton 204  
P.O. Box 4545  
(931) 221-7512 or email at [mitchellj@apsu.edu](mailto:mitchellj@apsu.edu)

### Faculty:

Margaret Deitrich, Moniqueka Gold, Dolores Gore, Carlette Hardin, Ann Harris, Lynnette Henderson, Larry Lowrance, Donald Luck, Rebecca McMahan, Heraldo Richards, 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 School 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 (Special Education) concentration does not require licensure.

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

**Special Education Concentration**

<b>Required:</b>	<b>Hours</b>
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 selected licensure courses as electives, as approved by their committee.

**Total: 32-33**

**Instructional Technology Specialization**

<b>Required:</b>	<b>Hours</b>
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
<b>Electives – Select six hours from:</b>	
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
<b>Total:</b>	<b>32</b>

**Leadership Specialization**

<b>Required:</b>	<b>Hours</b>
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 selected licensure courses as electives, as approved by their committee.

**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  $\geq 1300$ .
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

## 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).

**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.

<b>Required:</b>	<b>Hours</b>
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 nine hours from:**

EDUC 525A	Trends and Issues in Language Arts.....	3
EDUC 5870	Seminar in Children's Literature.....	3
EDUC 6630	Literacy in the Inclusive Classrooms .....	3
EDUC 6650	Linking Literacy Instruction and Technology .....	3
RDG 5890	Teaching Reading in the Secondary School .....	3
RDG 5040	Foundations and Content Areas.....	3
RDG 6051	The Art of Teaching Writing .....	3
Psy 5110	Lifespan Development .....	3
Psy 5320	Learning and Behavior Disorders.....	3
Psy 5190	Psychological Assessment.....	3
or		
EDUC 5200	Evaluation of Teaching and Learning ....	3

**Total: 32**

**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
	<b>Total:</b>	<b>18-19</b>

\*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
<b>Electives:</b>	Selected in consultation with graduate committee.....	7-8
	<b>Total:</b>	<b>32-33</b>

### 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.....	3
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
<b>Electives: Select six hours from the following:</b>		
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
	<b>Total:</b>	<b>32</b>

### 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
	<b>Total:</b>	<b>32</b>

### 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:** ..... 14

#### Concentration Requirements:

PSY 5110 Lifespan Development..... 3

PSY 5440 Diversity Issues in Counseling ..... 3

PSY 5630 Practicum in School Psychology ..... 2

PSY 6700 Internship in School Psychology .....6

**Total:** 33

### 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)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

###### **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)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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

**EDUC 5613 Instructional Design (3)**

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 basis 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 the School of Education. 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 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 in 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)**

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)**

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)**

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)**

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)**

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

**EDUC 5990 Thesis (3)**

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 603A Seminar on Administration: Law (2)**

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)**

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)**

Prerequisite: EDUC 5000

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

**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 (3)**

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) Prerequisites: RDG 5820, RDG 5830

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)**

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.



### **RDG 5890 Teaching Reading in the Secondary School (3)**

A course designed to train teachers developmental, corrective, and remedial reading on the secondary level.

### **RDG 6051 The Art of Teaching Writing (3)**

This course is designed for graduate students who seek to integrate writing across the curriculum in their classrooms. The exploration of methods, materials, and environmental organizations by which students in K-12 classrooms can develop and improve their writing skills and abilities will be emphasized. Additionally, varied and innovative methods of publication and evaluation of written expression will be addressed.

## **Department of Health and Human Performance**

Wayne Chaffin, *Department Chair*  
Health and Human Performance, Dunn Center 269  
P.O. Box 4445  
(931) 221- 6115 or email at [chaffinw@apsu.edu](mailto:chaffinw@apsu.edu)

### **Faculty**

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

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. The goal of the Department of Health and Human Performance is to advance the understanding of the concepts, issues and practices 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, 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.

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 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)**

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

### **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
<b>Electives:</b> .....	<b>9</b>
<b>Total:</b>	<b>33</b>

**Exercise Science Specialization**

<b>Required Core:</b> .....	<b>12</b>
<b>Specialization Requirements:</b>	
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
<b>Electives:</b> .....	<b>9</b>
<b>Total:</b>	<b>33</b>

**Health Services Administration Specialization**

<b>Required Core:</b> .....	<b>12</b>
<b>Specialization Requirements:</b>	
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
<b>Total:</b>	<b>36</b>

**Sports Administration Specialization**

<b>Required Core:</b> .....	<b>12</b>
<b>Specialization Requirements:</b>	
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
<b>Electives:</b> .....	<b>9</b>
<b>Total:</b>	<b>33</b>

During the last term in residence, or as otherwise specified, the candidate must pass a departmental oral examination conducted by the student's graduate committee. Guidelines for examination may be obtained from departmental office.

**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)**

Economic 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) SU**

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 completion of course work. 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

Sam Fung, *Interim Chair*

Psychology, CL205

P.O. Box 4537

(931) 221-7232 or email at [fungs@apsu.edu](mailto:fungs@apsu.edu)

**Faculty**

Stuart Bonnington, Rhonda Bryant, LuAnnette Butler, David Denton, Sam Fung, 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.) (33-57 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 (Admission Suspended)

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 in Psychology .....	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 Assessment of Intelligence .....	3
PSY 5201 Skill Dev in the Assess of Intel, Ach, Beh	3
PSY 5220 Assessment of Personality .....	3
PSY 5221 Skill Dev in the Assess of Personality .....	3
PSY 5400 Theories of Counseling.....	3
PSY 5410 Counseling Techniques .....	3
PSY 5411 Skill Development in Counseling.....	3
PSY 5420 Advanced Counseling Techniques .....	3
PSY 5421 Advanced Skill Development in Counseling .....	3
PSY 5710 Internship in Clinical Psychology.....	4-6
PSY 5990 Thesis.....	3, 3
PSY 6020 Ethics for Psychology .....	3
<b>Electives:</b> .....	<b>6</b>
<b>Total:</b>	<b>63</b>

#### 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.

#### Foundation courses

PSY 5000 Research in Psychology .....	3
PSY 5090 Social and Community Psychology.....	3
PSY 5130 Statistics and Data Analysis.....	3
PSY 5190 Psychological Assessment .....	3
PSY 5501 Orientation to Industrial/Organizational Psychology .....	1

#### 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

**Research**

PSY 5950 Research Paper .....	3
or PSY 5990 Thesis.....	6

**Electives.....3-6**

Electives may come from the psychology department or other departments offering graduate programs. Specific courses must be approved by the I/O psychology program coordinator or the student’s major professor. Students who pursue the thesis option will take only one, three-hour elective. PSY 5730 Practicum in Industrial/Organizational Psychology may be taken as an elective course.

**Psychological Science Concentration (Admission Suspended)**

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.

<b>Required:</b>	<b>Hours</b>
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.

<b>Required:</b>	<b>Hours</b>
PSY 5000 Research in Psychology .....	3
PSY 5080 Advanced Abnormal Psychology .....	3
PSY 5200 Assessment of Intelligence .....	3
PSY 5201 Skill Dev in the Assess of Intel, Ach, Beh	3
PSY 5220 Assessment of Personality .....	3
PSY 5221 Skill Dev in the Assess of Personality .....	3

PSY 5260 Psychological Consultation & Treatment Planning/Intervention: Theory and Practice.....	3
PSY 5400 Theories of Counseling.....	3
PSY 5410 Counseling Techniques I.....	3
PSY 5411 Skill Development in Counseling.....	3
PSY 5450 Intro to School Psychology: Practice, Law, and Ethics.....	3
<b>Total:</b>	<b>33</b>

**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 6700.

## Master of Science Guidance and Counseling (M.S.) (57-63 semester hours)

Applicants for the Master of Science in Guidance and Counseling will select from two concentrations: Community Counseling (Agency Counseling) and School Counseling. The prerequisite for pursuing this degree is 12 hours of psychology or psychology related courses that 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.

### 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.

<b>Required:</b>	<b>Hours</b>
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.....	3
PSY 5411 Skill Development in Counseling.....	1
PSY 5420 Advanced Counseling Techniques.....	3
PSY 5421 Advanced Skill Development in Counseling .....	3
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 5000 Research in Psychology.....	3
PSY 5950 Research Paper.....	3
or	
PSY 5990 Thesis.....	6
PSY 6010 Professional Seminar-Counseling.....	3
<b>Total:</b>	<b>60-63</b>

### 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.

<b>Required:</b>	<b>Hours</b>
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.....	3
PSY 5411	Skill Development in Counseling.....	3
PSY 5420	Advanced Counseling Techniques.....	3
PSY 5421	Adv. Skill Development in Counseling.....	3
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 6015	Introduction to School Counseling.....	3
	<b>Total:</b>	<b>57-62</b>

\*Required for students with no teaching experience as determined by program coordinator.

## 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.

<b>Required Core:</b>	<b>Hours</b>
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.....	3
EDUC 6990	Field Study.....	4
	or	
PSY 6990	Field Study.....	4
	<b>Total:</b>	<b>18-19</b>

### 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
	<b>Total:</b>	<b>32</b>

### School Psychology Concentration

**Required Core:**..... 14

#### Concentration Requirements:

PSY 5110	Lifespan Development.....	3
PSY 5440	Diversity Issues in Counseling.....	3
PSY 5630	Practicum in School Psychology.....	2
PSY 6700	Internship in School Psychology.....	6
	<b>Total:</b>	<b>33</b>



## **Course Descriptions:**

### **PSY 5000 Research in Psychology (3)**

An introduction to research design in Psychology. Topics include measurement and sampling; experimental quasi-experimental, and correlational methods; research ethics. The development of an APA research proposal is a significant aspect of the course.

### **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 Physiological 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 Skill Development in the Assessment of Intelligence, Achievement, & Behavior (3)**

Co-Prerequisite: Must be taken concurrently with PSY 5200

Critical analysis of intellectual ability and achievement and behavior skills will be emphasized through the use of standardized norm- and criterion-referenced assessment techniques. This course is a skill development course, requiring practice in administration, scoring and interpretation of assessment results.

**PSY 5220 Assessment of Personality (3)**

Prerequisites: Acceptance into 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-II and Human Figure Drawings.

**PSY 5221 Skill Development in the Assessment of Personality (3)**

Co-prerequisite: Must be taken concurrently with PSY 5220.

Critical analysis of personality traits will be emphasized through the use of objective and projective norm- and criterion-referenced assessment techniques. This course is a skill development course, requiring practice in administration, scoring, and interpolation of assessment results.

**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 & Treatment Planning/Intervention: Theory and Practice (3)**

Introduction to practice of consultation, treatment planning, and intervention techniques in school psychological services; overview of theory, research and issues with opportunities for practical experiences. Course includes recommended best practices, crisis intervention, and effective treatment planning.

**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 (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 Skill Development in Counseling (3)**

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 Advanced Counseling Techniques (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 Advanced Skill Development in Counseling (3)**

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: Practice, Law, and Ethics (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. Additionally, application of the

APA's Code of Ethics to ethical dilemmas, as well as critical thinking skills, will be taught.

**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 5501 Orientation to Industrial/Organizational Psychology (1)**

Addresses academic and professional issues related to the study and practice of I/O psychology. Topics to be addressed include historical foundations of the field, links between I/O psychology and psychological science, career paths, scholarly and practitioner associations and publications, resume preparation, internship search strategies, and orientation to the M.A. program.

**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 5320 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 (6)**

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-Requisite: 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 (3,3)**

Prerequisites: Acceptance into school or permission of instructor, and completion of PSY 5220 and PSY 5320 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](mailto: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](mailto:belcherk@apsu.edu)

### Faculty

Carol J. Baskauf, Daniel W. Bath, Jr., Keith Belcher, Willodean D.S. Burton, Edward W. Chester, Don C. Dailey, Mack T. Finley, Steven W. Hamilton, Jefferson G. Lebkuecher, Sarah Lundin-Schiller, Mary Mayo, Ralph H. McCoy, Robert D. Robison, Joseph R. Schiller, A. Floyd Scott, 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 have options to focus their studies in either field or laboratory areas of specialization.

### 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.)

(33-35 semester hours)

Required Core:	Hours
BIOL 5000 Methods of Biological Research.....	4
BIOL 5735 Contemporary Issues in Biology.....	2
BIOL 5915 Seminar in Biology.....	1
<b>Total:</b>	<b>7</b>

### Select One Research Plan

**Plan I:** Research Literacy Paper

<b>Required Core:</b> .....	7
<b>Electives *:</b> .....	28
<b>Total:</b>	<b>35</b>

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

<b>Required Core:</b> .....	7
BIOL 5950 Research Paper.....	2
<b>Electives*:</b> .....	24
<b>Total:</b>	<b>33</b>

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

<b>Required Core:</b> .....	7
BIOL 5990 Thesis.....	6
<b>Electives*:</b> .....	20
<b>Total:</b>	<b>33</b>

\* A minimum of 75% of elective hours must come from Biology courses.

### Biology (M.S.) with Concentration in Clinical Laboratory Science

#### Management/Administration Specialization

Prerequisite:

1. BS Degree in Biology/Chemistry/Medical Technology
2. Current Licensure as Medical Technologist

#### Required:

BIOL 5000 Methods of Biol. Research.....	4
BIOL 5925 Topics in Health Science .....	1
BIOL 5410 Pathophysiology .....	4
or	
BIOL 5440 Cell & Molecular Biology .....	4

**Total:**

**9**

#### Research Plan:

BIOL 5950 Research Project/Paper .....	2
or	
BIOL 5990 Thesis.....	6

**Total: 2-6**

#### Specialty Area:

BIOL 5860 * Clinical Practicum I .....	4
BIOL 5870 * Clinical Practicum II.....	4
BIOL 5880 * Clinical Practicum III.....	4

**Total: 12**

#### Guided Electives:

BIOL 5410 ** Pathophysiology .....	4
BIOL 5440 ** Cell & Molecular Biology .....	4
BIOL 5450 Recombinant DNA Technology .....	4
EDUC 5200 Evaluation. Of Teaching and Learning	3
HHP 5100 Advanced Health Science .....	3
HHP 5510 Health Care Economics.....	3
HHP 5610 Issues in Health Service Administration .	3
HHP 5630 Financial Mgt. Of Health Care Services .	3
HHP 5640 Human Resource Management .....	3
HHP 5500 Epidemiology .....	3
HHP 5620 Adm. Perspective of Disease.....	3

**Total: 12-15**

**TOTAL:**

**35-43**

#### Minimum of 35 SH Credit Required For Degree

\*May choose area of Management specialization in Clinical Speciality of Microbiology. Chemistry, or other approved areas of Clinical Laboratory Science.

\*\* May receive credit as "Guided Elective" if not taken as "Required".

### Biology (M. S.) with Concentration in Clinical Laboratory Science

#### Microbiology Specialization

Prerequisites:

1. BS Degree in Biology/Chemistry/Medical Technology

## 2. Current Licensure as Medical Technologist

### Required:

BIOL 5000 Methods of Biol. Research.....	4
BIOL 5925 Topics in Health Science .....	1
BIOL 5410 Pathophysiology.....	4
or	
BIOL 5440 Cell & Molecular Biology .....	4
<b>Total:</b>	<b>9</b>

### Research Plan:

BIOL 5950 Research Project/Paper .....	2
or	
BIOL 5990 Thesis.....	6
<b>Total:</b>	<b>2-6</b>

### Speciality Area:

BIOL 5850 Clinical Practicum in Microbiology.....	15
<b>Total:</b>	<b>15</b>

### Guided Electives:

BIOL 5410 ** Pathophysiology.....	4
BIOL 5440 ** Cell & Molecular Biology .....	4
BIOL 5315 Virology .....	4
BIOL 5325 Mycology .....	4
BIOL 5450 Microbial Pathogenesis.....	4
HHP 5500 Epidemiology .....	3
<b>Total:</b>	<b>12-15</b>

**TOTAL: 35-43**

### Biology (M.S.) with Concentration in Radiologic Science

#### Prerequisites:

1. BS Degree in Radiologic Science/Education/Health Services or Equivalent
2. Current Registration in Discipline of Radiologic Science (Rad., NM, RT, etc.)
3. Completion of College Level Undergraduate A&P I and A&P II

### Required:

BIOL 5000 Methods of Biol. Research.....	4
BIOL 5925 Topics in Health Science .....	1
BIOL 5410 Pathophysiology.....	4
or	
BIOL 5440 Cell & Molecular Biology .....	4
<b>Total:</b>	<b>9</b>

### Research Plan:

BIOL 5950 Research Project/Paper .....	2
or	
BIOL 5990 Thesis.....	6
<b>Total:</b>	<b>2-6</b>

### Speciality Area:

BIOL 5810 * Clinical I .....	4
BIOL 5820 * Clinical II .....	4
BIOL 5830 * Clinical III.....	4
<b>Total:</b>	<b>12</b>

### Guided Electives:

BIOL 5410 ** Pathophysiology .....	4
BIOL 5440 ** Cell & Molecular Biology .....	4
EDUC 5200 Eval. Of Teaching and Learning .....	3
HHP 5100 Advanced Health Science .....	3
HHP 5510 Health Care Economics.....	3
HHP 5610 Issues in Health Service Administration .	3
HHP 5630 Financial Mgt. Of Health Care Services .	3
HHP 5640 Human Resources Management.....	3
HHP 5620 Administrative Perspective of Disease....	3
<b>Total:</b>	<b>12-15</b>
<b>TOTAL:</b>	<b>35-43</b>

### Minimum of 35 SH Credit Required For Degree

\* May Receive credit if current certification by ARRT or Equivalent accrediting agency within discipline.

\*\* May receive credit as “Guided Elective” if not taken as “Required”.

### 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 5315 Virology (4)**

**Three hours lecture, three hours laboratory**

An advanced microbiology course designed to study the diversity of viruses through analysis of their genetics and morphology. The biology and medical significance of viruses will be emphasized. Laboratory experience will include methods of isolation, cultivation, and molecular analysis.

**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 5325 Mycology (4)**

**Three hours lecture, three hours laboratory**

An advanced microbiology course designed to study of the kingdom of fungi to include a survey of the major fungal phyla and fungal like organisms including lichens. The biology and economic significance of these organisms will be emphasized. In addition, the roles and interrelationships of fungi will include methods used in isolation, cultivation and the identification of fungi, fungal nutrition, physiology and genetics as well as field experience in collection, preservation and identification of higher fungi.

**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 5335 Microbial Pathogenesis (4)**

**Three hours lecture, three hours laboratory**

An advanced microbiology course designed to teach the concepts relating to human/animal host and microbial parasite interactions and the pathologic consequences that may result. Also studied is the immunology and epidemiology of various agents that cause infectious disease in man and other animals. Laboratory studies include the isolation, characterization, pathogenesis and detection of infectious agents.

**BIOL 5410 Pathophysiology(4)**

**Three hours lecture, three hours laboratory**

A study of the pathophysiology of major organ systems of the body. Emphasis will be placed on alterations and adaptations of body systems in relation to disease.

**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 5510 Special Problems A (4)**

**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 5520 Special Problems B (4)**

**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

**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 5700 Topics in Biology (1-4)**

Prerequisite: Permission of instructor

Workshops and specific courses in selected topics of Biology.

**BIOL 5730 Diagnostic Microbiology (4)****Three hours lecture, three hours laboratory**

Students must be accepted into the graduate study of the Clinical Laboratory Science track. Students will be involved in the advanced study of bacterial agents that cause human disease. The processing and handling of clinical specimens with emphasis on state of the art isolation and identification of pathogenic bacteria is included. Theory and practice in clinical serology as used in the diagnosis of infectious disease is also emphasized.

**BIOL 5735 Contemporary Issues in Biology (2)**

The students will discuss and present research findings using current manuscripts from primary literature.

**BIOL 5810 Clinical Specialty I (4)**

This is the first of three clinical practica courses in a selected area of radiologic science. The student will select an area of clinical practice, management or education. Clinical experience will be relative to students selected area of interest. Student will select clinical site in conjunction with advisor.

**BIOL 5820 Clinical Specialty II (4)**

This is the second of three clinical courses in a selected area of radiologic science. The student may continue to gain clinical experience in the same area or modality as chosen in Biol 5810 or may choose a different area of interest. Students will select clinical site in conjunction with advisor.

**BIOL 5830 Clinical Specialty III (4)**

This is the last of three clinical courses in radiologic science. The student may continue to gain clinical experience in the same specialty area or select a different specialty area. Students will select clinical site in conjunction with advisor.

**BIOL 5850 Clinical Practicum in Microbiology (15)**

A clinical approach to the laboratory diagnosis of infectious disease agents. Clinical experience will utilize diagnostic methods to identify pathogenic microorganisms. Molecular and immunodiagnostic procedures will be emphasized.

**BIOL 5860 Practicum I in Clinical Laboratory Science (4)**

This is the first of three clinical rotations in Clinical Laboratory Science management and administration. Students will select clinical site and specialty area in conjunction with program advisor.

**BIOL 5870 Practicum II in Clinical Laboratory Science (4)**

This is the second of three clinical rotations in Clinical Laboratory Science management and administration. Students will select clinical site and specialty area in conjunction with program advisor.

**BIOL 5880 Practicum III in Clinical Laboratory Science (4)**

This is the final clinical rotation in Clinical Laboratory Science management and administration. Students will select clinical site and specialty area in conjunction with program advisor.

**BIOL 5915 Seminar in Biology (1)**

The students will critique reports relative to research activities. Progress and special interests will determine topic development.

**BIOL 5925 Topics in Health Science (1)**

Overview of current clinical, educational, and management topics in health science.

**BIOL 5980 Diagnostic Microbiology II (4)****Three hours lecture, three hours laboratory**

Acceptance into the graduate study of the Clinical laboratory science track. A study of the fundamental techniques used in isolation, identification and recovery of medically important mycobacteria, fungi, parasites, and viruses. Emphasis is also placed on the host/microbial interaction and response. The theory and laboratory practice in clinical serology (of the above organisms) used in diagnosis of infectious disease is also included.

**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 and Middle School Teachers (3)**

Informal geometry, regular polygons, tessellations, transformations, measurement, deductive reasoning, constructions, topology and solid geometry.

#### **MATH 5030 Problem Solving for Elementary and Middle 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 5200 Mathematics Content and Pedagogy for Middle School (3)**

Using appropriate technology, students will investigate and apply concepts of algebra, geometry, trigonometry, probability, and calculus. The course will also address pedagogy in the middle school mathematics classroom. Field experience required.

#### **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****School of 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****Department of 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****Department of 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 18<sup>th</sup> Century.

**SPAN 5520 Spanish Peninsular Literature II (3)**

An in-depth study of Spanish Peninsular language from the 19<sup>th</sup> and 20<sup>th</sup> 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

# Administrative Officers

---

## University

President  
Sherry L. Hoppe, Ed.D.

Vice President of Academic Affairs  
Bruce W. Speck, Ph.D.

Vice President for Finance and Administration  
Mitch D. Robinson, Ed.D.

Vice President for Student Affairs  
Jennifer C. Meningall, Ed.D.

Interim Assistant Vice President for Academic Affairs  
I. Joe Filippo, Ph.D.

Assistant Vice President for Academic Affairs  
Houston Davis, Ph.D.

Assistant Vice President for Student Affairs  
Barbara A. Phillips, M.S.

Executive Vice President for University Advancement  
Roy Gregory, B.S.

Interim Dean, College of Graduate Studies  
Lou M. Beasley, Ph.D.

Interim Dean, College of Arts and Letters  
James Diehr, Ph.D.

Interim Dean, College of Professional Programs and Social Sciences  
David Denton, Ph.D.

Interim Dean, College of Science and Mathematics  
Gaines Cullom Hunt, Ph.D.

Dean of Extended and Distance Learning  
Stanley L. Groppe, Ph.D.

Dean of Student Development  
Diane Berty, Ed.D.

Executive Director of AP Center at Fort Campbell  
Gerald Beavers, M.S.

Director, Library and Media Services  
Deborah Fetch, A.B., M.S.

Director, Grants and Sponsored Programs  
Timothy Sweet-Holp, Ph.D.

Registrar,  
Sheila M. McCoy, M.P.A.

## Tennessee Higher Education Commission

The Honorable Steve Adams, State Treasurer

The Honorable Riley Darnell, Secretary of State

Mr. Tony Scott England (voting ex-officio)

Mr. Fred Patrick Gattus, III (non-voting ex-officio)

Mr. William Ransom Jones

Mr. Dale R. Kelley

Ms. Debby Patterson Koch

Mr. Joe Lancaster

Ms. Wanda McMahan

Dr. Richard G. Rhoda (ex officio), Executive Director

Dr. June Scobee Rodgers

Dr. J. V. Sailors (non-voting, ex-officio)

The Honorable John G. Morgan, State Comptroller, and Vice Chair

Ms. Lisa P. Verble

Mr. A.C. Wharton, Chair

Dr. Brad Windley

## Tennessee Board of Regents

The Honorable Don Sunquist (ex officio), Chair

Mr. Edgar R. "Buddy" Bowers

Mrs. Demetra Godsey Boyd

Mr. Robert Jack Fishman

Mr. Clifford H. "Bo" Henry

Mr. Arles B. Greene

Mrs. Julia "Judy" W. Johnson

Ms. Jane G. Kisber

Mr. W. Keith McCord

Ms. Leslie Parks Pope

Dr. Richard G. Rhoda

The Honorable Vernon Coffey (ex officio)

Mr. J. Stanley Rogers

Ms. Debora J. Seivers

Dr. Charles W. Manning (ex officio), Chancellor

Dr. Maxine A. Smith

Mr. William H. Watkins, Jr.

The Honorable Dan Wheeler (ex officio)

Mr. James "Ashley" Woods



## GRADUATE FACULTY

---

**LINDA A. BARNES (1991) Associate Professor of English**

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 and Interim Dean of the College of Graduate Studies**

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) Associate 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) Professor of Biology**

B.S., M.S., Tennessee State University; Ph.D., University of Tennessee-Knoxville.

**LUANNETTE BUTLER (1994) Associate 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.

**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., University of Central Oklahoma; D.M.A., University of Oklahoma.

**DAVID J. COCHENER (1987) Professor of Mathematics**

B.A., Austin College; M.S., Ph.D., Texas Christian University.

**DON CHARLES DAILEY (1991) 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) 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.

**GLORIA JUNKIN FRANK (1979) Professor of Music**  
B.M., The Cleveland Institute of Music; M.A., Texas Woman's University; Ph.D., North Texas State University.

**JILL FRANKS (1996) Associate 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.

**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) 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.

**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) Professor of Music**  
B.M., Northwestern University; M.Mu., University of North Carolina at Chapel Hill; D.M.A., University of Oklahoma.

**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 and Director of Professional Education Experiences**

B.S., M.A., Austin Peay State University; Ed.D., George Peabody College.

**E. ANN HARRIS (1992) Professor of Education**

B.S., Murray State University; M.Ed., Ed.D., University of Memphis.

**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.

**ELLEN W. KANERVO (1977) Professor of Communication and Theatre**

B.A., Newberry College; M.A., Ph.D., University of Wisconsin.

**PHILLIP R. KEMMERLY (1972) 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) 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 Professor of Mathematics**

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.

**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) Director of Medical Technology Program and Associate 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. PALLEN (1981) Professor of Theatre**

B.A., M.A., University of Missouri; Ph.D., Southern Illinois University.

**FRANK PARCELLS (2001) Professor of Communication and Theatre**

B.S., M.S., Ph.D., Southern Illinois University

**ALLENE S. PHY-OLSEN (1990) Director 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 Communication and Theatre**

B.S., M.A., Austin Peay State University; Ph.D., Bowling Green State University.

**JAMES PRESCOTT (1996) Associate 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 and Director of Leadership Studies**

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) 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) Associate Professor of Sociology**

B.A., M.A., North Carolina Central University; Ph.D., Howard University.

**JOSEPH R. SCHILLER (1994) Associate 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.

**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.

**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) 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) Professor of Music**

B.M., M.M., University of Illinois; D.M.A., Louisiana State University.

**JIM VANDERGRIF (1997) Associate Professor of Computer Science**

B.S., University of California; M.S., Ph.D., Vanderbilt University.

**DAVID M. von PALKO (1983) Professor of Communication and Theatre**

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.

**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

**TIMOTHY F. WINTERS (1997) Associate 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) 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

# INDEX

## A

Absence,  
announced tests & examinations, 26  
inclement weather, 25  
from class, 26, 40  
Academic information (general), 24  
Academic,  
calendar, 4  
dismissal, 28  
good standing, 28  
readmission, 28  
probation, 28  
programs change of, 46  
status & retention, 27-28  
suspension, 28  
time status classification & maximum load, 24  
Accident insurance, 12  
Accreditation, 8, inside front cover  
Adding a course, 25  
Additional graduate courses, 89  
Administration, 96  
Administrative officers, 96  
Administration and Supervision, 23, 66  
Admissions,  
application, 19, see forms  
candidacy, 31  
categories, 20  
conditional, 20  
Counseling and Guidance, 22, 23, 66  
Educational Leadership Studies, 22, 64  
Education Specialist Degree, 21, 23  
Graduate Studies, 19  
Guidance and Counseling, 22, 23, 66  
international students, 23  
Masters, 19  
Music, 22, 56  
Non-degree seeking, 21  
Postmaster, 21  
Provisional, 20  
Psychology, 22, 75  
Regular, 20  
requirements, 19  
School Psychology, 23, 77  
Selective admissions (psychology), 21  
Senior I, 21  
Senior II, 21  
transient students, 21  
Affirmative Action Address, (inside front cover)  
African American Cultural Center, Wilbur N. Daniel, 13  
African American Fellowship Grant, 40  
Aid Financial and Scholarships, 40  
All State, The, 15  
Alpha Epsilon Rho, 16  
Alpha Psi Omega, 16  
Alumni Association, 15  
AP Talk, 11  
Apartments, 10, 33  
Appeals,

financial aid, 41  
grade, 27  
residency, 31  
suspension, 28  
Appendix A, 94  
Application,  
fee, 34  
for admission to graduate studies, forms  
for commencement, 32  
for degree, 32  
for graduate assistantship, forms  
for residency, 31, 94  
Applied Music, 59  
Art galleries  
Larson, Mabel, 10  
gallery 108, 9  
Trahern, 9  
Assistantships, 43, forms  
Athletics,  
intercollegiate, 14  
intramural, 14  
Attendance policy, 26, 40, 46  
Attending Another Institution While Receiving DVA  
Benefits at APSU, 46  
Auditing of Courses, 27  
Automobile registration, 13, 34

## B

Benefits, Veterans Affairs, 43  
Boyd, A.R. Health Services, 12  
Binding Fees, 34  
Biology,  
Concentration in Clinical/Laboratory Science, 85  
Concentration in Radiological Science, 86  
Biology, Department of, 85  
Biology Course Description, 86-88  
Bunger, Fred Memorial Award, 16

## C

Calendar, 4  
Campus,  
directory, 3  
home page, 1,3, inside front cover  
map, (inside back cover)  
police, 3, 12  
Capsule Magazine, 15  
Care Policy, 28  
Career Resources, 11  
Categories of Admission, 20  
Centers,  
career resources  
child learning, 11  
the learning, 13  
Centers of Excellence,  
for Creative Arts, 8  
for Field Biology, 9  
Chairs of Excellence,  
Acuff, Roy, in the creative arts, 9

Harper-Bourne, in business, 9  
 foundation, in free enterprise, 9  
 Reuther, Lenora C., in nursing, 9  
 Change of Program, 46  
 Child Learning Center, 11  
 Children of Vietnam Conflict, 35  
 Choral Conducting Specialization, 57  
 Class,  
   Attendance, 26  
   Grading, 26-27  
   Policy, 26  
 Classes, Schedule of, 24  
 Clinical Psychology, 76  
 Code of Student Conduct, 16  
 College of,  
   arts and letters, 49  
   graduate studies, 19  
   professional programs and social sciences, 62  
   science/mathematics, 84  
 Commencement, 32, 34  
 Communication Arts, 50  
 Communication Course Description, 51-52  
 Community Counseling, 78  
 Competency Evaluation for Licensure of School Psychologists, 78  
 Compliance Statement, (inside front cover)  
 Comprehensive examination (departmental), 32  
 Conditional status, 20  
 Conduct, student, 16  
 Confidentiality of Student Records, (FERPA), 17  
 Continued Enrollment to Complete Graduate Research Requirement, 30  
 Corequisites and Prerequisites, 25  
 Corporate Communication Specialization, 50  
 Correspondence directory, 3  
 Costs, (see fees and expenses),  
   add, 33  
   audit, 33  
   drop, 33  
   offerings, 33  
   repetition, 33  
 Counseling and Guidance, 23, 66, 79  
 Course Offerings and Schedule of Classes, 24  
 Course Registration, 25  
 Creative Arts, 8,  
 Center of Excellence for, 8  
 Credit,  
   load, 24  
   transfer, 31  
   unit of, 24  
 Curriculum and Instruction, 63

**D**

Daniel, Wilbur N. African American Cultural Center, 13  
 Debt service fee, 33  
 Degree completion, time limit, 32  
 Degree requirements,  
   Education Specialist, 65  
   Master of Arts, 50, 53, 76  
   Master of Arts in Education, 62  
   Master of Music, 56  
   Master of Science, 85

second degree, 32, 78  
 Demonstration of Research Literacy, 29  
 Departmental Comprehensive Examination, 32  
 Departments or areas of instruction,  
   Biology, 84  
   Communication/Theatre, 49  
   Early Childhood, 89  
   Education, 62  
   English, 54  
   Geology, 89  
   Health and Human Performance, 72  
   Humanities, (Creative Arts), 89  
   Languages and Literature, 53  
   Mathematics Education, 90  
   Music, 56  
   Nursing, 91  
   Psychology, 75  
   Public Management, 91  
   Reading, 65, 71  
   Science Education, 91  
   Sociology, 92  
   Spanish Education, 92  
   Special Education, 63, 92  
   Theatre/Communication, 49  
 Deposits, 34, 36  
 Directory of Correspondence, 3  
 Disabilities, students with, 12  
 Distance Learning, 11  
 Dismissal, 28  
 Dropping a course, 25  
 Drug-Free Schools and Communities Amendments, 17  
 Dual Enrollment, 46  
 Due Process, 28

**E**

Early Childhood, 89  
 Earning a Second Masters Degree, 32  
 Education Course Description, 67-72  
 Education, International, 14  
 Education, School of, 62  
 Education Specialist, 65  
   administration and supervision concentration, 23, 66  
   admission requirements, 21  
   counseling and guidance concentration, 23, 48, 66, 78  
   majors and degrees, 48  
   programs of study, 48, 65, 79  
   school psychology concentration, 23, 48, 67, 77, 79  
   specific admissions requirements, 22  
 Educational Leadership Studies, 22, 48  
 Elementary Education, 66  
 Employees of APSU, 35  
 Employment (part-time), 42  
   general campus, 42  
   federal Work Study Program (FWP), 42  
   off-campus, 43  
 Endorsements, 65  
 English, 53-54  
 English Course Description, 54-56  
 English, Proficiency in, 27  
 Evaluation of Credit, 45  
 Examinations, 32  
 Exercise Science Specialization, 73

Expenses (see fees and expenses)

## F

Faculty, Graduate, 97-101

Federal, Education Rights and Privacy Act (FERPA), 17

Perkins Student Loan, 40

Stafford Student Loan, 41

Work Study Program (FWP), 41

Fees and Expenses,

application, 19, 34

audit, 34

automobile registration, 34

debt service, 33

deposits (housing), 34

disabled, 12, 35

discounts, 35

faxed transcripts, 34

Fort Campbell, 33

Graduate record exam, 34

graduation, 34

identification card, 34

identification card replacement, 34

in-state residency, 31, 94

individualized music instruction, 34

late registration, 34

official transcripts, 34

out-of-state residency, 31, 36, 94

reduced for some students, 35

registration, 33, 34

returned check service charge, 34

room and board, 33

special, 34

student government, 33

technology access, 33

Thesis, Research Paper and Field Study binding, 34

waived, 35

Fee Discounts,

APSU employees, 35

Children of Vietnam Conflict Veterans, 35

students with disabilities, 35

students 60 years and older, 35

Tennessee State employees, 35

FERPA, 17

Field Biology, Center of Excellence for, 9

Field Study, 29

report, 29

Financial Aid and Student Scholarships, 40

appeals, 41

assistantships, graduate, 43

class attendance, 40

disbursement of funds, 41

for senior adult students, 35

for students with disabilities, 35

guidelines, 41

how to apply for loans, 40

loans, 41

minority scholarships, 40

other forms of financial assistance, 43

repayments, 42

refunds, 37, 42

reinstatement, 28

satisfactory academic progress, 41

scholarships, 40-41

unofficial withdrawals, 40

veterans affairs benefits, 43

vocational rehabilitation, 43

work study, Federal, 42

Foreign Student, (see International Students)

Full-time student, 24

## G

GA positions, forms

Galleries, Art, 9

General Academic Information, 24

General Campus Work, 42

General Off Campus Work, 43

General Communication Specialization, 50

Geology, Department of, 89

Good standing, 28

GPA, 26

Grade appeal, 27

Grade point average, (GPA), 26

Grade Related Information, 26

Grade Reporting, 27

Grades reported for courses dropped, 25

Grading System, 26

Graduate assistantships, 43, forms

Graduate and Research Council, 20, 28

Graduate degrees and academic programs, 48

Graduate departments or areas, (see departments)

Graduate Faculty, 97-101

Graduate Record Examination, (GRE), 19

Graduate research, 29, 30

Graduate Studies, College of

accreditation, (inside front cover)

admission to graduate studies, 19

assistantships, 43

candidacy, 31

categories of admission,

credit load, 24

conditional status, 20

education specialist program admission fees, 33, 36

financial aid and scholarships, 40

grading system, 26

load max, academic time status classification, 24

mission statement, 19

non-degree student, 21

post masters status, 21

programs of study, 31

programs with specific admission requirements, 22

regular admission status, 20

requirements, 24

residence, 31, 94

retention and academic status, 27

selective admission (psychology), 21

senior I status, 21

senior II status, 21

transient status, 21

unclassified status, 21

undergraduates taking graduate credits,

vision statement, 19

Graduating with honors, 32

Graduation,

application for, 32



fees, 34  
with honor, 32  
GRE, 19  
Greek organizations, 14  
Guaranteed Bank Loan. (see Stafford Loan)  
Guidance and Counseling, 22, 23, 66, 78, 79

## H

Health and Human Performance course descriptions, 73-75  
Health and Human Performance, Department of, 72  
Health Services, The A.R. Boyd, 12  
Health Services Administration Specialization, 73  
History of University, 7  
Home page address, 1, 3, inside front cover  
Honorary and Professional organizations, 15  
Alpha Epsilon Rhio, 16  
Alpha Psi Omega, 16  
Bunger, Fred, Memorial Award, 16  
Phi Delta Kappa, 16  
Phi Kappa Phi, 16  
Phi Mu Alpha, 16  
Pi Nu, 16  
Psi Chi, 16  
Sigma Alpha Iota, 16  
Honor students, 32  
Housing, 10  
How to Apply for Financial Aid, 40  
Human Research Review Committee, 30  
Humanities, (Creative Arts), 89

## I

Identification card required, 34  
Immunization, 12  
In-state residency, 31, 94  
Inclement weather, 25  
Incomplete Grades, 27  
Industrial/Organizational Psychology, 22, 76  
Institutional Review Board (IRB), 30  
Instructional Technology Specialization, 63  
Instructional Conducting Specialization, 58  
Insurance sickness and accident, 12  
Intercollegiate athletics, 14  
International Education, 14  
International Students, Admission of 23  
Internet address, 1, 3, (inside front cover)  
Intramural Recreation, 14

## L

Languages and Literature, Department of, 53  
Larson, Mabel, Art Gallery, 10  
Leadership Specialization, 63  
Learning Center, The, 13  
Letters of Recommendations, forms  
Liability, 17  
Library, 10  
Linguistics, 89  
Living accommodations, 10  
Load,  
credit, 24

graduate assistantship, 43  
veterans, 43  
Loans,  
funds, 41  
student, 40

## M

Majors and Degrees, 48 (Also see Programs of Study)  
Mandatory "F" date, 25  
Map, campus, (inside back cover)  
Masters of Art, 50, 53, 76  
Master of Science, 42, 78, 85  
Masters degree,  
admissions requirements, 19  
concentrations, 48  
majors and degrees, 48  
specializations, 48  
Programs of Study,  
Biology, 84  
Communication Arts, 50  
Curriculum and Instruction, 63  
Education, 62  
English, 54  
Guidance and Counseling, 78  
Health and Human Performance, 72  
Music, 56  
Psychology, 75  
Reading, 65  
Special Education, 63, 92  
specific admission requirements, 22  
Mathematics and Computer Science College of, 84  
Mathematics, 90  
Mathematic Education, 90  
Mathematics Specialization, 64  
Maximum load for graduate student, 24  
Measles, Mumps, and Rubella Immunization (MMR) 12  
Minority Scholarships, 40  
Mission statement, 19  
Multicultural Programs and Services, 11  
MMR, 12  
Music Applied Group Instructions, 59  
Music course descriptions, 59-61  
Music, Department of, 56  
Music Education Concentration, 56  
Music Performance, 57, 58

## N

NASP licensure, 78  
National Alumni Association, 15  
Non-degree student, admission of, 21  
Non-discrimination, policy of, (inside front cover)  
Non-public school or non-licensure specialization, 66  
Nursing, 91

## O

Off-campus instruction (see Distance Learning)  
Online instruction (see Distance Learning)  
Other Forms of Financial Assistance  
graduate assistantships, 43  
vocational rehabilitation, 43

Organizations, student, 15  
Out-of-state fees, 33, 37, 94  
Overload, 24

## P

Parking and Traffic, 13  
Part-time Employment, 42  
    general campus work, 42  
    federal work-study, 42  
    off-campus work, 43  
Pass-fail grading, 26  
Payments and Refund, 36  
Perkins Student Loan (Federal), 40  
Phi Delta Kappa, 16  
Phi Kappa Phi, 16  
Phi Mu Alpha, 16  
Pi Nu, 16  
Police, 12  
Policy of Class Attendance and Unofficial Withdrawals, 40  
Policy on Allocation of Refunds and Repayment to Title IV  
    Federal (Pell Grant, FSEOG, Federal Perkins, Federal  
    Stafford Student Loans), 22  
Post-Masters Status, 21  
Psi Chi, 16  
Prerequisites and Corequisites, 25  
Privacy Act (FERPA), 17  
Probation, 28  
Problem courses, 25  
Proficiency in English and Grading, 27  
Program with Specific Admission Requirements,  
    educational leadership studies, 22  
    educational specialist degrees,  
    administration and supervision concentration, 23  
    counseling and guidance concentration, 23  
    school psychology, 23  
    guidance and counseling, 22  
    music, 22  
    psychology, 22  
Programs of Study, 31, 48  
    Biology, 84  
    Communication Arts, 50  
    Curriculum and Instruction, 63  
    Education Specialist, 65, 79  
    Elementary Education, 66  
    English, 54  
    Guidance and Counseling, 78  
    Health and Human Performance, 72  
    Instructional Technology Specialization, 63  
    Leadership Specialization, 63  
    Music, 56  
    Psychology, 22, 75  
    Reading, 65  
    School of Psychology, 79  
    Special Education, 63, 92  
Protection of Rights and Privacy, 17  
Provisional admission, 20  
Psychological Science, 22, 77  
Psychology, Competency Evaluation for Licensure, 78  
Psychology Course Description, 80  
Psychology, Department of, 75  
Public and Community Health, 72  
Public Management, 91

Publications, student, 15

## Q

Quality points, 26

## R

Reading Course Description, 71, 72  
Reading, 65, 71  
Readmission, 28  
Recommendation, Letter of, 49, ( see forms)  
    for graduate assistantship, (see forms)  
    letters,(see forms)  
Recreation, Intramural, 14  
Red Mud Review, The, 15  
Refunds, 36, 42  
Registration, fee, (see fees and expenses)  
Registration for Students 60 years and Older and Students  
    with Disabilities Required Fees, 33  
Regular admission, 20  
Rental, Housing, 10, 33, 37, 38  
Repeating a course, 26-27  
Reporting grades for courses dropped, 25  
Request Transcripts, (see forms)  
Requirements,  
    Counseling and Guidance Concentration, 23  
    Education Specialist, 21, 23  
    Masters Degree, 19  
    School of Psychology Concentration, 23  
Research Involving Humans and Animals, 30  
Research literacy, demonstration of, 29  
Research Plans, 29  
Research project, 29  
Research requirements,  
    Continued enrollment to complete graduate research  
    requirements, 30  
    plan I (demonstration of research literacy), 29  
    plan II (research project), 29  
    plan III (thesis), 29  
    plan IV (field study report), 29  
    research involving humans and animals, 30  
Residence halls, 10  
Residence requirements, 31, 94  
Residency, Candidacy, and Degree Completion,31  
Residency for Fee Purposes, 31, 94  
Resource, Career, 11  
Resume' development service, 11  
Returnable Deposits, 34  
Retention, 27  
Rights, University, 17  
Room and Board, 33  
ROTC scholarship, 40

## S

Safety, Campus Security, 12  
Satisfactory Academic Progress Required to Receive and  
    Renew Aid, 41  
Satisfactory Progress, 41, 46  
Schedule,  
    changes of, 25  
    of classes, 24

Scholarships,  
 African American Graduate Fellowship, 40  
 Disbursement of Funds, 41  
 Federal Perkins Student Loan, 40  
 Federal Subsidized Stafford Student Loan, 41  
 Federal Unsubsidized Stafford Loan, 41  
 Minority, 40  
 ROTC, 40

Scholastic standards, 27

School Counseling, 22, 66, 78, 79

School of Education, 62

School Psychology, 23, 67, 77

Science Education course description, 91

Second Masters Degree, 32,78

Secondary Education, 67

Security-Campus Safety, 12

Selective Admission (Psychology), 21

Selective retention, 27

Senior I Status, 21

Senior II Status, 21

Services for the Disabled, 12

Sigma Alpha Iota, 16

Smoking and Clean Air, 17

Sociology, 92

Spanish Education, 92

Special Education, 63, 92

Special fees (see fees and expenses)

Specializations,  
 Choral conducting, 57  
 corporate communication, 50  
 exercise science, 73  
 general communication, 50  
 health services administration, 73  
 instrumental conducting, 58  
 instructional technology, 63  
 leadership, 63  
 mathematics, 64  
 sport administration, 73

Sports Administration Specialization, 73

Stafford Student Loan, 41

Statements,  
 vision, 7, 19  
 mission, 7, 19  
 of policy, 26

Student,  
 code of conduct, 16  
 confidentiality of records (FERPA), 17  
 due process, 28  
 employment, 42-43  
 full-time, 24  
 health services, 12  
 insurance, 12  
 international, 23  
 life, 14  
 loan funds, 40-41  
 organizations, 14-16  
 part-time, 24  
 publications, 15  
 services, 11  
 studies, Educational Leadership, 22, 64  
 teaching, 68  
 transfer credit, 31

transient, 21

Student Government Association, 15

Student Insurance, 12

Student Life,  
 code of student conduct, 16  
 confidentially of student records, 17  
 drug-free schools and communities amendments act, 17  
 Greek organizations, 14  
 honorary and professional organizations, 15  
 intercollegiate athletics, 14  
 international education, 14  
 intramural recreations, 14  
 national alumni associations, 15  
 smoking and clean air, 17  
 student government associations, 15  
 student organizations, 15  
 student publications, 15  
 All State, The, 15  
 Capsule magazine, 15  
 Tower, The, 15  
 students right to know, 17  
 university liability, 17  
 university rights, 17

Student Organizations, 15

Student Publications, 15

Student Right to Know Act, 17

Students with Disabilities, 12

Suspension, 27-28

System of grading, 26

## T

Table of Contents, 2

Talk, AP, 11

Tennessee State Employees, 35

Testing as a degree requirement, 32

Theatre, 49

Theatre course description, 52-53

Thesis, 29

Time limit for completing the degree, 32

TOEFL, 23

Tower, The, 15

Traffic and Parking, 13

Trahern Gallery of Art, 9

Transcript request, forms

Transfer credit, 31

Transient student, 21

Tuition, (see fees and expenses)

## U

Unclassified Status, 21

Undergraduates Taking Graduates Credits, 21

Undergraduates Registering in Graduate Courses, 21, 25

Unit of Credit, 24

University,  
 calendar, 4  
 history, 7  
 housing, 10  
 liability, 17

University Liability, 17

University Rights, 17  
    mission statement, 7  
    rights, 17  
    vision statement, 7  
Unofficial withdrawal, 26, 40

## **V**

Veterans Affairs Benefits, 43  
    admission to the university is required for receiving VA  
    benefits, 44  
    applying for DVA educational benefits/initial tuition  
    requirements, 44  
    avoiding DVA education overpayment, 44  
    Critical areas of concern for continuing DVA  
    certification for benefits, 45  
    if an educational overpayment is created, 44  
    matriculation, 45  
    proper degree pursuit, 45  
    repeated or excessive courses, 45  
    report changes in enrollment, 44  
    understanding the consequences of change, 44  
Vocational Rehabilitation, 43

## **W**

Weather, 25  
Web site address (see inside front cover), 1, 3  
Web-based instruction (see Distance Learning)  
Withdrawal,  
    from course, 25  
    from University, 26  
    last day for “W”, 26, 28  
Woodward, Felix G., Library, 10  
Work, part-time, 42-43

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 Admissions, P.O. Box 4548, 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**  
**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):  
1<sup>ST</sup> Choice \_\_\_\_\_ 2<sup>nd</sup> Choice \_\_\_\_\_ 3<sup>rd</sup> 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  
Speech/Communication and Theatre

### Service Units

Academic Affairs  
Admissions  
Affirmative Action/President's Office  
Career Services  
Center of Excellence  
    Language & Literature  
    Theater  
Counseling and Testing  
Developmental Studies Program  
Disability Services  
International Education  
Institutional Research & Effectiveness  
Publications and Public Relations  
Registrar's Office  
Social Work  
Student Activities  
Student Affairs  
Student Development Center  
Student Support Services  
Student Financial Aid  
Student Life and Leadership  
TECTA  
TN Small Business Development Center

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 1<sup>st</sup>. Applications received after March 1<sup>st</sup> 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 1<sup>st</sup> deadline**.



# 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:

Graduate Admissions  
Austin Peay State University  
P. O. Box 4548  
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.