



Austin Peay
State University

Graduate Bulletin
2005-2006

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DIRECTORY OF CORRESPONDENCE

Academic Affairs (931) 221-6236

Bruce W. Speck, Vice President for Academic Affairs

Academic Probation (931) 221-7121

Sheila M. Bryant, Registrar

Affirmative Action (931) 221-7572

Richard Jackson, J.D., 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, Dean of Extended/Distance Education

Finance and Administration (931) 221-7883

Mitch Robinson, Vice President for Finance and Administration

Financial Aid (931) 221-7907

Donna Price, 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

Charles Pinder, Dean of the College of Graduate Studies

Housing and Residence Life (931) 221-7444

Joe Mills, Director of Housing and Residence Life

Grants and Sponsored Programs (931) 221-7881

Edward Davis, Director of Grants and Sponsored Programs

International Education (931) 221-7175

Samuel Fung, Director of International Education

Intramural Recreation (931) 221-7564

David Davenport, Director of University Recreation

Public Relations and Publications (931) 221-7459

Dennie Burke, Executive Director of Public Relations and Marketing

Public Safety (931) 221-7786

Lantz Biles, Director of Public Safety

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

Sheila M. Bryant, Registrar

Student Activities (931) 221-7431

Blanche Wilson, Director of Student Life and Leadership

Student Affairs (931) 221-7341

Diane Berty, Interim Associate 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

Charles Pinder, Dean of the College of Graduate Studies

Teacher Education and Licensure (931) 221-7696

Phil Roberson, Director of the School of Education

University Center Operations (931) 221-6617

Andy Kean, Director of University Center Operations

Veterans Affairs (931) 221-7907

Donna Price, Director of Financial Aid and Veterans Affairs

Voice Response (931) 221-7000

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

*All addresses, except Fort Campbell, are:

Austin Peay State University, Clarksville, TN 37044.

University Home Page: www.apsu.edu

UNIVERSITY CALENDAR

2005 FALL SEMESTER, MAIN CAMPUS

July 29	Last day to accept applications from new or readmitted students
Aug. 25	Residence Halls Open 10a.m.-2p.m.
Aug 28	Last day to claim Residence Hall assignment; Last day to receive 100% refund
Aug 29	Classes begin
Aug 29-Sept 2	Late Registration; Drop/Add
Sept 2	Last day to add a class
Sept 5	Labor Day Holiday, University closed
Sept 11	14th day; Last day to drop without record; Last day to receive 75% refund
Oct 10	Last day to drop with an automatic "W"
Oct 14	First Session Classes End
Oct 14-21	Mid-semester
Oct 15-18	Fall Break - No Classes
Oct 19	Second session classes begins
Nov 14-23	Priority Advising and Pre-registration for Spring 2006 semester for currently enrolled students
Nov 10	Last day to drop with "W", "F", "FN", "FA"
Nov 11	Veteran's Day - No Classes
Nov 24-26	Thanksgiving Holiday - University Closed
Dec 7	Last day of classes
Dec 8	Study Day
Dec 9-15	Final Exams
Dec 16	Commencement, Dunn Center, 2p.m.
Dec 21	Final grades available on AP Web

SPRING 2006 SEMESTER, MAIN CAMPUS

Dec 16	Last day to accept applications from new and readmitted students
Jan 13	Residence Halls Open
Jan 15	Last day to claim Residence Hall assignment
Jan 16	Last day to receive 100% refund; MLK Holiday – University Closed
Jan 17	Classes begin
Jan 17-20	Drop/Add; Late Registration
Jan 20	Last day to add a class
Jan 30	14th day; Last day to drop without record; Last day to receive 75% refund
Feb 28	Last day to drop with an automatic "W"
Mar 3	First session classes ends
Mar 3-11	Mid-term
Mar 6-11	Spring Break
Mar 13	Second session classes begins
Apr 3-13	Priority Advising and Pre-registration for Summer and Fall 2006 semesters for currently enrolled students
Apr 7	Last day to drop with "W", "F", "FN", "FA"
Apr 14	Good Friday - No Classes
Apr 26	Last day of classes
Apr 27	Study Day
Apr 28, May 1-4	Final Exams
May 5	Commencement in Dunn Center, 2:00 p.m.

MAY SESSION 2006, MAIN CAMPUS

Apr 28	Application Deadline
May 15	Classes Begin; Drop/Add; Last day to add a class
May 17	Last Day to Drop Without Record
May 19	Last Day to Drop with an Automatic "W"
May 29	Memorial Day - University Closed
June 2	Last Day of Classes; Final Exams

SUMMER I 2006 SEMESTER, MAIN CAMPUS

May 19	Last day to accept applications from new and readmitted students
May 19	Residence Halls Open
June 2	Registration
June 4	Last day to receive 100% refund
June 5	Classes Begin
June 5-6	Drop/Add
June 6	Late Registration; Last Day to Add a Class
June 11	14th Day; Last Day to Drop Without Record; Last day to receive 75% refund
June 15	Last Day to Drop with an Automatic "W"
June 22	Last Day to Drop with "W", "F", "FN", "FA"
July 4	Independence Day - University Closed
July 7	Last Day of Classes; Final Exams

SUMMER II 2006 SEMESTER, MAIN CAMPUS

June 30	Last day to accept applications from new and readmitted students
July 9	Last day to receive 100% refund
July 10	Registration; Classes Begin; Last day to Drop/Add; Late Registration; Last Day to Add a Class
July 16	14th Day Last Day to Drop Without Record; Last day to receive 75% refund
July 21	Last Day to Drop with an Automatic "W"
July 28	Last Day to Drop with "W", "F", "FN", "FA"
Aug 11	Last Day of Classes; Final Exams

FULL SUMMER 2006 SEMESTER, MAIN CAMPUS

May 29	Last day to accept applications from new and readmitted students; Residence Halls Open
June 2	Registration
June 4	Last day to receive 100% refund
June 5	Classes Begin
June 5-6	Drop/Add
June 6	Late Registration; Last Day to Add a Class
June 18	14th Day Last Day to Drop Without Record; Last day to receive 75% refund
July 20	Last Day to Drop with an Automatic "W"
July 27	Last Day to Drop with "W", "F", "FN", "FA"
Aug 11	Last Day of Classes; Final Exam

University Community



THE UNIVERSITY

VISION STATEMENT

Austin Peay State University's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society.

MISSION STATEMENT

Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning. This mission will be accomplished by:

- Offering undergraduate, graduate, and student support programs designed to promote critical thinking. Communication skills, creativity, and leadership;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling, and satellite locations;
- Promoting equal access, diversity, an appreciation of all cultures, and respect for all persons;
- Serving the military community at Fort Campbell through complete academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), conducting research, and providing services that contribute significantly to the quality of life, learning, and workforce development needs of the region.

HISTORY

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

Rural Academy, 1806-1810
 Mt. Pleasant Academy, 1811-1824
 Clarksville Academy, 1825-1848
 Masonic College, 1849-1850
 Montgomery County Masonic College, 1851-1854
 Stewart College, 1855-1874
 Southwestern Presbyterian University, 1875-1925

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

In 1939, the State Board of Education authorized the school to inaugurate a curriculum leading to the Bachelor of Science degree. The degree was first conferred on the graduating class at the 1942

Spring Convocation. By Act of the Tennessee Legislature of February 4, 1943, the name of the school was changed to Austin Peay State College. In 1951, the State Board authorized the College to confer the Bachelor of Arts degree and in 1952, to offer graduate study leading to the degree of Master of Arts in Education. At the November 1966 meeting, the State Board of Education conferred university status to the College, effective September 1, 1967. In February 1967, the State Board of Education authorized the University to confer the Master of Arts and the Master of Science degrees. In 1968, associate degrees were approved. The State Board of Education relinquished its governance of higher education institutions to the Tennessee State Board of Regents in 1972. In 1974, the Tennessee State Board of Regents authorized the Bachelor of Fine Arts and the Education Specialist Degrees. In 1979, the Bachelor of Business Administration degree was approved as a replacement for traditional B.A. and B.S. degrees in various fields of business. In 1979, the Bachelor of Science in Nursing degree was approved. In 1983, the Tennessee State Board of Regents approved the Master of Music degree for Arts in Education and Master of Music Education. The Master's of Science in Management program was implemented in Fall, 2004.

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

John S. Ziegler, 1929 - 1930
 Philander P. Claxton, 1930 - 1946
 Halbert Harvill, 1946 - 1962
 Earl E. Sexton (acting), Sept. - Dec. 1962
 Joe Morgan, 1963 - 1976
 Robert O. Riggs, 1976 - 1987
 Oscar C. Page, 1988 - 1994
 Richard G. Rhoda (interim), July - Oct. 1994
 Sal D. Rinella, 1994 - 2000
 Sherry Hoppe (interim), Feb. 2000 - Jan. 2001
 Sherry Hoppe, January 2001 - Present

ACCREDITATION

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

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

CENTERS OF EXCELLENCE

Center of Excellence for the Creative Arts Office of Enrichment Programs

Dr. James Diehr, Director

Music/Mass Communications Bldg. Room 165

P.O. Box 4666

Phone: (931) 221-7876 or email at diehrj@apsu.edu

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

Center of Excellence for Field Biology Office of Enrichment Programs

Dr. Andrew N. Barrass, Director

Sunquist Science Building D-128

P.O. Box 4718

Phone: (931) 221-7782

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

CHAIRS OF EXCELLENCE

Roy Acuff Chair of Excellence in the Creative Arts

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

Foundation Chair of Excellence in Free Enterprise

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

Harper-Bourne Chair of Excellence in Business

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

Lenora C. Reuther Chair of Excellence in Nursing

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

ART GALLERIES

Trahern Gallery of Art

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

Gallery 108

Gallery 108 is located on the ground floor of the Trahern Building. Each semester this gallery hosts the senior exhibits, featuring works by graduating art majors. Hours vary with each exhibit. Contact the Department of Art at (931) 221-7333, for more information.

Mabel Larson Fine Arts Gallery

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

FELIX G. WOODWARD LIBRARY

Named in honor of a former Austin Peay State University Professor and Dean of the Faculty, the Felix G. Woodward Library was built in 1969 and renovated in 1986. Consisting of three floors, the Library has a seating capacity of 500. The print collection numbers 400,000 including books, special collections, periodicals and federal government documents. The collection also includes 9,000 full-text electronic periodicals, 43,000 e-books, 4,700 audio-visuals and 663,000 microforms. Interlibrary loan services, which permit students and faculty to borrow materials from other libraries throughout the United States, are also available.

Austin Peay students and faculty have onsite and remote access to numerous Internet and other electronic resources and

databases via the Library's homepage: <http://library.apsu.edu>. The Library has 30 InfoStations to access databases and the Internet, as well as a fully-equipped Library Instruction and Computer Room (LICR) with 24 networked-computers. LICR computers are available for student access when not in use for Library Instruction. The library also has wireless Internet access and 10 wireless laptop computers for student use.

Professionally-trained librarians provide reference service, both in person and online, teach Bibliographic Instruction classes independently and in collaboration with other faculty, and reinforce classroom learning by assisting students with doing research and teaching them the information literacy skills they need to become lifelong learners and function well in the workplace and in an information-rich society.

UNIVERSITY HOUSING

The University has accommodations for approximately 1,400 students. Single students are housed in residence halls, generally two to a room, or Meacham Apartments and Hand Village, four to an apartment, under the supervision of a professional and student staff. Also available for campus housing are Two Rivers Apartments.

These apartments are reserved for any junior, senior, or graduate student with a GPA of 3.0 or higher and no formal disciplinary record. Regulations governing certain aspects of student conduct are prescribed for all students living in residence halls or apartments.

All resident students provide their own bed linens, towels, telephone and other personal accessories and are responsible for the care and cleaning of their own rooms/apartments. Cable, internet, laundry and telephone service are provided. One, two and three-bedroom apartments are available for married students, single parents with dependent children or non-traditional students who are 23 years of age or older.

Application for University Housing should be made with the Office of Housing/Residence Life, located on the first floor of Miller Hall; at the same time application for admission to the University is made. A room reservation deposit of \$100 must accompany the request for room reservation. This deposit is refundable pending no contract violation, damages to room or apartment or outstanding University balance.

Housing contracts are renewed annually. Please refer to Housing License Agreement for refund policies and deadlines

STUDENT SERVICES

Web Address: www.apsu.edu/student_affairs/; www.apsu.edu/records/

AP WEB

Students may register, pay fees, obtain grades, order student transcripts and obtain information on admissions, financial aid, housing and veteran's services by accessing AP WEB at <https://www.apweb.apsu.edu/>.

REGENTS ONLINE DEGREE PROGRAM (RODP)

Advisor: Ms. N. Matthews

Location: 106 Public Square

Phone: (931) 221-1373

e-mail: matthewsn@apsu.edu

website: www.apsu.edu/regentsdegree/

Tennessee Board of Regents' colleges, universities and technology centers offer the Regents Online Degree Programs (RODP). APSU is one of six TBR universities that delivers and awards the noted Masters degrees. Courses completed in the Regents Online Degree Programs are entirely online and transferable among all the participating institutions.

These degrees and courses will be offered in an interactive, asynchronous format. That means you can access your classes anytime of the day and anywhere via the internet. Advising, library services, student support, and other forms of student assistance will also be available online. Students will have technical support 24 hours per day, 7 days per week.

CAREER AND ADVISEMENT CENTER

The Career & Advisement Center is located in the Morgan University Center, Room 210. The center advises students who have not declared a major and assists students in each stage of the career development process. Services include assistance with meeting core requirements for undeclared majors, choosing a major, writing a resume and/or cover letter, developing interviewing skills, searching for a job, and applying to graduate school. A variety of workshops are offered regularly, and full-and part-time jobs listings are posted daily. Visit the Career & Advisement Center's website at www.apsu.edu/careers or call (931) 221-7896 for more information.

TESTING CENTER

The Testing Center is located in the Ellington Building, Room 202. The center offers a variety of tests which includes: COMPASS, ACT-Residual, CLEP, DANTEs, and MAT. Exams are also administered for the Regents Online Degree Program (RODP) and for correspondence courses taken through other universities. Testing information about PRAXIS, GRE, and the national ACT is available at the testing center. For more information or to schedule a testing session, call (931) 221-6269.

CHILD LEARNING CENTER

The Child Learning Center is available to children of students, staff and faculty at APSU. The children must be at least six weeks old. The curriculum is multi-faceted, developmentally appropriate, hands-on, discovery learning, play based, child-centered and challenging. Fall, Spring and Summer hours are 6:30 a.m. – 5:00 p.m. Care is provided Monday through Friday. No child will be denied admission on the basis of handicapping condition, race, color, religion, sex or national origin. For more information, contact the Child Learning Center at (931) 221-6234.

DISTANCE EDUCATION

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

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

MULTICULTURAL PROGRAMS AND SERVICES

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

PUBLIC SAFETY – CAMPUS POLICE

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

STUDENT INSURANCE

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

STUDENTS WITH DISABILITIES

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

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

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

This committee, in addition to other University personnel, works closely with state agencies, which have programs to help students overcome difficulties they may encounter on campus as a result of their disabilities.

Students with ambulatory disabilities are encouraged to visit the campus prior to enrollment and assess the physical environment for accessibility. For more information, students should contact the Office of Disability Services at (931) 221-6230/ (931) 221-6278.

HEALTH SERVICES

The University maintains a health service with standards set by The Southern Association of Colleges and Schools. It operates an outpatient clinic on the campus, with either a board certified physician or a nationally certified nurse practitioner available. When closed, students are referred to the local hospital emergency room or other walk-in ambulatory care clinics. The A. R. Boyd Health Services will be closed when the University is officially closed and also may close due to staffing availability.

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

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

Proof of immunization with two doses of Measles, Mumps and Rubella (MMR) vaccines is required for all students born after 1956. Students must furnish documented proof of having immunity or having been immunized with two doses of MMR vaccine on or after January 1, 1980, unless contraindicated because of pregnancy, allergy to a vaccine component or other valid medical reasons prior to registering for classes. New students are required to complete a Hepatitis B waiver; and, new resident (staying in APSU University housing) students are required to complete a meningitis waiver prior to registering for classes. For additional information, contact the A. R. Boyd Health Services, telephone (931) 221-7107.

ACADEMIC SUPPORT CENTER

Peer tutoring and supplemental instruction are offered to currently enrolled students through the academic Support Center. In addition, the university provides a small writing lab in the Center to assist students in improving their writing skills. For additional information about these services, students should contact the academic Support Center, Room 114, Morgan University Center (931) 221-6550.

TRAFFIC AND PARKING REGULATIONS

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

WILBUR N. DANIEL AFRICAN AMERICAN CULTURAL CENTER

The Wilbur N. Daniel African American Cultural Center located in the Clement Building is an important University entity dedicated to providing theoretical and practical knowledge about the historic and contemporary contributions, achievements and social perspectives of African Americans and other people of African descent. Its mission includes educating and motivating students to

be highly aware and appreciative of the diverse cultures that define the contemporary world. The Center brings to campus an array of outstanding African American and African-world scholars, artisans and other professionals whose knowledge and accomplishments greatly enrich and enhance the University life of students, faculty, staff and members of the broader Clarksville community. Call (931) 221-7120 for more information.

STUDENT LIFE

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

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

GREEK ORGANIZATIONS

The Social Greek Organizations are members of the National Pan-Hellenic Conference, the National Pan-Hellenic Council, or the National InterFraternity Conference. Campus chapters are members of representative governing bodies that promote leadership development, excellence in scholarship, community service, and positive inter-Greek relationships.

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

INTERCOLLEGIATE ATHLETICS

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

INTERNATIONAL EDUCATION

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

UNIVERSITY RECREATION

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

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

NATIONAL ALUMNI ASSOCIATION

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

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

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

STUDENT GOVERNMENT ASSOCIATION

The three branches of the Student Government Association consist of the Executive, Legislative, and Judicial bodies. The purpose of the Student Government Association is to be the voice of all students by connecting students to other students, faculty, staff, and administration in order to improve the quality of student life and strengthen the Austin Peay State University Community.

The Executive Committee is composed of the President, Vice President, Executive Secretary and Chief Justice. The legislative power of the SGA is the Senate that consists of representation from each College, as well as the Freshman class and Senators-at-Large.

The Judicial branch is the Student Tribunal and serves as the

highest student court. The Student Government Association is advised through the Office of Student Affairs.

STUDENT ORGANIZATIONS

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

STUDENT PUBLICATIONS

The All State

The University newspaper is student-run. It is produced and edited by students with the guidance of an advisor, is a publication for the expression of student opinion and a medium for dissemination of timely news of campus organizations and activities. Information concerning the newspaper may be obtained from the Office of Student Publications.

The Tower – “The Red Mud Review”

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

HONORARY AND PROFESSIONAL ORGANIZATIONS

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

Alpha Epsilon Rho

Communication Arts majors: promotes understanding of communication industries.

Alpha Psi Omega

Interested students: recognizes distinguished service in theatre performance.

Phi Delta Kappa

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

Phi Kappa Phi

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

Phi Mu Alpha

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

Pi Nu

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

Psi Chi

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

Sigma Alpha Iota

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

Sigma Theta Tau

International nursing honor society, Nu Phi chapter. Requires academic achievement and promotes research, service, and leadership. Open by invitation to seniors, graduate students, faculty, and BSN, MSN, or doctorally prepared nurses in community leadership roles.

Fred Bunger Memorial Award

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

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

CODE OF STUDENT CONDUCT

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

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

Generally, through appropriate due process procedures, institutional disciplinary measures shall be imposed for conduct which adversely affects the University's pursuit of its educational objectives, which violates or shows a disregard for the rights of other members of the academic community, or which endangers property or persons on University or University-controlled property.

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

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

CONFIDENTIALITY OF STUDENT RECORDS

It is the policy of the Tennessee Board of Regents and Austin Peay State University to comply with the Family Educational Rights and Privacy Act (FERPA—"Buckley Amendment") and, in so doing, to protect the confidentiality of personally identifiable educational records of students and former students. The student has the right of access, right to request amendment and right to file a complaint concerning his/her education records as outlined in APSU policy, 3:024. Appointments to review education records are scheduled through the Office of the Registrar at least 72 hours in advance. Except as provided by the policy, the University may disclose directory information to any person requesting it without the consent of the student. Directory information includes the student's name, address, telephone number, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status, degrees and awards received and the most previous educational agency or institution attended by the student. The University provides each student the opportunity to refuse to allow disclosure of designated directory information through the Student Affairs Office on the Main Campus in Room 206, Morgan University Center and the Information Window at the APSU Center at Fort Campbell. The student will be given this opportunity at the beginning of each academic term.

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

DRUG-FREE SCHOOLS AND COMMUNITIES AMENDMENTS ACT

All currently enrolled students are required to read the University's Drug-Free Schools and Communities Amendments Act Statement. This statement outlines policy, legal sanctions (federal, state and university), health risks and assistance programs related to the use of alcohol and/or other drugs on the Austin Peay State university campus. The statement is in the STUDENT HANDBOOK AND CALENDAR or may be obtained from the Office of the Dean for Student Development.

SMOKING AND CLEAN AIR

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

STUDENT RIGHT TO KNOW ACT

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

UNIVERSITY LIABILITY

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

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

UNIVERSITY RIGHTS

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

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

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

College of Graduate Studies

GRADUATE VISION STATEMENT

The College of Graduate Studies, fosters an intellectual community of advanced learning within an environment of scholarship and research activities engaging faculty and students with partnerships representative of a global society.

GRADUATE MISSION STATEMENT

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

ADMISSION TO GRADUATE STUDIES

All applicants wishing to pursue a graduate degree at APSU must formerly apply to the College of Graduate Studies. Applications must be submitted to the Office of Admissions, P.O. Box 4548, Clarksville, TN 37044. You can also apply online at <https://apweb.apsu.edu>. A non-refundable, one-time application fee of \$25 is required for all new applicants. Admission to graduate study permits the student to enroll in graduate courses for which he or she is prepared, but does not imply that the applicant will be approved as a candidate for a degree. **Applicants to the Department of Psychology must be formally accepted by the department before they can enroll in any courses.** Students who do not enroll for a Fall or Spring semester must re-apply for admission. All students born after 1956 are required to submit proof of two doses of Measles, Mumps and Rubella immunizations (see page 9). Applicants who have earned a Master's Degree and reapplied for admission to a Master's Degree Program may request exemption from re-taking the GRE.

Applicants interested in a graduate assistantship must apply for admission and submit their Application for Graduate Assistantship to the College of Graduate Studies by March 1 for the Fall semester (see page 25). Application may be found in the back of the Graduate Bulletin.

MASTER'S DEGREE PROGRAMS ADMISSION REQUIREMENTS

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

- I. **Official** transcripts from all colleges and universities attended, showing:
 - A. That a bachelor's degree has been earned,
 - B. The cumulative grade point average (GPA) attained, and
 - C. Undergraduate preparation and licensure appropriate to the graduate program selected.
- II. **Official** transcripts from all colleges and universities attended, for all graduate coursework completed.
- III. **Official** scores on the General Test of the Graduate Records Examination (GRE) on the verbal and quantitative sections of the exam that are not more than five years old. (See page 15 for specific program requirements that may apply to GRE scores). APSU code for GRE is 1028. Another test may be required or accepted by some departments. Please review specific departmental requirements in this bulletin.
- IV. Three letters of recommendation from former college professors and/or university instructors verifying that the applicant has

demonstrated evidence of the ability to do graduate level academic work successfully. If one or more college/university professors are not available, students may provide a letter from someone (i.e., supervisor) who can verify the applicant has the ability to complete graduate course work successfully. (See page 15 for specific program requirements related to these recommendations.) Any exceptions should be requested through the departmental Graduate Coordinator.

- V. All military personnel (active duty and veterans) must submit the following documents as appropriate:

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

CATEGORIES OF ADMISSION

Degree Seeking

- I. **Regular admission status** will be granted to applicants who have met all entrance requirements prescribed by the College of Graduate Studies, the department and the program to which they apply. (See page 15 for specific program requirements.) The minimum requirements for regular admission established by the College of Graduate Studies: (1) a calculated score of 600, based upon the cumulative GPA (2.5 minimum required) attained on undergraduate coursework taken as part of the bachelor's degree, times 100, plus the score attained on the verbal section of the GRE and (2) a calculated score of 600, based upon the cumulative GPA attained on undergraduate coursework taken as part of the bachelor's degree, times 100, plus the score attained on the quantitative section of the GRE.
- II. Applicants who do not meet the requirements for regular admission may seek **provisional admission status**. Provisional admission decisions are made in accordance with guidelines approved by the Graduate and Research Council. These decisions are based on the cumulative GPA in undergraduate coursework, the GPA in either the last two years or the upper-division credits of the bachelor's degree and the total of the scores attained on the verbal and quantitative sections of the GRE. The combined total should equal 1200. Provisional admission denials may be appealed to the Graduate Research Council. **Decisions made by the Graduate Research Council regarding provisional admission are final and may not be appealed.** Students granted provisional admission status must maintain a minimum cumulative GPA of 3.0 during the initial nine graduate semester hours completed at Austin Peay State University. **For students admitted provisionally, failure to maintain a 3.0 cumulative GPA during the first nine semester hours of graduate coursework results in suspension from Graduate School.**
- III. **Conditional status** may be granted to an applicant who is ineligible for provisional admission. In consultation with the

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

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

- I. **Unclassified status** may be granted to applicants who desire to enroll in graduate studies for reasons other than to seek a degree. With the approval of a department, students who change their minds and decide to pursue a degree while they are in the unclassified status may apply up to nine acceptable graduate semester hours toward that degree. Admission to the Graduate College must be sought and attained prior to the completion of more than nine semester hours in order for those credits to be applied toward a degree. Applicants who have been denied regular, provisional or conditional graduate admissions are ineligible to enroll in courses as an unclassified student.
- II. **Undergraduates Taking Graduate Credits.**
 - A. **Senior I status** is for graduating APSU students who are within nine hours of completing baccalaureate requirements, with a minimum GPA of 3.0 and satisfactory scores on the GRE as prescribed by the intended graduate program. Students admitted to this status are eligible to hold a graduate assistantship. Graduate credits may not be applied to the bachelor's degree.
 - B. **Senior II status** is for APSU students who are within 21 hours of completing a baccalaureate degree with a minimum cumulative GPA of 2.75. Students may register for only one graduate class per term, reapply for each subsequent semester and are not eligible to hold a graduate assistantship. Graduate credits may not be applied to the bachelor's degree.
 - C. **Selective Admission (Psychology)** – Seniors may enroll in graduate level psychology courses and apply the credit to their undergraduate degree. These students must have completed 24 hours of undergraduate credit in psychology, a minimum cumulative GPA of 3.0, a minimum GRE of 400 verbal and 400 quantitative, completed all necessary course prerequisites and approval of the psychology department chair. The credit for the course may not be counted toward a graduate degree.
- III. **Post-Masters status** is for applicants with a master's degree or above who are not seeking another degree. No credit limitation applies to the post-masters status. Students must submit an official copy of their transcript showing the Master's degree to clear admission. Students enrolled in post-masters study may enter the Educational Specialist degree program by meeting all regular admission requirements for the Ed.S. Students may only utilize credit that is six or less years old at the time of completion of the Ed.S. (Applicants for a teaching endorsement in Educational Leadership Studies should refer to "Programs with Special Admission Requirements", see page 15.)

IV. **Transient Status** is granted for applicants enrolled in graduate programs at other colleges or universities who wish to take courses at APSU for transfer credit. A letter of good academic standing from the Graduate Dean at the other institution must be secured by a student prior to granting him/her transient admission at Austin Peay.

V. **Programs with specific admission requirements.**

Master of Science in Nursing (MSN-(RODP))

The MSN degree is offered through the Regents Online Degree Program (RODP). Application for the MSN program is a two-step process. In order to be considered for admission to the program, each student must submit an application to the MSN_RODP Program, which may be accessed on-line at <http://www.rodop.org/msn>, as well as an application to Austin Peay State University College of Graduate Studies. After completing the on-line MSN_RODP application and the APSU application to the College of Graduate Studies, all required documentation must be submitted to the APSU Graduate Admissions Office.

- A. A baccalaureate degree in nursing from an accredited program (NLNAC or CCNE). Official transcripts from all regionally accredited colleges and universities attended, verifying that a bachelor's degree in nursing has been earned, and the cumulative grade point average attained must be submitted to APSU.
- B. Eligibility to practice as a Registered Nurse in Tennessee or the state in which clinical assignments are completed. Appropriate licensure/authorization must be obtained during the first semester following admission to the program.
- C. Overall PA of 3.0 on a 4.0 scale.
- D. A written document prepared by the applicant that includes a resume, a discussion of prior professional experience, future career goals, and reasons for pursuing graduate study.
- E. Letters of recommendation from at least three persons (a minimum of one academic) familiar with the applicant's academic and professional background and experience in nursing practice, specifying in detail the applicant's capabilities for graduate study and for future practice as an advanced practical nurse.

Final admission to the program will be based on competitive selection from the pool of eligible applicants who meet the admission requirements of Austin Peay College of Graduate Studies, as well as the admission standards for MSN-RODP.

**EDUCATION SPECIALIST PROGRAMS
ADMISSION REQUIREMENTS**

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

- I. Official transcript from a college or university showing:
 - A. That the master's degree has been earned,
 - B. A minimum graduate cumulative GPA of 3.0 (on a 4.0 scale) and
 - C. Academic preparation and licensure appropriate to the graduate program.
- II. An official transcript from each college or university for all graduate course work, if applicable.
- III. Official scores on the General test of the Graduate Record Examination with minimum 350 verbal and 350 quantitative scores. (See page 15). APSU code for GRE is 1028.
- IV. Three letters of recommendation in support of the applicant from faculty members who taught courses within the student's master's degree program. (See page 15).

- V. All military personnel (active duty and veterans) must submit the following documents as appropriate: Refer to page 13 for documents needed.

PROGRAMS WITH SPECIFIC ADMISSION REQUIREMENTS

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

EDUCATIONAL LEADERSHIP STUDIES (M.A.Ed)

Applicants for the Master of Arts in Educational Leadership Studies must have: (1) a calculated score of 650, based upon the cumulative GPA attained on undergraduate coursework taken as part of the bachelor's degree, times 100, plus the score attained on the verbal section of the GRE **and** (2) a calculated score of 650, based on the cumulative GPA attained on undergraduate coursework taken as part of the bachelor's degree, times 100, plus the score attained on the quantitative section of the GRE or a minimum combined calculated score of 1300. Three professional letters of recommendation in letter format for admission to the Educational Leadership Studies degree program from two school administrators must be sent to the Austin Peay State University Licensure Office; ATTN: Mary Kay Feinberg; P.O. Box 4428; Clarksville, TN 37044. Copies of these letters will be used to clear the admission of the student to the College of Graduate Studies.

MUSIC (M.Mu.)

Applicants for the Master of Music degree must take diagnostic examinations in music history and theory. These exams will be administered by the Music Department at the beginning of the first term of enrollment.

PSYCHOLOGY (M.A.)

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

EDUCATION SPECIALIST DEGREES (Ed.S.)

Administration and Supervision Concentration

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

letters of recommendation from graduate faculty members.

Counseling School Concentration

Applicants for the Ed.S. Concentration in Community or School Counseling must have a minimum graduate cumulative GPA of 3.0, GRE scores that are no more than five years old with a minimum verbal and quantitative score of 400 each completed the competency courses or their equivalent necessary for licensure as a guidance counselor in the state of Tennessee and Psychology Department admission approval. Any course deficiencies may be made up during the pursuit of an Ed.S. degree. Applicants to the Department of Psychology must be formally admitted by the Department before they can enroll in any courses.

MASTER OF SCIENCE IN NURSING (MSN-RODP)

The MSN degree is offered through the Regent's Inline Degree Program (RODP). Application for the MSN program is a two-step process. In order to be considered for admission to the program, each student must submit an application to the MSN-RODP Program, which may be accessed on-line at <http://www.rodop.org/msn>, as well as an application to Austin Peay State University College of Graduate Studies. After completing the on-line MSN-RODP application and the APSU application to the College of Graduate Studies, all required documentation must be submitted to the APSU Graduate Admissions Office.

1. A baccalaureate degree in nursing from an accredited program (NLNAC or CCNE). Official transcripts from all regionally accredited colleges and universities attended, verifying that a bachelor's degree in nursing has been earned, and the cumulative grade point average attained must be submitted to APSU.
2. Eligibility to practice as a Registered Nurse in Tennessee or the state in which clinical assignments are completed. Appropriate licensure/authorization must be obtained during the first semester following admission to the program.
3. Overall GPA of 3.0 on a 4.0 scale
4. A written document prepared by the applicant that includes a resume, a discussion of prior professional experience, future career goals, and reasons for pursuing graduate study.
5. Letters of recommendation from at least three persons (a minimum of one academic) familiar with the applicant's academic and professional background and experience in nursing practice, specifying in detail the applicant's capabilities for graduate study and for future practice as an advanced practice nurse.

Final admission to the program will be based on competitive selection from the pool of eligible applicants who meet the admission requirements of Austin Peay College of Graduate Studies, as well as the admission standards for MSN-RODP.

ADMISSION OF INTERNATIONAL STUDENTS

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

1. Completed graduate application,
2. Application fee, \$25.00 payable by credit card, check, or bank draft.
3. Official copies of all transcripts, certificates, diplomas and degrees (translated to English and a course-by-course equivalency performed by an educational credential agency), showing GPA based on a 4.0 scale and Bachelor's or Master's degree earned.

4. Official acceptable GRE scores (with scores on the verbal and quantitative sections meeting the specific requirements), see page 15. APSU code for GRE is 1028.
5. Official acceptable TOEFL scores (a minimum score of 500 on paper-based test, or 173 on computer based test is required), APSU code for TOEFL is 1028.
6. Three favorable letters of recommendation (from former college and university professors/instructors verifying that the applicant has demonstrated evidence of the ability to do graduate level academic work successfully),
7. Financial statement with proof of resources sufficient to pay educational expense (must be notarized by bank official certifying deposit),
8. Certification of freedom from Tuberculosis and Proof of two immunizations with the Measles, Mumps and Rubella vaccines.

International students are required to submit evidence that they have obtained medical insurance for themselves and any family members who accompany them prior to registration (see page 9).

GENERAL ACADEMIC INFORMATION

CREDIT AND COURSE-RELATED MATTERS

UNIT OF CREDIT

The University offers instruction and grants credit on the semester system, with the academic year on the Main Campus including Fall and Spring Semesters, and Summer Term. One semester hour of credit is equivalent to 1 1/2 quarter hours credit. One quarter hour of credit is equivalent to two-thirds of a semester hour credit.

CREDIT LOAD

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

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

"Training acceptable for licensure and for salary ratings shall be limited to six hours during any one semester of the school year. However, teachers wishing to exceed six hours of work may do so provided prior approval of the local board of education is granted before the teacher enrolls in classes offered by institutions of higher learning."

ACADEMIC TIME STATUS CLASSIFICATION AND MAXIMUM LOAD

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

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

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

COURSE OFFERINGS AND SCHEDULE OF CLASSES

Courses offered during the Fall and Spring Semesters and Summer Terms, together with the time and place of class meetings and official calendar, are published in a SCHEDULE OF CLASSES

which is distributed before the priority registration period of each semester.

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

PREREQUISITES AND COREQUISITES

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

PROBLEM COURSES

The maximum total of semester hour credits allowed for all types of problem courses is six.

INCLEMENT WEATHER

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

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

COURSE REGISTRATION, DROPPING AND WITHDRAWAL

REGISTRATION

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

UNDERGRADUATES REGISTERING IN GRADUATE COURSES

Undergraduates interested in registering in graduate courses must have prior approval of the Dean of the College of Graduate Studies and must meet minimum requirements as listed in the GRADUATE BULLETIN on page 14.

DROPPING COURSES

After a student has officially registered for a class, the student is considered to be a member of the class unless the student officially drops the class, withdraws from the University, cancelled by administrative authority, or is permanently excluded by the Student Academic Grievance Committee. Discontinuing class attendance without officially dropping or withdrawing from the University will be an unofficial withdrawal, and the student will retain financial obligation. Failure to drop a class via AP Web or file a notification on the approved form in the Office of the Registrar will result in the grade of "F" or "FA."

REPORTING GRADES FOR COURSES DROPPED

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

WITHDRAWAL FROM THE UNIVERSITY

Any student who wishes to withdraw from the University and drop all courses must file through AP Web for students, an Application for Withdrawal from the University Form. Refunds will be based on the published schedule and date the completed withdrawal form is submitted via AP Web for students. Failure to officially withdraw will result in the student's receiving "F" or "FA" grades in all courses.

GRADE-RELATED INFORMATION

THE GRADING SYSTEM

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

Grade	Interpretation	Quality Points Per Semester Hours of Credit
A	Excellent	4
AU*	Audit	-
B	Satisfactory	3
C	Unsatisfactory	2
D	Unsatisfactory	0
F	Unsatisfactory	0
FA	Failure, Stopped Attendance (Unofficial Withdrawal)	0
FN	Failure, never attended	0

P*	Pass, on Pass-Fail	-
XF*	Fail, on Pass-Fail	-
I*	Incomplete	-
IP*	In Progress	-
W*	Withdrew	-
*Not calculated in GPA		

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

GRADE POINT AVERAGE (GPA)

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

PASS-FAIL GRADING

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

Students taking the practicum experience in education take it on a pass-fail basis.

CLASS ATTENDANCE AND GRADING

STATEMENT OF POLICY

Class attendance is a key attribute to academic success. Though the matter of class attendance is in the purview of the teaching faculty, the University requires faculty to routinely report students who have never attended class ("FN" – Failure, Never Attended) within 21 days of the first day of class. For those students who stop attending class and/or are no longer receiving instruction, a grade of "FA" (Failure, Stopped Attendance) should be reported. Faculty members will inform students of policies applicable to their classes through a syllabus distributed early in each semester/term. These punitive failing grades reported during the semester/term may affect the student's time status, financial aid repayment, and/or veteran benefits.

ABSENCE FROM ANNOUNCED TESTS AND EXAMINATIONS

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

AUDITING OF COURSES

An auditor is one who enrolls in a course without expecting to receive academic credit. The same registration procedure must be followed and the same fees are charged as for courses taken for credit.

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

Regular class attendance is expected of an auditor. Auditors are not required to take examinations and do not receive a regular letter grade. The student and the instructor should reach a precise agreement as to the extent and nature of the student's participation

in the course, including class discussion, projects and readings. A successful audit will be recorded on the transcript with the designation AU. Audited courses may be repeated for credit.

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

INCOMPLETE GRADES

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

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

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

PROFICIENCY IN ENGLISH AND GRADING

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

GRADE REPORTING

Students may obtain their grades through AP Web after each semester/term. Grade reports are not automatically mailed to students. Copies may be requested through AP Web.

GRADE APPEAL

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

ACADEMIC STATUS AND RETENTION

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

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

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

or Fort Campbell term.

At any time a student's academic performance becomes deficient, he/she is placed on probation. When established standards are met, probationary status is removed. Two terms of deficient academic performance will result in a one semester suspension, after which a student is eligible for readmission. More than two suspensions result in dismissal from Graduate School.

Good Standing

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

Academic Probation

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

Academic Suspension

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

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

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

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

Academic Dismissal

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

CARE POLICY

Persons seeking admission to the College of Graduate Studies who have not taken graduate courses for at least six years and who have grades of "D" or "F" in previous graduate courses may appeal to the graduate dean for consideration within the CARE (Credentials Analysis and Re-Evaluation) Policy. Appeals will be granted only in cases where special circumstances exist. Courses

and grades will remain on the student's transcript but the grades and hours earned will neither be calculated into the GPA nor counted as credit toward a graduate degree. Only one semester of graduate course work may be removed from the GPA calculation but all credit earned during that semester will be lost.

STUDENT DUE PROCESS

Students have the right to due process. If a student believes

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

RESEARCH REQUIREMENTS

RESEARCH PLANS

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

PLAN I (Demonstration of Research Literacy)

The student must complete a minimum of 30 hours, including the research foundations course (5000 – 3 hours). Some departments require a research literacy paper. Other departments administer a comprehensive examination. The penultimate draft of the research literacy paper must be approved by the student's graduate committee chair or the instructor of the research course and be submitted to the College of Graduate Studies no later than two weeks prior to the end of the semester, last day of class, in which the student expects to complete degree requirements. All final research literacy papers must be approved by the graduate dean and will be filed in the College of Graduate Studies office.

PLAN II (Research Project)

The student must complete a minimum of 30 hours, including the research foundations course (5000-3 hours) and a research project paper. A research project proposal must be approved by the student's graduate committee chair and the Dean of the College of Graduate Studies. The penultimate draft of the research project paper must be approved by the student's graduate committee chair and be submitted to the College of Graduate Studies no later than two weeks prior to the end of the semester, last day of class, in which the student expects to complete degree requirements. All final research project papers must be approved by the graduate dean and will be filed in the College of Graduate Studies office.

PLAN III (Thesis)

The student must complete a minimum of 30 hours, including the research foundations course (5000-3 hours) and a three or six semester hour thesis. A thesis proposal must be approved by the student's graduate committee and the Dean of the College of Graduate Studies. The penultimate draft of the thesis must be approved by the student's graduate committee and be submitted to the College of Graduate Studies no later than two weeks prior to the end of the semester, last day of class, in which the student expects to complete degree requirements. All final theses must be approved by the graduate dean. It is the student's responsibility

to duplicate four copies of the thesis. Information regarding the duplication and binding of theses is available in the College of Graduate Studies office.

PLAN IV (Field Study Report)

The student must complete a minimum of 30 hours beyond a master's degree, including a four-hour field study. A field study proposal must be approved by the student's graduate committee chair and the Dean of the College of Graduate Studies. The penultimate draft of the field study report must be approved by the student's graduate committee chair and be submitted to the College of Graduate Studies no later than three weeks prior to the end of the semester in which the student expects to complete degree requirements. All final field study reports must be approved by the graduate dean. It is the student's responsibility to duplicate four copies of the field study report. Information regarding the duplication and binding of field study reports is available in the College of Graduate Studies office.

RESEARCH INVOLVING HUMANS AND ANIMALS

All research concerned with human subjects must be approved by the Austin Peay Institutional Review Board. Most departments with graduate programs have representatives on this review board. Forms for submitting human research proposals and guidance in their preparation are available in the College of Graduate Studies, located in Room 203, of Kimbrough Hall and may be obtained from the web site.

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

CONTINUED ENROLLMENT TO COMPLETE GRADUATE RESEARCH REQUIREMENT

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

RESIDENCY, CANDIDACY AND DEGREE COMPLETION

RESIDENCY FOR ACADEMIC PURPOSES

The graduate student must earn a minimum of 30 graduate hours to complete a program with at least 23 graduate hours earned at Austin Peay State University.

RESIDENCY FOR FEE PURPOSES

A student's classification for fee purposes is made upon admission in accordance with Tennessee Board of Regents regulations (see Appendix A page 72). "IN STATE" fees are assessed to Tennessee residents classified "in state," as well as military personnel, their spouses and dependents stationed in Tennessee or at Fort Campbell, residents from the Kentucky counties of Christian, Logan, Todd or Trigg (within 30 miles of APSU), and part-time students employed full-time in Tennessee. Appeal of the student's residency classification may be made before registration by completing the Application for Residency form and submitting it to the Dean of the College of Graduate Studies.

ADMISSION TO CANDIDACY

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

- Admission to Candidacy
- Program of Study and Graduate Committee
- Verification of Certification Status (for Education students only)

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

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

TRANSFER CREDIT

A maximum of nine hours credit earned at another regionally accredited graduate college or university may be accepted for transfer with written approval by the student's graduate committee and the Dean of Graduate Studies. To be acceptable, this credit must fall within the time limit governing the completion of requirements for the degree and not be used for a previous degree.

TIME LIMIT FOR COMPLETING THE DEGREE

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

EARNING DOUBLE MASTERS DEGREE

A student who pursues two distinct master's degrees at APSU either simultaneously or consecutively, may have up to 9 credits of graduate course work accepted for both degree programs if:

- a) The courses being double counted are perceived as reasonable substitutions for courses in the program;
- b) Written approval of the graduate chairs/coordinators of both programs and the Dean of the College of Graduate Studies is obtained; and
- c) The course work for each degree must fall within the prescribed time limits.

DEPARTMENTAL COMPREHENSIVE EXAMINATION

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

APPLICATION FOR DEGREE AND COMMENCEMENT

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

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

GRADUATING WITH HONOR

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

GRADUATE FEES AND EXPENSES

The following fees are in effect for the 2004-2005 fiscal year. All fees are subject to change. It is the intent of the state of Tennessee that students classified in-state pay 30 percent of the cost of their education. The Tennessee Board of Regents annually sets fees so that approximately 70 percent of total cost is paid by the state and 30 percent by the student for Tennessee residents. All fees are subject to change.

REQUIRED FEES

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

Registration and maintenance

For 10 or more credit hours	\$2,250
Per credit hour (less than 10 credits)*	\$238
Per credit hour for Tennessee residents at least 65 years of age and/or permanently disabled (maximum of \$75)	\$75
Additional Charge to Out-of-State Students	
For 12 or more credits	\$4,244
Per credit hour (less than 12 credits)	\$368
Technology Access Fee	
For 11 or more credit hours	\$112.50
Per credit hour (less than 10 credits)	\$11
General Access Fee for 12 or more credit hours	\$182.50
Per credit hour	\$50.50 first hour + \$12 per hour for each added hour (General Access Fee for Main Campus & Distance Learning only)

Other required fees for main Campus Only

Debt Service Fee	
Full-Time Students (10 or more credit hours)	\$137
Part-Time Students (less than 10 credits, per hour)	\$12
Student Government Fee (per registration)	\$4
Post Office Box Rental (per semester - if living on campus) (non-refundable)	\$9
On-line course fee, per credit hour	\$29
Science Consumables fee, per lab	\$15
Business Course Fee (per credit hour)	\$20

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

BOARD AND ROOM

Board in Cafeteria per semester, estimated	\$600-848
Family Housing	\$420-560
Residence Hall Room (double-occupancy per semester)	\$1,300
Student Apartment (per semester)	\$1,360-2,275

RETURNABLE DEPOSITS

Residence Halls	\$100
Apartments	\$100

SPECIAL FEES (SOME REQUIRED)

Application fee if not previously enrolled in the Graduate School (Include with application; non-refundable)	\$25
Audit Fees (No charge to Tennessee residents at least 60 years of age and/or permanently disabled)	Same as regular fees
Graduate Record Examination (General only)	Current ETS fee
Graduation (Includes commencement regalia)	
Master and Specialist Degree	\$35
Identification card (Required of all students taking on-campus classes)	No charge
Identification Card Replacement	\$20
Late Registration (Non-refundable)	\$50
Motor Vehicle Registration – Included with General Access Fee	\$0
Music Lessons – Individual: One half-hour lesson per semester	\$150
One hour lesson per semester	\$300
Returned Check Service Charge	\$20
Thesis and Field Study Binding (Each copy)	\$11.55
Fax Transcripts (Per page, including Cover Sheet)	\$1
Transcripts, Official (Limited number) (Transcripts issued only upon written request by the student)	No charge

FEE DISCOUNTS

EMPLOYEES OF AUSTIN PEAY STATE UNIVERSITY

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

CHILDREN OF VIETNAM CONFLICT VETERANS

Children of Vietnam Conflict Veterans who died while either serving in Vietnam or as a result of injury sustained while serving in Vietnam or who have been declared missing in action in Vietnam, may be eligible for waiver of registration and maintenance fees. The parent who is deceased or missing in action must have been a resident of Tennessee. Contact the Veterans Affairs Office in Atlanta, Georgia at 1-888-442-4551 for more information and verification procedures.

EMPLOYEES OF STATE OF TENNESSEE

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

fees, debt service fees, general access fees, and registration fees. The approved form (available from Admissions) must be submitted to the Business Office each term.

REGISTRATION FOR STUDENTS 60 AND 65 YEARS OF AGE AND OVER, AND STUDENTS WITH DISABILITIES

A student domiciled in Tennessee who is 60 years or older, or one who is permanently and totally disabled, who wishes to audit a course and be exempt from paying fees as provided by Tennessee law may do so by filing in the Office of the Registrar a birth certificate or an acceptable physician's certificate of permanent, total disability (these documents will be duplicated and originals will be returned to the student). A student domiciled in Tennessee who will become 65 years of age or older during the semester/term, or one who is permanently, totally disabled, may register in courses for credit on a space available basis for a maximum fee of \$75. Students must pay special course fees and late registration fees, if applicable. Appropriate documentation is required. Contact the Registrar's Office for registration timetables and procedures (931) 221-7121.

PAYMENTS AND REFUNDS

- I. The University operates on the semester plan and students are expected to pay all expenses when registering at the beginning of each semester. Students expecting to pay a portion of their expenses by working for the University should bring sufficient money to pay all fees, to make all returnable deposits, to pay board charges for one semester and to pay for at least one month's rent. The University accepts cash, checks, VISA and Master Card.
- II. Out-of-state, full-time students will be charged \$4,244 per semester for tuition in addition to the \$2,250 graduate maintenance fee. This charge does not apply to students living in Kentucky counties of Christian, Logan, Todd and Trigg, which are within the legal service area of APSU (30 mile radius of Clarksville).
- III. Refund procedures for maintenance fees, out-of-state, debt services, music lessons, student activities, student government activity fees and deposits are as outlined:
 - A. **Maintenance Fee Refunds**
 1. Refunds are 100 percent for courses canceled by the institution.
 2. Changes in courses involving the adding and dropping of equal numbers of student credit hours for the same term at the same time require no refund or assessment for additional maintenance fees.
 3. The basic refund for withdrawals or drops during regular terms (fall and spring) is 75 percent from the time of enrollment through the 14th calendar day of classes and then reduced to 25 percent for a period of time which extends 25 percent of the length of the term. There is no refund after the 25 percent period ends.
 4. For summer sessions, Ft. Campbell and other short terms, the refund periods are adjusted in proportion to III.A.3.
 5. All refund periods will be rounded to whole days and the date on which each refund period ends will be

- included in publications. In calculating the 75 percent period for other than the fall or spring and in calculating the 25 percent length of term in all cases, the number of calendar days during the term will be considered. When the calculation produces a fractional day, rounding will be up or down to the nearest whole day.
6. A full refund (100 percent) is provided on behalf of a student whose death occurs during the term. Any indebtedness will be offset against the refund.
7. A 100 percent refund will be provided for students who enroll under an advance registration system but who drop or withdraw prior to the first day of class. No refund will be made during the registration period.
8. A 100 percent refund will be provided to students who are compelled by the institution to withdraw when it is determined they are academically ineligible for enrollment or were not properly admitted to enroll for the course(s) being dropped. An appropriate official must certify in writing that this provision is applicable in each case.
9. When courses are included in a regular term's registration process for administrative convenience, but the course does not begin until late in the term, the 75 percent/ 25 percent refunds will be based on the particular course's beginning and ending dates. This provision does not apply to classes during the fall or spring terms which may meet only once per week. Those courses will follow the same refund dates as other regular courses for the term.
10. Students receiving Title IV financial aid who withdraw during their first term at the University will have their refunds calculated and applied to outstanding balances in accordance with the Department of Education Higher Education Act of 1965 as amended.
11. The refund percentage is applied to the difference

between the per hour rate (for maximum) for the number of credit hours immediately before the drop or withdrawal and the number immediately afterward.

B. Out-of-State Tuition Refunds

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

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

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

D. Student Resident Hall/Apartment Rent and Deposit Refunds

1. RENT

- a. A pro-rated rent refund will be made if a student is forced to move out of the residence halls due to personal illness (confirmed in writing from a licensed physician) or at the request of the University for other than disciplinary reasons (i.e. marriage, academic suspension). Full refund will be made in the case of death to the student.
- b. A percentage refund of rent will be made if the student is forced to move out of university housing due to withdrawal from the University. This percentage refund will be the same as the percentage refund policy for general maintenance fees.
- c. No refund of rent will be made if the student moves out of the residence halls for any other reason except those noted in a. and b. above.

2. DEPOSIT

The deposit will be refunded if:

- a. The student cancels the license agreement by August 1 for the academic year. (For all new students applying for Spring Semester, the deadline for cancellation is December 15. Applications submitted after these dates will be subject to automatic forfeiture of housing deposit upon cancellation.),
- b. The student has vacated the residence hall at the end of the license agreement and has properly checked out,
- c. The student is forced to withdraw from university housing or cannot move into university housing due to illness (confirmed in writing from a licensed physician),
- d. The inability of the student to move into university housing due to lack of space,
- e. The student is forced to withdraw from university housing for other than disciplinary reasons (i.e. marriage, academic suspension, academic internships, student teaching),
- f. The student is not accepted to APSU (verified by Admissions Office),
- g. The student graduates or leaves school at end of the Fall semester and does not enroll for Spring Semester. The student must cancel agreement by December 15 if not attending Spring Semester or
- h. The student has died.

E. Textbook Refund Policy

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

F. Refunds for Activated Military Reserve and National Guard Personnel

1. Students who are absent in excess of 30 days during the term due to active military service will receive a 100 percent refund on all registration fees and tuition charges. Room and board charges will be prorated on a weekly basis.
 2. Refunds will be applied to outstanding balances owed the University including required financial aid repayments, according to rules and regulations in place at the time.
 3. Students will be responsible for repayment of financial aid debts in excess of the amounts repaid through the refund process.
 4. Students must present proof from an appropriate military authority of the dates active duty was actually performed.
- IV. Students taking on-campus courses are required to have a special photo made on an identification card for personal identification. These photos are made at the University during registration without charge. Validation is required at each registration. If the original card is lost, there will be a replacement charge. This card will be the means of admission to activities during the semester for which the student is enrolled. Students are expected to show their ID cards to appropriate University officials when requested.
- V. Fort Campbell students who wish to receive an ID Card mentioned in IV must pay the debt service charge.
- VI. If a registration check is returned, the fee is assumed to be unpaid and charges for late registration will be assessed. Registration is subject to cancellation if check given in payment of fees or cashed by the University for the personal convenience of the student is returned. Check-cashing privileges will be revoked for any student who has more than one check returned during the fiscal year.
- VII. No student shall be enrolled, shall be graduated, or shall receive a transcript of his/her record until all accounts are settled, including University owned equipment rented or loaned to the student. The term "transcript" includes application for issuance or renewal of certificates.
- VIII. The application fee is non-refundable.
- IX. Students who are enrolled at either the main campus or the APSU Center at Fort Campbell will be assessed fees at the respective location and then assessed fees for any additional courses taken at the other site. This policy is in effect for all students, veterans and non-veterans, who cross enroll at the two campuses even though one academic record is established for their cross enrollment.

FINANCIAL AID AND SCHOLARSHIPS

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

HOW TO APPLY FOR FINANCIAL AID

A student should complete the Free Application for Federal Student Aid, a U.S. Department of Education Form, after January 1 for the next academic year. No check or money order is required. Applications may be completed at www.fafsa.ed.gov. Students should file an application for admission to the University at the same time they complete the Free Application for Federal Student Aid. A student should not wait to be accepted for admission to apply for federal financial aid. For further information contact: Office of Student Financial Aid and Veterans Affairs Office, Box 4546, Austin Peay State University, Clarksville, Tennessee 37044, telephone (931) 221-7907, toll-free 1-877-508-0057.

FEDERAL STUDENT AID

Federal Perkins Student Loan

This program provides long-term, low-interest loans to students who need financial assistance. Awards for graduate students range up to \$6,000 annually, not to exceed \$40,000 (includes any Federal Perkins Student Loan as an undergraduate or graduate student).

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

Federal Subsidized Stafford Student Loan

These loans are made by banks and are guaranteed by the Federal Government. No payments are due on the loan while the student is enrolled on at least at half-time basis and the government will pay the interest while the student is enrolled on at least half-time basis. The maximum loan for graduate students is \$8,500 annually, not to exceed \$65,000 (includes any funds borrowed as an undergraduate or graduate). Students must be enrolled at least half-time to receive this loan.

The agency responsible for this program in Tennessee is the Tennessee Student Assistance Corporation (TSAC). Loan repayments may be deferred for periods during which a borrower: (1) is at least a half-time student (2) is pursuing a course of study in an approved graduate fellowship program or approved rehabilitation training program for disabled individuals excluding a medical internship or residency program (3) is unable to find full-time employment, but not in excess of three years (4) may be suffering

an economic hardship, but not in excess of three years or (5) is engaged in service described under the cancellation provisions.

Federal Unsubsidized Stafford Loan

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

Disbursement of Funds

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

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

SATISFACTORY ACADEMIC PROGRESS REQUIRED TO RECEIVE AND RENEW AID

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

1. Guidelines

Graduate students must maintain a minimum 3.0 cumulative GPA and attempt less than 72 graduate credits to maintain satisfactory academic progress for financial aid purposes. Students that do not maintain satisfactory academic progress may appeal for reinstatement.

2. Appeals

Appeals should be made to the Student Financial Aid Office on the appropriate forms. The following circumstances may be considered appropriate reasons for appeal:

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

POLICY OF CLASS ATTENDANCE AND UNOFFICIAL WITHDRAWALS

Students receiving Federal Title IV Financial Aid must attend class on a regular basis. If students cease to attend class, they should officially withdraw from the University. Students who unofficially or officially withdraw may be held responsible for all or partial repayment of funds. This includes FA, FN grades and/or other changes in enrollment status.

POLICY ON ALLOCATION OF REFUNDS AND REPAYMENT TO TITLE IV FEDERAL (PELL GRANT, FSEOG, FEDERAL PERKINS, FEDERAL STAFFORD STUDENT LOANS)

Students who change enrollment status within the first 14 days of classes may be required to repay all or part of any federal funds disbursed.

Students who withdraw from school during a payment period or period of enrollment in which they began attendance must return any unearned funds to the Student Financial Aid Programs (SFA). The school must calculate the amount of SFA Program assistance the student did not earn and those funds must be returned. Up through the 60% point in each payment period or period of enrollment, a pro rate schedule is used to determine how much SFA Program funds that student has earned at the time of withdrawal. The amount of refundable (or balance outstanding) of institutional charges will be set by the University policy. If there is a student account balance resulting from these adjustments, the student is responsible for payment.

1. Distribution Among the Title IV Programs

The University will allocate the Title IV portion of the refund to the various Title IV program(s) from which the student received aid. The allocation will take place in the following order:

- a. Federal Family Education Loan (FFEL) programs (the Part B loans) (Subsidized and Unsubsidized Stafford Loans, PLUS-Parent Loan)
- b. Federal Perkins Loan

2. Distribution of Repayments of Cash

Disbursements Made Directly to the Student

- a. If a student officially or unofficially withdraws from or is dismissed by the University on or after the first day of classes of a semester, and the student received a cash disbursement for noninstructional costs under any Title IV program (except Federal WorkStudy Program) for that semester, the University will determine whether a portion of that cash disbursement will have to be repaid.
- b. In determining whether a student will have to repay a cash disbursement, the University will subtract from the cash disbursement received by the student the educational costs incurred by him/her for noninstructional charges for that term up to the date of withdrawal or expulsion.
 - i. If the expected repayment will total less than \$100, no repayment will be required.
- c. The University will apply these policies in a consistent manner to all students receiving Title IV aid.
 - i. The University will not allocate any part of the refund to a Title IV program if the student did not receive aid under the program.
 - ii. The amount allocated to a program may not exceed the amount the student received from that program.

PART-TIME EMPLOYMENT

General Campus Work

Each year, a number of students are employed on campus in administrative and departmental offices. The number of hours students are permitted to work depends on the need of the various departments and is limited to a maximum of 20 hour per week. Job opportunities are posted on the financial aid website and may be advertised in the campus newspaper. Questions may be referred to the Office of Student Financial Aid.

Federal Work-Study Program (FWS)

The Federal Work-Study Program is federally funded and designed to assist students who are in need of employment in order to pursue their education. A FAFSA is required and need is calculated according to federal guidelines and cost attendance. The student's work is performed on campus and is similar to that performed by students working on the General Campus Work Program. The student may work up to a maximum of 20 hours per week depending upon the amount of the work-study award. Students who qualify for the FWS and are currently enrolled or tentatively accepted for enrollment to the University may be eligible for employment.

Off-Campus Work

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

SCHOLARSHIPS

African American Graduate Fellowship

The College of Graduate Studies offers one-year non-renewable graduate fellowships to qualified Tennessee residents. Applicants for these fellowships must be a first-time student, a Tennessee resident and regularly admitted to graduate studies. The scholarship recipient must be enrolled as a full-time graduate student and progressing satisfactorily toward a degree. Recipients are encouraged to apply for a graduate assistantship for subsequent years (see page 25). For more information contact the College of Graduate Studies, (931) 221-7414.

ROTC Scholarships

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

OTHER FORMS OF FINANCIAL ASSISTANCE

Vocational Rehabilitation

Students with a physical disability may obtain grants-in-aid, providing assistance with college-related costs through the Tennessee Vocational Rehabilitation Service. Tennessee residents should request information from the high school guidance counselor or write to Coordinator, Division of Vocational Rehabilitation, 1808 West End Building, Nashville, Tennessee 37203. Students residing in other states should contact the similar agency in their state. This program is different from GI Bill Chapter 31-Vocational Rehabilitation.

Graduate Assistantships

Graduate assistantships (non-teaching) are available for superior students in each of the academic departments that offer graduate programs and several other areas on campus. Applicants must be fully admitted to the University to qualify for an assistantship. Students may be selected on the basis of their undergraduate GPA, Graduate Record Examination scores, letters of recommendation and/or resumes and interviews. Graduate assistants are required to work 20 hours per week in their assigned locations. The hours are somewhat flexible and a complete job description will be for-

mulated by each supervisor. Stipends are paid semi-monthly from which graduate tuition may be deducted upon student request. Graduate assistants are not permitted to have additional employment without written permission from the Dean of the College of Graduate Studies. Individuals being awarded assistantships must be admitted to the graduate school. To keep the assistantship, students must be enrolled full-time during their assigned terms and maintain satisfactory academic progress. Students awarded Fall and Spring semester assistantships are not required to take summer classes.

A student is eligible to hold an assistantship for only four semesters and must reapply each academic year. Applications for all graduate assistantships must be submitted to the College of Graduate Studies by the published deadline for the following academic year. Award notifications for Fall will be made by July 15 each year. Persons desiring further information or applications should write or call the College of Graduate Studies, Austin Peay State University, P.O. Box 4458, Clarksville, Tennessee 37044, telephone (931) 221-7414.

VETERANS AFFAIRS BENEFITS

All degree programs offered by Austin Peay State University, as listed in this BULLETIN, are approved for veterans' training. The Office of Veterans Affairs (OVA) must certify each VA recipient's training to the US Department of Veterans Affairs (DVA) before any payments can be made. APSU has two OVA's: Ellington Student Services Building, Room 216 for Main Campus; and SSG Glenn H English, Jr. Army Education Center, Bldg. 202, Room 137 for Austin Peay State University Center at Fort Campbell. The OVA maintains all necessary forms for active duty service persons, reservists, and veterans. To apply for DVA educational benefits and any questions relating to DVA educational training at APSU should be directed to the OVA. However, the OVA does not make decisions on eligibility for DVA educational benefits or on the amount and length of entitlement a student is eligible under those benefits. To receive a formal decision, the student must file a claim with the DVA, who makes final determination on eligibility and payment amount. All claims should be filed through the appropriate APSU OVA, so that copies are maintained in the student's APSU file. The programs under which the student may be eligible for DVA educational benefits are listed below. To determine specific eligibility requirements, direct questions to the OVA or to the DVA at 1-888-GIBILL-1 (1-888-442-4551).

- A. Montgomery GI Bill - Active Duty Educational Assistance Program (MGIB-AD) - Chapter 30
- B. Vocational Rehabilitation Services - Chapter 31
- C. Post-Vietnam Era Veterans' Educational Assistance Program (VEAP) - Chapter 32
- D. Survivors' and Dependents' Educational Assistance Program (DEA) - Chapter 35
- E. Montgomery GI Bill - Selected Reserve Educational Assistance Program (MGIB-SR) - Chapter 1606
- F. Montgomery GI Bill - Selected Reserve Educational Assistance for Supporting Contingency Operations and certain Other Operations - Chapter 1607
- G. Restored Entitlement Program for Survivors (REPS) - Section 156
- H. Educational Assistance Test Program - Section 901
- I. Educational Assistance Pilot Program (noncontributory VEAP) - Section 903

Avoiding DVA Education Overpayment

As a DVA educational benefits recipient, you should understand what you can do to prevent an overpayment:

- A. **Report Changes in Enrollment:** Promptly report any changes in enrollment to APSU OVA and the DVA. If APSU is notified and not DVA, it may take longer to correct payments. Please take note: DVA payment for a month of school attendance is normally made during the following month; that is, on a reimbursable basis. If payment is received during a month following a change in enrollment status, verify entitlement to the payment. If the amount has not changed from the previous payment and there has been a reduction in the rate of training, contact APSU OVA or DVA for a status review.
- B. **Understand the Consequences of Changes:**
 1. If you receive a "nonpunitive" grade of "W" or "I", reduce, or terminate enrollment; DVA will be notified. Upon receipt of the notice, DVA will reduce or terminate benefits. The payment of DVA educational benefits will not be made for any course that is not computed in the graduation requirements of the program.
 2. If there is a change of enrollment after the regular drop/add period, the OVA will ask for a statement explaining the events surrounding the change. The law states that no payments will be made for a course from which you withdraw, or receive a "nonpunitive" grade of "W" or "I", unless there are "mitigating circumstances" surrounding the change. DVA defines "mitigating circumstances" as unanticipated and unavoidable events which interfere with a student's pursuit of a course. If you fail to provide a statement of supporting evidence or the reasons you give are not accepted as "mitigating circumstances," DVA will reduce or terminate benefits from the start of the term. Examples of unacceptable "mitigating circumstances" include, but are not limited to withdrawal to avoid a failing grade, dislike of instructor and too many courses attempted. The APSU OVA can advise you on acceptable "mitigating circumstances."
 3. You must report changes in dependency, including self, if receiving an additional allowance for family members.
- C. **If a DVA Educational Overpayment is Created:** DVA is required to take prompt and aggressive action to recover the overpayment. The following actions may be taken if an overpayment is not promptly liquidated:
 1. Adding interest and collection fees to the debt.
 2. Withholding future benefits to apply to the debt.
 3. Referring the debt to a private collection agency.
 4. Offsetting the debt from your federal income tax refund.
 5. Offsetting the debt from your salary, if a federal employee.
 6. Filing a lawsuit in federal court to collect the debt.
 7. Withholding approval of a DVA home loan guarantee pending payment of the debt.

Eligibility for Deferment of Payment of Tuition and Fees by Certain Eligible Students Receive U.S. Department of Veterans Affairs or Other Governmentally Funded Educational Assistance Benefits

Service members, Veterans, and dependants of veterans who are eligible beneficiaries of U.S. Department of Veterans Affairs education benefits or other governmentally funded educational assistance, subject to the conditions and guidelines set forth in Tennessee Code Annotated 49-7-104 as amended, may elect, upon formal application, to defer payment of required tuition and fees

until the final day of term for which the deferment has been requested. Application for the deferment must be made no later than 14 days after the beginning of the term, and the amount of the deferment shall not exceed the total monetary benefits to be received for the term. Students who have been granted deferments are expected to make timely payments on their outstanding tuition and fees balance once education benefits are being delivered, and eligibility for such deferment shall terminate if the student fails to abide by any applicable rule or regulation, or to act in good faith in making timely payments. This notice is published pursuant to Public Chapter 279, Acts of 2003, effective July 1, 2003.

NOTE: Students who have a DVA educational benefits overpayment are not eligible for a deferment.

Admission to the University is Required for Receiving DVA Educational Benefits

Students must be fully admitted and seeking a degree at APSU, in order to qualify for DVA educational benefits. Non-degree seeking students do not qualify for DVA educational benefits. Admission application is made through the APSU's Office of Admissions in the Ellington Student Services Building. Fort Campbell applicants may apply through the Office of Enrollment Services at the APSU Center @ Fort Campbell.

Applying for DVA Educational Benefits/Initial Tuition Requirements

Application for DVA educational benefits is made through the appropriate APSU OVA. For veterans and reservists, a copy of the DD-214 discharge certificate is required with both the application for admission and the application for DVA educational benefits. Reservists must submit a copy of the DD Form 2384 (Notice of Basic Eligibility) to the appropriate OVA. For those students who have remaining eligibility under the Vietnam ERA GI Bill (Chapter 34); copies of marriage license, birth certificates for all children who are claimed as dependents and any applicable divorce decrees are required for submission in order to claim those family members for DVA educational benefit payment. Application for DVA educational benefits does not constitute an application for admission to the University. Students must be prepared to pay tuition and fees at the time of registration. It normally takes at least 12 weeks following an initial application for DVA educational benefits before the first payment can be expected.

Critical Areas of Concern for Continuing DVA Certification for Benefits

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

A. Application for admission,

- B. All higher education transcripts from other schools (includes Community College of the Air Force) and non-traditional college credits,
- C. All applicable test scores (refer to Admission to Graduate Studies page XX) and
- D. All military personnel (active duty, reservists, and veterans) must submit documents for military credit.

II. Proper Degree Pursuit: In order to be certified to receive DVA educational benefits, students are required to be degree-seeking and enrolled in an approved degree program of study as listed in this BULLETIN. Benefit payments will only be made for those courses required in the approved program of study which count for graduation credit. Students must enroll in and attend the degree-granting institution in order to receive DVA educational benefits. If a change of program is desired, the DVA must be notified by submitting the appropriate notification forms through the OVA.

III. Audited, Repeated or Excessive Courses: DVA educational benefit payment will not be made for courses which have been previously passed, whether at APSU or accepted as transfer credit. Electives are considered to be courses which are required for graduation as long as they do not exceed the maximum number of credit hours required for graduation. Electives will not be considered for certification purposes until the prior credit evaluation is on file with the appropriate OVA. Excessive courses are those courses that a student completes, but the courses will not be used in computing hour requirements for graduation. Excessive courses will not be certified for DVA payment.

PRIOR CREDIT EVALUATION

An enrollment certification submitted for a DVA educational benefit recipient initially enrolling at APSU, or initiating a program of study different from that previously pursued, must reflect the amount of credit allowed for previous education, training or experience, including military training and experience. This is called "prior credit," and is that credit which, when applied to the student's current program of study, shortens the program accordingly. The process by which this prior credit is determined is as follows: when a student initially enrolls, all documents required for matriculation must be received by the Admissions Office within ONE term of enrollment. Following receipt, these documents are evaluated by the Office of the Registrar for transfer credit; that is, the credit from other institutions of higher education, military, etc., which are accepted by APSU as graduate level transfer credit. Students receive a copy of this evaluation after or upon its completion. This completed transfer credit evaluation must be applied to the individual program of study to shorten that program, and the result is PC. This prior credit must be reported to DVA, once the student has earned 12 graduate credit hours or prior to the end of the second term of enrollment, whichever occurs first. Once prior credit is evaluated it is not required again, unless the program of study changes; then prior credit must be re-evaluated in application to the new program.

CHANGE OF PROGRAM

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

SATISFACTORY PROGRESS

OVA must report the student's unsatisfactory progress and terminate DVA educational benefits, at such time he or she no longer meets APSU's standards of progress. All grades, no matter when earned, are part of the permanent transcript and are factored into academic progress. Students placed on academic probation must bring their GPA above the probationary level during the term of enrollment for which probation was awarded or DVA educational benefits will be terminated. If benefits are terminated for unsatisfactory academic progress, a written request must be submitted by the student for benefits to be reinstated.

DUAL ENROLLMENT BETWEEN MAIN CAMPUS AND FORT CAMPBELL

Enrolling at both Main Campus and Fort Campbell creates a special reporting requirement, because the DVA classifies Main Campus and Fort Campbell as two separate educational institutions. Pursuit of a Main Campus degree makes the Main Campus the primary degree-granting institution, and vice versa. Students must be admitted to and pursuing a degree at their primary institution. Students are allowed to temporarily enroll at the secondary institution in classes that apply to the primary degree program. Enrolling at the secondary institution makes a student either transient or concurrently enrolled. Transient means a student is temporarily attending only the secondary institution, and concurrently enrolled means that the student is attending both primary and secondary institutions simultaneously. The OVA's at both campuses have the Transient Enrollment Form, whereby courses at the secondary institution must be validated by the primary institution before they can be certified to DVA for payment. Students who are receiving DVA educational benefits should consult their primary institution's OVA before enrolling as a transient or concurrently enrolled student.

ATTENDING ANOTHER INSTITUTION WHILE RECEIVING DVA EDUCATIONAL BENEFITS AT AUSTIN PEAY

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

ATTENDANCE POLICY

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

- Receipt of an "FA" grade will result in benefits being terminated from the last recorded date of attendance. "FA" is the grade assigned as of the date at which the student stops attending classes and is no longer receiving instruction.
- Receipt of an "FN" grade will result in benefits being terminated from the first date of the term of enrollment. "FN" is the grade assigned when a student never attended.

Graduate Programs and Degrees



GRADUATE DEGREES AND ACADEMIC PROGRAMS

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

MASTER DEGREES

<u>MAJORS AND DEGREES</u>	<u>CONCENTRATIONS</u>	<u>SPECIALIZATIONS</u>
Biology (M.S.)		
Communication Arts (M.A.)		General Communication Corporate Communication
Curriculum and Instruction (M.A.Ed.)	Special Education	Instructional Technology Advanced Studies Mathematics
Educational Leadership Studies (M.A.Ed.)		
English (M.A.)		
Health and Human Performance (M.S.)	Public and Community Health	Exercise Science Health Services Administration Sport Administration
Management (M.S.M.)		
Music (M.Mu.)	Music Education Music Performance	
Nursing (M.S.N.)		Family Nurse Practitioner Nursing Administration Nursing Education Nursing Informatics
Psychology (M.A.)	Community Counseling Industrial/Organizational Psychology School Counseling	
Reading (M.A.Ed.)		
Regents Education (M.Ed.)	Advanced Studies in Teaching and Learning	

EDUCATION SPECIALIST DEGREE

<u>MAJOR/DEGREE</u>	<u>CONCENTRATIONS</u>
Education (Ed.S.)*	Administration and Supervision Counseling and Guidance Elementary Education Secondary Education

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

COLLEGE OF ARTS AND LETTERS

Dr. James Diehr, Dean
(931) 221-6346 or email at 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

Ted Jones, *Interim Department Chair*

Communication/Theatre HA 131

P.O. Box 4446

(931) 221-7277 or email at jonest@apsu.edu

Frank Parcells, *Graduate Coordinator*

Communication and Theatre, MMC 142

P.O. Box 4446

(931) 221-6308 or email at parcellsf@apsu.edu

Weiwu Zhang, *Graduate Coordinator*

Communication and Theatre, MMC 169

P.O. Box 4446

(931) 221-7973 or email at zhangw@apsu.edu

FACULTY:

Mike Gotcher, Sara Gotcher, Ted Jones, Ellen Kanervo, David von Palko, Frank Parcells, Yvonne Prather, and Weiwu Zhang

The mission for Austin Peay's Department of Communication and 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 offers the master's degree specializing in Corporate Communication completely online with the exception of the one-hour Proseminar, which requires a weekend on campus. The online courses are in an eight week schedule allowing students to complete the degree in less than two years. 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 communication. 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 13 for admission requirements to the College of Graduate Studies. There are no additional requirements for admission to the Department of Communication and Theatre.

THESIS

Requirements for thesis are stated on page 19. Once students register for COMM 599A, B, they must register for COMM 5991 in all following semesters until the thesis is completed and approved by their committee.

MASTER OF ARTS

COMMUNICATION ARTS (M.A.)

(33-34 semester hours)

Two specializations are offered: General Communication and Corporate Communication. Upon the completion of all coursework, students must successfully defend the thesis or research paper orally before their graduate committee and answer comprehensive questions about material mastered in courses.

General Communication Specialization

The General Communication and Theatre 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. This specialization requires a thesis and helps to develop particular research skills for those interested in the fields of communication and theatre.

Specialization Requirements (9 hours)

	Hours
COMM 5000 Methods of Research	3
COMM 5001 Proseminar in Communication	1
COMM 5030 Applied Communication Theory	3
COMM 599A, B Thesis Writing	6

Electives: Select 24 hours

COMM 5010 Advanced Communication Research Methods	3
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COMM 5020 Organizational Communication	3
COMM 5050 Public Relations	3
COMM 5060 Communication and Public Opinion	3
COMM 509B International Communication-Corporate Communication	3
COMM 5100 Marketing Communication Strategies and Tactics	3
COMM 5110 Leadership and Communication	3
COMM 5150 Advertising and Media Strategies	3
COMM 5210 E-Communication Strategy	3
COMM 5300 Consumer and Audience Behavior	3
COMM 5350 Media Management	3
COMM 5400 Politics and Mass Media	3
COMM 5410 Web Page Design and Criticism	3
COMM 5444 Communication Internship	3
COMM 5500 Electronic News Gathering	3
COMM 5555 Independent Research	3
COMM 5600 Integrated Corporate Communication	3
COMM 5700 Interpersonal Communication Theory	3
COMM 5710 Ethics in a Changing Environment	3
COMM 5750 Feature Writing	3
COMM 5800 Persuasion and Social Change	3
COMM 5810 Race, Gender and Mass Media	3
COMM 5900 Issues in Global Communication	3
COMM 5991 Research Requirement Completion	1
THEA 5000 Chronicles and Concepts I	3
THEA 5010 Chronicles and Concepts II	3
THEA 5200 Secondary School Theatre	3
THEA 5350 Musical Theatre Workshop	3
THEA 5351 Musical Theatre Workshop Lab	1
THEA 5400 Studies in Directing	3
THEA 5450 Creative Drama for Children	3
THEA 5555 Independent Research/Professional Experience	3
THEA 5600 Technical Theatre Practicum	3
THEA 5900 Playwriting	3
Total	33

Corporate Communication Specialization (can be completed online except for COMM 5001)

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 or for doctoral studies in communication. The online 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.

As close to the beginning of their program as possible, students should sign up for COMM 5001, a course which requires attendance on campus for a long weekend, all day Saturday and Sunday. This course allows on-campus and online students to meet each other and faculty in person as they are introduced to content and methods of analysis and investigation in various communication subfields.

Specialization Requirements (13 hours)	Hours
COMM 5000 Methods of Research	3
COMM 5001 Proseminar in Communication	1
COMM 5030 Applied Communication Theory	3
COMM 5600 Integrated Corporate Communication	3
COMM 5650 Communication Law	3

Research Requirements (3 or 6 hours)	Hours
Select either	
COMM 5950 Research Project (recommended for those seeking corporate careers)	3
Or	
COMM 599a, b Thesis Writing (recommended for those planning to pursue a doctorate in communication)	3

Electives: Select 15 or 18 hours	Hours
COMM 5010 Advanced Communication Research Methods	3
COMM 5020 Organizational Communication	3
COMM 5050 Public Relations	3
COMM 5060 Communication and Public Opinion	3
COMM 509B International Communication-Corporate Communication	3
COMM 5100 Marketing Communication Strategies	3
COMM 5110 Leadership and Communication	3
COMM 5115 Sports Broadcasting Direction and Criticism	3
COMM 5150 Advertising and Media Strategies	3
COMM 5210 E-Communication Strategy	3
COMM 5300 Consumer and Audience Behavior	3
COMM 5350 Media Management	3
COMM 5400 Politics and Mass Media	3
COMM 5410 Web Page Design and Criticism	3
COMM 5444 Communication Internship	3
COMM 5500 Electronic News Gathering	3
COMM 5555 Independent Research	3
COMM 5700 Interpersonal Communication Theory	3
COMM 5710 Ethics in a Changing Environment	3
COMM 5730 Web Content Maintenance and Management	3
COMM 5750 Feature Writing	3
COMM 5800 Persuasion and Social Change	3
COMM 5810 Race, Gender and Mass Media	3
COMM 5900 Issues in Global Communication	3
COMM 5991 Research Requirement Completion	3
Total	34

COURSE DESCRIPTIONS:

COMM 5000 Methods of Research (3)

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

COMM 5001 Proseminar in Communication (1)

Overview of functions, processes, strategies, tools, and effects of communication. Introduces students to fields of marketing communication, advertising, public relations, sales, print-broadcast-electronic media and to the theories governing the study of these fields. Must be taken on campus.

COMM 5010 Advanced Communication Research Methods (3) (on campus only)

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)

A counseling, advising and management perspective serves as the basis for exploring the profession of public relations. Students review case studies, develop strategies, prepare tactics and evaluate internal and external communication for a variety of publics and organizations.

COMM 5060 Communication and Public Opinion (3)

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) (study abroad program)

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) (study abroad program)

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 (3)

An exploration of direct marketing, sales promotion and branding through the application of advertising, persuasion and mass media concepts and principles to the preparation and analysis of communication campaigns, case studies, programs, projects and special events.

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 5115 Sports Broadcasting Direction and Criticism (3)

The course provides experience in the production, direction, and editing of live sports events. Students will learn theoretical and practical skills associated with camera operation, digital switching, instant video replay, floor direction, and digital editing.

COMM 5150 Advertising 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 Strategies (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 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 5350 Media Management (3)

Legal, social, programming and sales aspects of electronic media are studied from a management perspective.

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 Design and Criticism (3) (on campus only)

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 5444 Communication Internship (3)

Practical experience in professional communication to augment theoretical coursework. Students are required to work 150 hours, keep an evaluative journal, and produce an analytical paper related to the experience. Departmental policy governs acceptable types of communication positions. Students may not apply both COMM 5555 and 5444 toward the M.A.

COMM 5500 Electronic News Gathering (3)

(on campus only)

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 5555 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. Students may not apply both COMM 5555 and 5444 toward the M.A.

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 5730 Web Content Maintenance and Management (3)

Students develop a team approach to the techniques of creating and publishing web sites and then manage and maintain the web and electronic content for an organization's site. Course includes Internet research projects, web site strategic management plans, Internet management and content development, and procedures and policies for site maintenance.

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)**(on campus only)**

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)**(on campus only)**

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)**(on campus only)**

Prerequisite: THEA 1030 or equivalent

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

THEA 5200 Secondary School Theatre Production (3)**(on campus only)**

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 5330 Musical Theatre History (3)

A survey course of the history of musical theatre from operetta to present day with an emphasis on select shows and significant contributors to the genre.

THEA 5350 Musical Theatre Workshop (3)**(on campus only)**

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)**(on campus only)**

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) (on campus only)

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)**(on campus only)**

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)
(on campus only)**

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)
(on campus only)**

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

THEA 5900 Playwriting (3) (on campus only)

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

FACULTY:

Linda Barnes, Susan Calovini, Culley Carson-Grefe, Arthur Eaves, Jill Eichhorn, Blas Falconer, Jill Franks, Dwonna Goldstone, David Guest, Barry Kitterman, Cynthia McWilliams, Ramon Magrans, David Major, Judith Mesa-Pelly, Allene Phy-Olsen, Norbert Puszkas, Jeanie Randall, Miguel R. Ruiz-Aviles, Steven Ryan, Michael Schnell, Karen D. Sorenson, David K. 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 13 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 19.

MASTER OF ARTS

ENGLISH (M.A.)

(33 semester hours)

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.

Program Options

Option A: Traditional English M.A.

Non-Thesis Option

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

Students selecting Option A will use Research Plan I.
(See Pages 19).

Option B: Traditional English M.A.

Thesis Option

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

Students selecting Option B will use Research Plan III.
(See Pages 19).

Option C: Creative Writing English M.A.

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

Students selecting Option C will use Research Plan III.
(See Pages 19).

* 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 20th century.

ENGL 550A Seminar in Shakespeare (3)

Reading of selected plays and poems.

ENGL 550B Renaissance Poets (3)

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

ENGL 550C Seminar in Milton (3)

A study of Milton's major 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

Ann Silverberg, *Interim Department Chair*
Music, MMC139
P.O. Box 4625
(931) 221-7810 or email at silverberga@apsu.edu

Sharon Mabry, *Graduate Coordinator*
Music, MMC 318
P.O. Box 4625
(931) 221-7656 or email at mabrys@apsu.edu

FACULTY:

Patricia Halbeck, Allen Henderson, Karen Kenaston-French, Thomas King, Sharon Mabry, Ann Silverberg, 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 13 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 19.

MASTER OF MUSIC**MUSIC (M.M.)****(32-33 semester hours)**

The Department of Music offers two 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 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.

Required Core:**Hours**

MUS 5000 Research in Music	.3
MUS 5050 Seminar in Music Education	.3

Group A-Select six hours from the following:

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

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

MUS 5050 Seminar in Music Education	.3
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, sightsinging 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

Required Core:	Hours
MUS 5000 Research in Music	.3
MUS 5060 Music Analysis	.3
MUS 5380 Choral Techniques	.3
MUS 5390 Choral Literature	.3
MUS 5800 Advanced Conducting	.3
MUS 5820 Conducting Practicum	.2
MUS 5930 Graduate Recital	.2
MUS Electives (preferably Ensembles)	.2

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

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

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

MUS 5010 Directed Studies in Music	.3
MUS 5020 Directed Studies in Music	.3
MUS 5050 Seminar in Music Education	.3
MUS 5160 Technology in the Music Classroom	.3
MUS 5522 Italian Diction for Singers	.1
MUS 5523 German Diction for Singers	.1
MUS 5524 French Diction for Singers	.1
MUS 5270 Vocal Pedagogy	.3
HUM 5000 Creativity and the Arts	.3
HUM 5060 Recent Trends in the Humanities	.3
Total:	.32

Instrumental Conducting Specialization

Required Core:	Hours
MUS 5000 Research in Music	.3
MUS 5060 Music Analysis	.3
MUS 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 Electives (preferably Ensembles)	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
Total:	33

Vocal or Instrumental Performance Specialization

Required Core:	Hours
MUS 5000 Research in Music	3
MUS 5930 Graduate Recital	2
Pedagogy Class, Primary Performance Area	3
Individual Instruction, Primary Performance Area*	8
MUS Electives (preferably Ensembles)	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 5290 Guitar Pedagogy (3)

Survey of pedagogical resources and methods for the classical guitar.

MUS 5310 Survey of Piano Literature (3)

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

MUS 5320 Guitar Literature (3)

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

MUS 5330 Music before 1750 (3)

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

MUS 5340 Music from 1750 to 1900 (3)

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

MUS 5350 Music after 1900 (3)

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

MUS 5370 Art Song Literature (3)

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

MUS 5380 Choral Techniques (3)

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

MUS 5390 Choral Literature (3)

A survey of choral music from the sixteenth century to the present, with emphasis on the major choral compositions including a capella 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. Thomas Buttery, *Dean*
(931) 221-7423 or email at butteryt@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 BUSINESS

Phillip Moery, *Director*
Business, KB 104
P.O. Box 4416
(931) 221-7675 or email at moeryp@apsu.edu

FACULTY:

Roy Baker, Roger Clark, David Grimmet, Susan Koch, Stephanie Newport, Jerry Plummer, William Rayburn, Carmen Reagan

Get the information you need to become a successful manager, administrator, director, or owner. Learn to solve problems, build an efficient and motivated workforce, understands financial documents, and make better decisions.

ADMISSION

Refer to page 13 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 2.5, GMAT scores that are no more than five years old, sufficient GMAT scores, and three letters of recommendation.

THESIS

Requirements for thesis are stated on page 19.

MASTERS OF MANAGEMENT

MASTERS IN MANAGEMENT (M.S.) (30-hour program)

The master's in management degree at Austin Peay State University is a 30-hour program, consisting of seven required courses plus three electives. Students attending full-time can complete the program in one year.

Required Courses

(21 semester hours)

MGT 5000 Applied Business Research	3
MGT 5010 Business Foundations	3
MGT 5020 Managerial Use of Financial Reports	3
MGT 5030 Technology and Informational Systems Management	3
MGT 5040 Leadership and Organizational Dynamics	3
MGT 5080 Human Resource Issues for Managers	3
MGT 5810 Issues in Management	3

Elective: Select 9 hours

MGT 5060	3
MGT 5070 Legal Issues in Human Resource Management Practices	3
MGT 5090 Corporate Citizenship	3
MGT 5140 Leadership and Power	3
MGT 5150 Contemporary Leaders	3
MGT 5160 employer/Labor Relations	3
ACCT 5100 Financial Accounting Theory for Leaders	3
ACCT 5110 Taxation for Organizations	3
ACCT 5120 Emerging Technologies in Financial Information Systems	3
ACCT 5130 Assurance Services and Professional Ethics	3
COMM 5600 Integrated Corporate Communications	3
Total Concentration:	30

COURSE DESCRIPTIONS:

MGT 5000 Applied Business Research (3)

Addresses research topics and methods managers encounter in the workplace with emphasis on the relationship of research and decision-making across all functions. Students will also explore the benefits of careful research designs, the dangers of research results that are inappropriately developed and the political aspects of research and using its conclusions will also be studied. Application of techniques of management science (queueing theory and linear programming) will be discussed.

MGT 5010 Business Foundations (3)

Designed as the first course for non-business majors. Students are exposed to the competitive, fast-paced, constantly changing global business environment. This class offers students an overview of strategic planning, managerial and financial decision, employee relations, and ethical and social behavior.

MGT 5020 Managerial Use of Financial Reports (3)

A course showing managers how to critically analyze and use financial reports for control of the firm. In addition, the course will cover theories of risk and return, of scarce resources within the company and use of financial markets and institutions.

MGT 5030 Technology and Information Systems Management (3)

Focuses on how managers can use technology and information systems for ethical decision making and problem-solving in a global economy. Topics include integrating and using technology and information systems as a strategic resource for planning, continuous improvement and communications.

MGT 5040 Leadership and Organizational Dynamics (3)

Evaluates theories, concepts and tools that enable business leaders to succeed by sound strategic and visionary decisions, motivating teams and acting in an ethical and professional manner. Students acquire an understanding of leadership and organization and community leadership in a changing and diverse environment.

MGT 5060 (3)

Exposes students to the theoretical and applied aspects of motivation, focusing on definition and application of motivation in organizational settings.

MGT 5070 Legal Issues in Human Resource Management Practices (3)

Surveys the major employment laws that address equal employee opportunity and rights and obligations, focusing on employment discrimination laws and the legal issues related to affirmative action programs.

MGT 5080 Human Resource Issues for Managers (3)

Addresses the skills managers need to effectively implement human resource practices and gain competitive advantage. Students learn how to select and train employees, produce, communicate job performance ratings and carry out disciplinary procedures, all with context of prevailing ethical and legal standards.

MGT 5090 Corporate Citizenship (3)

Explores corporate citizenship and how organizations implement strategies to fulfill social responsibility and financial goals.

MGT 5140 Leadership and Power (3)

Examines the basic concepts of leadership and power in an organizational environment with two perspectives: the person wielding the power and the person who acts in response to another person's manipulation of power and authority.

MGT 5150 Contemporary Leaders (3)

Introduces significant leadership accomplishments of individuals along with the traditional leadership thought and theory from post-World War II to the present, focusing on paths, leadership styles and major accomplishments of historically significant individuals.

MGT 5160 Employer/Labor Relations (3)

Details the structure and process of labor relations issues in the United States and addresses issues relating to collective bargaining and contract negotiations.

MGT 5810 Issues in Management (3)

This capstone course integrates topics contained in courses comprising the functions of business. Discussions originate from studying the development and implementation of corporate strategy amid changing global environmental forces at both the general and competitive level. Included are the reciprocal contributions of sound strategies and efficient, effective and ethical management of the value chain to achieve a profitable, innovative, internal consistency of operations.

ACCT 5100 Financial Accounting Theory for Leaders (3)

Develops critical thinking and the application of accounting concepts, principle preparation and interpretation of financial statements in accordance with GAAP, accurate standards, and the standard setting process, the use of electronic technology in financial accounting, effective communication, and current issues, debates and research in accounting.

ACCT 5110 Taxation for Organizations (3)

Uses a case-study, problem-oriented examination of fundamental tax concepts for organizations to explore current tax issues and controversies. The course stresses issues of case analysis and research that are typically involve tax planning and litigation.

ACCT 5120 emerging Technologies in Financial Information Systems (3)

Provides students with analytical tools necessary to evaluate users' information system needs and to design, implement and maintain a financial information system.

ACCT 5130 Assurance Services and Professional Ethics (3)

Investigates fraud detection, prevention, investigation and methods of fraud resolution, operational and compliance audits; internal auditing; auditing for governmental and entities; and reporting and implementing audit findings. The role of ethics is explored context of laws, regulations and the organization's culture.

COMM 5600 Integrated Corporate Communication (3)

Covers important corporate communication areas such as internal communication, advertising and public relations, as well as sales promotion, direct marketing and new communication technologies and how these approaches work together to achieve organizational objectives.

SCHOOL OF EDUCATION

Phil Roberson, *Director*

Education, CX 210

P.O. Box 4545

(931) 221-7696 or email at robersonp@apsu.edu

Carlette Hardin, *Graduate Coordinator*

Education, CX 213

P.O. Box 4545

(931) 221-7593 or email at hardinc@apsu.edu

FACULTY:

Bettie Barrett, Margaret Deitrich, Stephen Finch, Sutton Flynt, Moniqueka Gold, Carlette Hardin, Ann Harris, Mary Jane Hayes, Larry Lowrance, Donald Luck, Earl Newby, Rebecca McMahan, Charles Pinder, Heraldo Richards, Phillip Roberson, Rebecca Slayden-Tennessee, Anne Wall, and Allan Williams

ADMISSION

Refer to page 13 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 15.

However, admission to the Teacher Education Program is required for those seeking initial teaching licensure (post-baccalaureate) concurrent with enrollment in graduate courses. Students are urged to complete a formal program of study in consultation with the graduate coordinator as early as possible in their program, preferably by the end of the first semester. Documentation of progress through an electronic portfolio is required in all programs of study.

THESIS

Requirements for research are stated on page 19.

MASTER OF ARTS IN EDUCATION

CURRICULUM AND INSTRUCTION (M.A.Ed.) (30-35 semester hours)

The Master of Arts in Education provides opportunities for students with teacher licensure to enhance their knowledge and skills in their chosen academic discipline and to begin pursuit of credentials that will enable them to have upward mobility in the education profession. The Special Education concentration and Instructional Technology specialization may be pursued without licensure, but will not lead to initial licensure.

Special Education Concentration

This program provides advanced study in Special Education. It prepares professionals in education to more adequately serve students with disabilities in schools, community agencies, and mental health facilities. Students wishing to earn their initial certification in special education may not enroll in this advanced program.

Required:	Hours
EDUC 6500 Seminar on Curriculum Improvement and Construction	3
SPED 5530 Instructional Strategies	3
SPED 5730 Seminar in Mild Moderate	3
SPED 5740 Seminar in Severe Profound	3
SPED 5750 Applied Behavioral Analysis	3
SPED 5395 Advanced Assistive Technology	3
SPED 6550 Advanced Studies in Special Education	3
EDUC 5770 Administration of Special Services Programs	3
EDUC 6400 Social Cultural Foundations in Education	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
Total Concentration:	30

Instructional Technology Specialization

This specialization is for persons wishing to provide leadership in instructional technology, for teachers who want to advance their teaching skills through the use of technology, or for those interested in preparing for work in a training environment. Completion of this degree does not require teacher licensure. The program addresses the selection, application, and evaluation of technology with classroom work and hands-on in the field projects. Graduates of the program work as building level technology leaders, trainers, and as teachers with improved technology skills.

Required:	Hours
EDUC 5000 Research in Education	3
EDUC 6500 Seminar on Curriculum Improvement and Construction	3
EDUC 5100 Education Computer Applications	3
or	
EDUC 5612 Instructional Technology for School Leaders	3
EDUC 5613 Instructional Design	3
EDUC 6005* Instructional Technology Project	3
Electives—Select 15 hours from:	
EDUC 5200 Evaluation of Teaching and Learning	3
EDUC 6800 Seminar on Teaching Effectiveness	3
EDUC 5614 Electronic Publishing	3
EDUC 5616 Multi-media	3
EDUC 5617 Instructional Internet	3
EDUC 5618 Visual Literacy	3

EDUC 5619 Technological Training Methods	3
EDUC 5621 Instructional Video Design	3
EDUC 5625 Maintenance and Management	3
EDUC 6000 Practicum in Instructional Technology	2
EDUC 6003 Seminar in Instructional Technology	1
SPED 5390 Assistive Technology	3
Total Specialization:	30

Advanced Studies Specialization

This program provides an opportunity for advanced studies and continuing professional development in one of the areas listed below. The program is designed for those holding a teaching license. For persons without initial teaching licensure, the Teaching and Learning option (below) is available as a post-baccalaureate initial licensure program, with an option to also complete a master's degree. Additional undergraduate coursework in the area of endorsement may also be required prior to admission to the teacher education program. The Teaching and Learning option is not available to persons who hold an initial teaching license.

Required:	Hours
EDUC 6450 Issues in Comparative Education	3
EDUC 6800 Seminar on Teaching Effectiveness	3
EDUC 6500 Seminar on Curriculum Improvement and Construction	3
EDUC 5200 Evaluation of Teaching and Learning	3
EDUC 5150 The Reflective Practitioner*	3
SPED 6550 Advanced Studies in Special Education	3
EDUC 5611 Education Computer Applications	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
Specialty Areas: Select six graduate hours from one specialty area in consultation with graduate committee.	
Early Childhood	
English/Communication	
Health and Physical Education	
Language Arts/Reading	
Mathematics	
Music	
Science	
Social Studies	
Teaching and Learning (initial licensure only)	
Total Specialization:	30

Mathematics Specialization

The Mathematics Specialization is primarily for licensed secondary teachers of mathematics who wish to pursue advanced study in mathematics. This degree assumes a working knowledge of calculus.

Required:	Hours
EDUC 6500 Seminar on Curriculum Improvement and Construction	3
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 Psychology3

Select One Research Plan:

Plan I EDUC 5000 Research in Education3

Plan II EDUC 5000 and EDUC 5950 Research Paper6

Plan III EDUC 5000 and EDUC 5990 Thesis9

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 Specialization:30-33

EDUCATIONAL LEADERSHIP STUDIES (M.A.Ed.)

(30 semester hours)

This performance-based curriculum for prospective school administrators is based on the standards set by the Interstate School Leadership Licensure Consortium (ISLLC) and the Tennessee Standards for Administrative Leaders. This program is designed to prepare candidates for educational administrative positions. The program is designed to be taken by cohort groups. EDUC 5700 School Leadership Practicum I (1) must be taken in the first semester of enrollment. EDUC 5790 School Leadership Practicum II (2) must be taken in the final semester. Upon completion of the program and required licensure exams, the student will receive a Master of Arts in Education and be eligible for licensure as a Tennessee school administrator.

The following requirements must be met upon completion of EDUC 5710 Introduction to Educational Leadership (3). Initial development of an electronic portfolio and a formal leadership development plan. 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, or have a Miller Analogies Test Score of 38 or above.
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.
4. Complete a leadership assessment.
5. Submit a valid teaching certificate.
6. Have a record of successful teaching experience.

Required

Hours

EDUC 5700 School Practicum Leadership I1

EDUC 5710 Introduction to School Leadership3

EDUC 5720 Research and Decision Making3

EDUC 5730 Schools and Community Relations3

EDUC 5612 Instructional Technology for School Leaders3

EDUC 5740 Curriculum & Instruction for School Leaders3

EDUC 5750 School Finance and Business Management3

EDUC 5760 Human Resource Administration and

Supervision3

EDUC 5770 Administration of Special Services Programs3

EDUC 5780 School Law and Ethics3

EDUC 5790 School Leadership Practicum II2

Total Concentration:30

Endorsement

Licensure 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.)

(30 semester hours)

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

Required:

Hours

EDUC 6500 Seminar on Curriculum Improvement and Construction3

RDG 5820 Foundations of Reading and Literacy Development3

RDG 5830 Assessing Literacy Needs3

RDG 5840 Assisting Students with Literacy Needs3

RDG 5850 Seminar on Reading3

RDG 5860 Practicum in Literacy Development3

Select One Research Plan:

Plan I EDUC 5000 Research in Education3

Plan II EDUC 5000 and EDUC 5950 Research Paper6

Plan III EDUC 5000 and EDUC 5990 Thesis9

Electives-Select 9 hours from:

EDUC 525A Trends and Issues in Language Arts3

EDUC 5870 Seminar in Children's Literature3

EDUC 6630 Literacy in the Inclusive Classrooms3

EDUC 6650 Linking Literacy Instruction and Technology3

RDG 5890 Teaching Reading in the Secondary School3

RDG 5040 Expanding Literacy Across the Content Areas3

RDG 6051 The Art of Teaching Writing3

PSY 5110 Lifespan Development3

PSY 5320 Learning and Behavior Disorders3

PSY 5190 Psychological Assessment3

Or

EDUC 5200 Evaluation of Teaching and Learning3

Total Concentration:30

EDUCATION SPECIALIST PROGRAMS OF STUDY

EDUCATION SPECIALIST (Ed.S.)

(30 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, Elementary Education, Secondary Education, and Non-Public School-Non-Licensure.

Required Core:

Hours

EDUC 6500 Curriculum Improvement and Construction3

EDUC 5611 Educational Computer Applications3

Select six hours from following group of courses with an emphasis in Special Education/Diversity/Learning Theory:

SPED 6550 Advance Studies in Special Education3

PSY 5140 Advanced Educational Psychology	3
SPED 5750 Classroom Management of Disabled Learners	3
PSY 5320 Learning and Behavioral Disorders	3
EDUC 6450 Issues in Comparative Education	3
EDUC 6800 Seminar on Teacher Effectiveness	3

Research:

Approved Statistics Class	3
Required before	
EDUC 6050 Seminar on Research	3*
Required before	
EDUC 6990 Field Study	3*
Or	
PSY 6990 Field Study	4

Total Concentration: 21

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

Administration and Supervision Concentration

Required Core: 21

Required:

EDUC 6100 Personnel Administration and Professional Negotiations	3
EDUC 6200 Seminar on Leadership and Organizational Theory	3

Electives: Selected in consultation with graduate committee

Total Concentration: 30

Students with a Master's degree who wish to earn the Ed.S. and initial licensure as a principal will be required to complete the 30 hour course work for the Master's ELS program and the following courses:

Required Core:	Hours
EDUC 6800 Seminar on Teacher Effectiveness	3
Approved Statistics Class	3
Required before	
EDUC 6050 Seminar on Research	3*
Required before	
EDUC 6990 Field Study	3*

Total Concentration: 42

Non Public School or Non-Licensure Administration**Specialization:**

(Ed.S. core courses are not required)

Required Core:	Hours
EDUC 5611 Educational Computer Application	3
EDUC 6050 Seminar on Research	3
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	3
Approved Statistics Course	3

Electives: Select three hours from the following:

COMM 5050 Public Relations	3
EDUC 5100 School/Community Leadership and Politics	3
HHP 5000 Research Processes in Health and Human Performance	3
HHP 5050 Organization, Administration and Supervision	3
PSY 5060 Group Dynamics	3
PSY 5070 Intro to Education Psychology	3
PSY 5130 Statistics and Data Analysis	3
PM 5200 Political Theories of Social Choice	3
PM 5300 Theory of Bureaucratic and Administration Organization 3	3
PM 5400 Public Planning	3
SOC 5100 Culture and Personality	3
SOC 5300 Behavior and Organizations	3

Total Concentration: 30

Elementary Education Concentration

Required Core: 21

Specialty Area 9

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

Total Concentration: 30

Secondary Education Concentration

Required Core: 21

Specialty Area 9

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

Total Concentration: 30

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 beginning of your program.

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 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. Should not be taken if student has credit for EDUC 4080.

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)

Examines leadership of school-community relations under reform; theory, practice and case study of both rural and urban school politics. Students will analyze leadership problems and design campaigns.

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 525 xs Trends and Issues in Elementary Education**EDUC 525A Language Arts (3)**

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 (2)

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 (2)

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 (2)

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 5500 Foundations of American Education (3)

Designed for students earning the Masters of Arts in Teaching, this interdisciplinary study of educational policies and practices in American society; role and function of the school and the teacher; analysis of major problems and issues facing contemporary public education; and an evaluation and development of personal education philosophy. This course required a 15-hour field experience and the development of an electronic portfolio.

EDUC 5510 Models of Teaching (3)

Designed for graduate students seeking initial licensure, this course is an intensive, interdisciplinary, and integrative study of the models of teaching with an emphasis on theory, research, and skills through simulations and microteaching. Students are required to complete a 30-hour field experience.

EDUC 5520 Teaching in a Pluralistic Society (3)

Designed for graduate students seeking initial licensure, the course provides addresses the impact of student diversity on teaching and learning. Differences in beliefs, practices, language, and socialization among groups will be analyzed. Instructional strategies based on multicultural models of education will be examined.

EDUC 5530 Classroom Assessment (3)

Designed for graduate students seeking initial licensure, the course provides information on test construction and methods of evaluation with an emphasis on teacher made tests, standardized tests, test administration, test data management, interpretation and application of test data to instructional decisions, and reporting test results to students and parents.

EDUC 5540 Instructional Technology Strategies (3)

Competency in computer applications in the instructional process, including the use of instructional software, media integration in the curriculum, and use of computers in classroom management.

EDUC 5550 Teaching and Learning (3)

Designed for graduate students earning initial licensure, this course promotes understanding of human learning and development necessary to engender competent, caring professionals by providing opportunities to describe, compare, and contrast various theories in order to create appropriate learning environments.

EDUC 5611 Education Computer Applications (3)

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 Instructional Technology for School Leaders (3)

Provides an overview of administrative and instructional technologies and resources available to the school community. Emphasis on the school leader's role in fostering effective use of available technologies in all aspects of school operations and instruction. Provides practical experience with relevant technologies. Must be taken first ten hours of course work in the ELD program.

EDUC 5613 Instructional Design (3)

Prerequisite: 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 or permission of instructor

The basis of electronic publishing for paper and electronic products.

EDUC 5616 Multi-Media Creation (3)

Prerequisite: EDUC 5613 or permission of instructor

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 or permission of instructor

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 or permission of instructor

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. May also be taken when graduate credit is desired for post-baccalaureate student teaching. Seminar attendance is required.

EDUC 5621 Instructional Video Design (3)

Prerequisite: EDUC 5613 or permission of instructor

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

EDUC 5625 Maintenance and Management (3)

Prerequisite: EDUC 5613 or permission of instructor

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

EDUC 5700 School Leadership Practicum I (1)

A supervised and mentored clinical experience in school administration and leadership. Documentation of beginning competencies related to ISLLC standards will be documented in an electronic portfolio. Taken during the first semester of enrollment in the program.

EDUC 5710 Introduction to School Leadership (3)

A survey of trends and issues in educational leadership, including an introduction to ISLLC standards for school leaders, the program of study leading to Tennessee administrative licensure. *Must be taken during the first semester of enrollment in the ELS degree program and corequisite with EDUC 5700 (1).*

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 5720 Research and Decision Making (3)

The study of action research and decision-making as they apply to problems encountered in school leadership and supervision. In this course, students are introduced to the techniques of action research. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews. In addition, students are introduced and provided an overview of theories, methods, and analyses that are used in educational research. Must be taken during first ten hours of course work in the Master's Degree program. This course is not interchangeable with EDUC 5000 or other general research courses.

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 5730 Schools and Community Relations (3)

A survey of issues related to the school leader's understanding of, response to, and influence of the larger political, social, economic, legal, and cultural contexts of public education. Emphasis on data-based decision-making and systems thinking related to these contextual variables and their relationship to student success and school improvement.

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 5740 Curriculum and Instruction for School Leaders (3)

A survey of the administrator's role as instructional leader, with emphasis on advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning, teaching effectiveness, staff professional growth, and school improvement.

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 5750 School Finance and Business Management (3)

A survey of the school leader's role as a manager of physical and fiscal resources, and school operations, leading to a safe, efficient, and effective learning environment.

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 5760 Human Resources Administration (3)

A survey of the school leader's role as a manager of human resources, leading to an ethical, humane, and effective learning environment that fosters student success and school improvement.

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 concert 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 5770 Administration of Special Services Programs (3)

A survey of the school administrator's role in fostering collaboration with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Emphasis on systems thinking and organization behavior designed to foster student success and school improvement.

EDUC 5780 School Law and Ethics (3)

A survey of public school law and a study of legal and ethical issues that provide the foundation of fair, equitable, and ethical leadership that supports the success of all students. Emphasis on diversity and exceptionality issues that relate to student success, teaching effectiveness, and school improvement.

EDUC 5790 School Leadership Practicum II (2)

A supervised and mentored clinical experience in school administration and leadership. Documentation of developing competencies related to ISLLC standards will be documented in an electronic portfolio. Summative assessment related to ISLLC and state licensure standards is an integral component of this course. Must be taken during the last semester of enrollment in the program.

EDUC 5799 Special Topics in Educational Leadership (1-3)

An elective seminar on relevant topics and issues in school administration and leadership. May be taken for 1, 2, or 3 credits. May not substitute for a required course in the education leadership degree program.

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 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 6000 Practicum in Instructional Technology (2)

Prerequisite: EDUC 5613

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

EDUC 6003 Seminar in Instructional Technology (1)

Prerequisite: EDUC 5613; *Corequisite:* EDUC 6005

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

EDUC 6005 Instructional Technology Project (3)

Prerequisite: EDUC 5613; *Corequisite:* EDUC 6003

Capstone experience in which the student creates a project based on current research and principles of instructional design using current technologies. The project is created, implemented and tested. All students will publicly present their project and findings.

EDUC 6050 Seminar on Research (3)

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 (3)

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**School of Education****RDG 5040 Explaining Literacy Across the Content Area (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 teacher's 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.

ADDITIONAL GRADUATE COURSES

EARLY CHILDHOOD

Department of Education

EC 5130 Trends and Issues in Early Childhood Education (3)

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)

Focuses on the unique 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)

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)

Pupil assessment, evaluation of programs and processes for parent involvement in early childhood education. A portion of the course is field based.

SCIENCE EDUCATION

Department of Education

SCI 5050 Life Science (3)

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)

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)

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)

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)

Offers students an opportunity to pursue a problem of special interest which be satisfied by courses already offered by the university.

SPECIAL EDUCATION

School of Education

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 students with disabilities.

SPED 5390 Assistive Technology for Special Education (3)

A course designed to develop skills in the use of assistive technology, to include giving assistive tech evaluations.

SPED 5430 Problems in Special Education (1,2,3)

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 ideas, current trends and developments in special education. All areas of exceptionalism 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 laws governing special education.

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 students with disabilities.

SPED 5730 Seminar on Characteristics: Mild and Moderate Disabilities (3)

Designed to enhance the knowledge and skills of students teaching or preparing to teach students with mild/moderate disabilities. 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 students with severe/profound disabilities. 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, parental 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.

SCHOOL OF NURSING

Joe Ann Burgess, *Director*
 Nursing, McReynolds 124
 P.O. Box 4658
 (931) 221-7710 or email at burgessj@apsu.edu

FACULTY:

Joe Ann Burgess, Doris Davenport and Linda Thompson

ADMISSION

Refer to page 13, admission requirements to the College of Graduate Studies, and page 15, admission to programs with special requirements.

MASTER OF SCIENCE IN NURSING

The MSN degree is offered through the Regent's Online Degree program (RODP). Courses are offered each semester (fall, spring, and summer). The program has been reviewed by the Tennessee Board of Nursing, the Tennessee Board of Regents, and the Tennessee Higher Education Commission. The MSN-RODP anticipates accreditation by the National league for Nursing Accrediting Commission in academic year 2005-2006, prior to graduation of the first class.

The Master of Science in Nursing (MSN) program will prepare nurses to:

1. teach in a variety of academic and practice settings;
2. provide advanced nursing care to rural, urban, and underserved populations;
3. practice in collaborative and interdisciplinary relationships;
4. assume positions of leadership in the health care delivery system;
5. contribute to the current and evolving body of nursing science; and
6. continue study at the doctoral level.

NURSING EDUCATION CONCENTRATION

(39 semester hours)

Required Core:	Hours
NURS 5000 .....	.3
NURS 5001 .....	.3
NURS 5002 .....	.3
NURS 5003 .....	.3
NURS 5990 .....	.3
Total: .....	.15

Required Courses:

NURS 5201 .....	.3
NURS 5202 .....	.3
NURS 5203 .....	.3
NURS 5103 .....	.3
Total: .....	.12

Specialty Elective Courses (complete 6 from one of the following clinical areas):

Adult Health

NURS 5501 .....	.3
NURS 5503 .....	.3

PSY Mental Health

NURS 5511 .....	.3
NURS 5513 .....	.3

Critical Care

NURS 5521 .....	.3
NURS 5523 .....	.3

Maternal Child

NURS 5541 .....	.3
NURS 5543 .....	.3

Pediatrics

NURS 5631 .....	.3
NURS 5633 .....	.3
Total: .....	.6

Practicum:

NURS 5207 .....	.3
NURS 5209 .....	.3
Total: .....	.6

Total Concentration:39

Students choosing the nursing education concentration who desire to take national certification exams for the Clinical Nurse Specialist (CNS) will need to meet additional requirements

NURSING ADMINISTRATION CONCENTRATION

(34 semester hours)

Required Core:

NURS 5000 .....	.3
NURS 5001 .....	.3
NURS 5002 .....	.3
NURS 5003 .....	.3
NURS 5990 .....	.3
Total: .....	.15

Required Courses:

NURS 5301 .....	.3
NURS 5302 .....	.3
NURS 5303 .....	.3
NURS 5304 .....	.3
NURS 5305 .....	.3
Total: .....	.15

Practicum:

NURS 5309 .....	.4
Total: .....	.4

Total Concentration:34

NURSING INFORMATICS CONCENTRATION

(34 semester hours)

Required Core:

NURS 5000 .....	.3
NURS 5001 .....	.3
NURS 5002 .....	.3
NURS 5003 .....	.3
NURS 5990 .....	.3
Total: .....	.15

Required Courses:

NURS 5401 .....	.3
NURS 5402 .....	.3
NURS 5403 .....	.3
NURS 5404 .....	.3
NURS 5405 .....	.3
Total: .....	.15

Practicum:

NURS 5407 .....	.2
NURS 5409 .....	.2
Total: .....	.4

Total Concentration:34

FAMILY NURSE PRACTITIONER**(45 semester hours)****Required Core:**

NURS 5000	.....3
NURS 5001	.....3
NURS 5002	.....3
NURS 5003	.....3
NURS 5990	.....3
Total:	.....15

Required Courses:

NURS 5101	.....3
NURS 5102	.....1
NURS 5103	.....3
NURS 5104	.....3
Total:	.....10

Family Nurse practitioner Courses:

NURS 5601	.....3
NURS 5602	.....2
NURS 5603	.....3
NURS 5604	.....2
NURS 5605	.....3
NURS 5606	.....2
Total:	.....16

Practicum:

NURS 5609	.....4
Total:	.....4
Total Concentration:	.....45

COURSE DESCRIPTIONS:**NURS 5000 Theoretical Foundations of Advanced Nursing Practice (3)**

This course provides the student with the theoretical foundations for advanced nursing. The primary focus of the course is on the analysis of nursing conceptual models and theories. The relevance of concepts from basic and applied sciences are examined in terms of their impact on individuals, families, groups as clients in health care systems, and global health care delivery.

NURS 5001 Health Care Policy (3)

The primary focus of this course is the analysis of healthcare systems. Public and private healthcare delivery systems are examined. Students explore future challenges and processes to improve systems.

NURS 5002 Advanced Nursing Research (3)

This course involves the systematic examination and application of the research process. The concept of evidenced-based practice and its application to nursing is critically examined.

NURS 5003 Advanced Role Development (3)

This course provides students with an in-depth understanding of the legal, historical, political, social, and ethical aspects of advanced nursing. Traditional and emerging roles for advanced nursing are examined.

NURS 5101 Advanced Health Assessment (3)

This course prepares the advanced practice nurse to perform targeted and comprehensive advanced health assessment of the adult client. Principles and techniques of data collection are incorporated.

NURS 5102 Advanced Health Assessment Clinical (1)

This clinical course emphasizes application of techniques to perform targeted and comprehensive advanced health assessment of the adult client. Synthesis, critical analysis, interpretation of physical assessment data, diagnostic reasoning, and clinical judgment are developed.

NURS 5103 Advanced Pathophysiology (3)

An in-depth scientific knowledge base relevant to selected pathophysiological states confronted by advanced practice nurses is explored. This course provides a basis for the foundation of clinical decisions related to selected diagnostic tests and the initiation of therapeutic regimens. Pathophysiology across the lifespan is correlated to clinical diagnosis and management.

NURS 5104 Advanced Pharmacology (3)

This course provides advanced pharmacology and therapeutics used in the treatment of selected health conditions commonly encountered by the advanced practice nurse. Emphasis focuses on the decision making process utilized to prescribe and monitor pharmacotherapeutics appropriate to the client situation.

NURS 5201 Theories of Nursing Education (3)

This course explores major research based theories of adult and nursing education. These theories will be applied to a variety of settings/and or levels of education.

NURS 5202 Teaching Strategies & Evaluation Methods (3)

This course provides the learner with knowledge necessary for competent classroom and clinical teaching. Methods of teaching students at the university, community college, and healthcare settings in classroom, seminar and electronic formats are explored. Evaluation methods used in the classroom and in clinical instruction are included.

NURS 5203 Curriculum Design (3)

This course introduces the student to traditional and contemporary considerations for curriculum planning and design as applied to nursing education. Emphasis is placed on philosophy, theory, objectives, curriculum designs, and total program evaluation.

NURS 5207 Clinical Focus Practicum (2)

This practicum experience is designed to integrate theory in a reality context of the clinical specialty. Opportunities are provided to participate in all phases of client care.

NURS 5209 Nursing Education Practicum (4)

This practicum experience is designed to integrate theory in a reality context of the teaching role. Opportunities are provided to participate in all phases of the teaching role and to experiment with different teaching methods.

NURS 5301 Nursing Administration I (3)

Comprehensive analysis of concepts required for effective performance of the nurse executive's role in organizations. Management as a function of the total organizational systems is evaluated. Organizational designs and interpersonal relationships in the healthcare organization are critiqued.

NURS 5302 Nursing Administration II (3)

A synthesis of concepts used for effective performance of the nurse executive's role in organizations. The use of human and financial resources in organizational development is explored.

NURS 5303 Health Care Finance (3)

Introduction to accounting and financial management focusing on the health care industry; includes understanding financial reports, costs behavior and profit analysis, cost allocation, pricing and service decisions, managerial accounting, planning and budgeting, time value analysis, and financial risk.

NURS 5304 Human Resource Management (3)

Personnel and human resource issues including labor management in nursing and health care settings.

NURS 5305 Quality Management in Nursing & Health Care (3)

Analysis of quality management system models in health care.

NURS 5309 Nursing Administration Practicum (4)

This practicum experience is designed to integrate theory in a real-life context of the administrator's role. Opportunities are provided to participate in all phases of the executive role in different administrative settings.

NURS 5401 Nursing Informatics & Information Management (2)

This course provides students with an overview of nursing informatics and the theoretical foundation for information management within the health care setting. The impact of automated data management through advances in information technology, health care information systems, and tele-health are explored.

NURS 5402 Health Care Information Systems (3)

This course introduces the concepts upon which health care information systems are developed, implemented, and maintained. Operating systems, networking concepts, security issues and workstation design and evaluation related to the health care environment are addressed.

NURS 5403 Analysis & Design of Health Care Information Systems (3)

This course provides students with knowledge and skills needed to analyze and design health care information systems. Informatics models, conceptual frameworks, and practice activities are discussed.

NURS 5404 Evaluation of Health Care Information Systems (3)

This course provides advanced knowledge and skill for implementing and evaluating health care information systems in practice. Emerging technologies are emphasized.

NURS 5405 Health Care Data Analysis Techniques (3)

This course presents the concepts related to complex data analysis within the health care environment. Principles of data collection, organization and statistical analysis and interpretation will be covered. Students will also have the opportunity to review complex applications for data mining and reporting within the health care environment.

NURS 5407 Nursing Informatics Applications I (2)

The practicum course builds upon the concepts and technology introduced in related informatics course work to provide experiences in informatics applications in health care settings.

NURS 5409 Nursing Informatics Applications II (2)

The practicum course builds upon the concepts and technology introduced in other related informatics course work to provide additional experiences in informatics applications in health care settings. Students will have the opportunity to explore a variety of informatics applications and then identify specific informatics applications based on their practice interests.

NURS 5501 Adv Adult Health Nursing I (3)

This course focuses on the theoretical and conceptual basis of the advanced practice nurse role in the delivery of care to adult populations from a social, cultural, psychological, physical, spiritual, and economic perspective.

NURS 5503 Adv Adult Health Nursing II (3)

This course focuses on the theoretical and conceptual basis for nursing management of clients experiencing chronic illness from social, cultural, psychological, physical, spiritual, and economic perspectives.

NURS 5511 Psychiatric Nursing Care I (3)

This course will provide a foundation in the specialty care of individuals and families experiencing a psychiatric disorder.

NURS 5513 Psychiatric Nursing Care II (3)

This course provides students with a conceptual theory-base for implementing advanced practice psychiatric nursing psychotherapy interventions.

NURS 5521 Advanced Concepts in Critical Care (3)

This course focuses on advanced concepts related to multi-organ/system function and dysfunction. Physiology, assessment, pathophysiology, system failure, and clinical management of the endocrine and defense systems are addressed. Detailed overviews of multi-system dysfunction in shock, trauma, and burns are used to integrate core concepts with more complex pathophysiology and advanced treatment modalities.

NURS 5523 Core Concepts in Critical Care II (3)

This course focuses on the cardiovascular system, the hematologic system, and electrolyte balance in health and disease. Physiology, pathophysiology, system failure, and clinical management are integrated to provide advanced knowledge necessary to deliver care to critically ill patients.

NURS 5541 Maternal Child Nursing I (3)

This course focuses on nursing care of women experiencing health issues and development transitions. Nursing strategies for illness prevention, health promotion, and clinical management of acute and chronic conditions are examined.

NURS 5543 Maternal Child Nursing II (3)

This course provides opportunities for students to develop the knowledge they need to intervene in conditions affecting women prior to, throughout and after their pregnancy.

NURS 5601 Family Nurse Practitioner I (3)

The focus of this course is on nursing care of families with children and adolescents who are experiencing health and developmental transitions. Nursing strategies are designed which promote health in children and adolescents and provide an avenue for intervention in situational health crisis.

NURS 5602 Family Nurse Practitioner I - Clinical (2)

This course is designed to provide the student with opportunities to deliver advanced nursing care to children and adolescents in families and communities. In collaboration with nursing faculty and clinical preceptors various primary care settings including rural and urban and underserved populations will be employed for clinical practice.

NURS 5603 Family Nurse Practitioner II (3)

This course focuses on the health and illness problems experienced by young and middle adults in underserved, rural, and urban populations. Content includes developmental, physiological, pathological, and psychosocial variables related to health/illness problems and life transitions of young and middle adults.

NURS 5604 Family Nurse Practitioner – Clinical (2)

The clinical course is designed to provide the student with opportunities to apply knowledge, skill, relevant theories, and research in the care of young and middle adults and their families. The student is expected to complete health assessments of young and middle adult clients and develop comprehensive plans of care.

NURS 5605 Family Nurse Practitioner III (3)

This course focuses on nursing care of women experiencing health and developmental transitions. Biopsychosocial interactions during the childbearing cycle, as well as other health concerns of women which affect the family system such as infertility and family planning, are examined.

NURS 5606 Family Nurse Practitioner III – Clinical (2)

The focus of this clinical course is delivery of advanced nursing care to women. Various clinical settings with underserved, rural, and urban populations will be employed for clinical practice.

NURS 5609 Adv Family NP Practicum (4)

This practicum experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families and communities. Emphasis is placed on health promotion, disease prevention and clinical management of clients with common acute and chronic illness.

NURS 5631 Pediatric Nursing I (3)

This course focuses on health maintenance and health promotion for well children and their families.

NURS 5633 Pediatric Nursing II (3)

This course is designed to provide the advanced practice nurse with the necessary knowledge base to provide care for children and their families experiencing minor acute illness. Content will emphasize common minor acute illnesses typically seen in the ambulatory clinic site.

NURS 5990 SCHOLARLY SYNTHESIS/RESEARCH (3-6 HRS)

As a culminating experience, this course provides the student with the opportunity to complete a synthesis activity. The student may choose one of the following scholarly activities: 1) design a program; 2) write a grant proposal; 3) complete a thesis; 4) complete a scholarly project; 5) submit a manuscript for publication; 6) present at a national or regional research conference.

DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE

_____, *Department Chair and Graduate Coordinator*
Health and Human Performance, Dunn Center 268
P.O. Box 4445
(931) 221- 6115 or email at @apsu.edu

FACULTY:

Anne Black, Wayne Chaffin, Rebecca Glass, Rae Hansberry, Marcy Maurer, Gregory Moore, Omie Shepherd, and Gregg Steinberg

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

Graduate offerings in the Department of Health and Human Performance are designed to prepare leaders to meet challenges in ever-changing community, educational, and health care environments. 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 13 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 19.

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.

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, an online program, 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.

MASTER OF SCIENCE**HEALTH AND HUMAN PERFORMANCE (M.S.)**

(33-36 semester hours)

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

PUBLIC AND COMMUNITY HEALTH CONCENTRATION**Required Core:**12**Concentration Requirements:**

HHP 5500 Epidemiology	3
HHP 5550 Public Health Education	3
HHP 5600 Legal Aspects of HHP	3
HHP 5700 Health Aspects of Aging	3
Electives:	9
Total:	33

EXERCISE SCIENCE SPECIALIZATION**Required Core:**12**Specialization Requirements:**

HHP 5150 Efficiency of Human Movement	3
HHP 5350 Physiology of Exercise	3
HHP 5460 Procedures of Graded Exercise Testing	3
HHP 5600 Legal Aspects of HHP	3
Electives:	9
Total:	33

HEALTH SERVICES ADMINISTRATION SPECIALIZATION**Required Core:**12**Specialization Requirements:**

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

SPORTS ADMINISTRATION SPECIALIZATION**Required Core:**12**Specialization Requirements:**

HHP 5210 Directing Athletic Programs	3
HHP 5400 Facilities and Equipment in Sports	3
HHP 5600 Legal Aspects of HHP	3
HHP 5710 Psychological and Sociological Aspects of Sports	3
Electives:	9
Total:	33

During the last term in residence, or as otherwise specified, the candidate must pass a departmental exit 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 of trends in sports administration. Emphasis on meaningful 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 student's knowledge and skills deemed essential to the field of health education practice as delineated by the profession, and (3) enhance the student's knowledge of the history and philosophy of health education.

HHP 5150 Efficiency of Human Movement (3) SU

The factors which produce successful motor performance are addressed. 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 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) S

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)

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) F

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) S

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) S

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

HHP 5640 Human Resource Management (3) S

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 affect 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) F**

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

David Denton, *Department Chair*

Psychology, CL 205

P.O. Box 4537

(931) 221-7233 or email at dentond@apsu.edu

<http://www.apsu.edu/psychology/grad2.htm>

Uma Iyer, *Graduate Coordinator*

(Industrial/Organizational)

Psychology, CL 215E

P.O. Box 4537

(931) 221-6331 or email at iyeru@apsu.edu

LuAnnette Butler, *Graduate Coordinator*

(School Counseling)

Psychology, CL 221A

P.O. Box 4537

(931) 221- 7229 or email at butlerl@apsu.edu

Stuart Bonnington

(Community Counseling)

Psychology, CL 303B

P.O. Box 4537

(931) 221-7234 or email at bonningtons@apsu.edu

FACULTY:

Stuart Bonnington, LuAnnette Butler, David Denton, Sam Fung, Buddy Grah, Uma Iyer, Nicole Knickmeyer, Jean Lewis, Paul Nicodemus, Pattie 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 13 for admission requirements to the College of Graduate Studies. In addition to meeting the requirements of the College, students must meet the following four conditions to be offered **regular admission** to the psychology department – 1) achieved a minimum cumulative undergraduate GPA of 2.5 on undergraduate work taken as part of a bachelor's degree, **AND** 2) achieved a minimum GRE-Verbal score of 300, **AND** 3) achieved a minimum GRE-Quantitative score of 300, **AND** 4) attain a calculated score of 2000 or greater based on the following formula: $GPA \times 400 + GRE-V + GRE-Q \geq 2000$. All four conditions must be satisfied to be offered regular admission. Provisional admission may be granted to an applicant who fails to meet any of the first three conditions, but whose calculated score using the formula in condition 4 is 2000 or above. The psychology department does not grant conditional admissions. Review of applications for Fall admission begins March 1 and for Spring admission it begins November 1. Later applications will be considered based upon openings. Applicants to the Department of Psychology must be formally admitted to the department before they can enroll in any classes. Any updates or changes to admissions requirements may be found at www.apsu.edu/psychology/grad2.htm.

THESIS

Requirements for thesis are stated on page 19.

MASTER OF ARTS

PSYCHOLOGY (M.A.)

(37-63 semester hours)

The following three concentrations are available: industrial/organizational psychology, community counseling and school counseling. 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 15 hours of graduate course work.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

The industrial/organizational (I/O) 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 should include a course in industrial and organizational psychology. Other courses may include social psychology, learning, cognition, personality, statistics, research methods and measurements. Possible changes in requirements may significantly alter this program of study. Please consult <http://www.apsu.edu/psychology/ioprogram.htm> for current information.

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 Job 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
Total:	37

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.

COUNSELING CONCENTRATIONS*

Pursuing a concentration in counseling has two choices: Community Counseling or School Counseling. The prerequisite for pursuing this degree is 18 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 the applicant counseling in either of these concentrations must request admission to candidacy before completing 15 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. Possible changes in requirements may significantly alter this program of study. Please consult <http://www.apsu.edu/psychology/mhclass.htm> for current information.

Required:

	Hours
PSY 5000 Research in Psychology	3
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	3
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
Total:	60-63

SCHOOL COUNSELING CONCENTRATION

The school counseling concentration is designed to prepare graduates for school counseling positions at elementary, middle/junior high and high school 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. Possible changes in requirements may significantly alter this program of study. Please consult <http://www.apsu.edu/psychology/scclass/htm> for current information.

Required:

	Hours
PSY 5090 Social and Community Psychology	3
PSY 5110 Lifespan Development	3
PSY 5130 Statistics and Data Analysis	3
PSY 5140 Advanced Educational Psychology	3
PSY 5190 Psychological Assessment	3
PSY 5320 Learning and Behavioral Disorders	3
PSY 5400 Theories of Counseling	3
PSY 5410 Counseling Techniques	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	3
PSY 5725 Internship in School Counseling	3, 6
PSY 5950 Research Paper	3
Or	
PSY 5990 Thesis	6
PSY 6015 Introduction to School Counseling	3
Total:	57-63

***Possible changes in Tennessee certification requirements or accreditation may significantly alter this program of study. Please consult with the Coordinator of Community Counseling or Coordinator of School Counseling for current information.**

***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.

The psychology department offers one concentration, School Counseling, under the Educational Specialist Programs of Study. The School Counseling consists of 32 to 33 hours of course work beyond the master's degree. Possible changes in requirements may significantly alter this program of study. Please consult with the Program Coordinator of Industrial/Organizational Psychology for current information.

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	3
EDUC 6990 Field Study	4
or	
PSY 6990 Field Study	4
Total:	18-19

SCHOOL COUNSELING

Concentration Requirements:

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

***Possible changes in Tennessee certification requirements or accreditation may significantly alter this program of study. Please consult with the Coordinator of School Counseling for current information.**

COURSE DESCRIPTIONS:

PSY 5000 Research in Psychology (3)

Prerequisite: Permission of instructor.

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 5010 Death, Dying and Bereavement (3)

Prerequisite: Permission of instructor.

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)

Prerequisite: Permission of instructor.

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 5030 Introduction to Educational Psychology (3)

Prerequisite: Permission of instructor.

Provides prospective teachers and understanding of the way student learn and develop. The learning process, its determining conditions and its results will be emphasized. The course will also provide an overview of child and adolescent development as it relates to student behavior. Instructional strategies and assessment will also be covered. Individual research projects in a specific topic relevant to educational psychology is required.

PSY 5040 Behavior Modification: Theories and Practice (3)

Prerequisite: Permission of instructor.

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)

Prerequisite: Permission of instructor.

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 5090 Social and Community Psychology (3)

Prerequisite: Permission of instructor.

The mutual interaction of individuals with social institutions and the dynamics of behavior in a social context.

PSY 5100 Advanced Physiological Psychology (3)

Prerequisite: Permission of instructor.

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, and/or permission of instructor.

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)

Prerequisite: Permission of instructor.

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, and/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 equivalent

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, and 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 5250 History and Systems of Psychology (3)

Prerequisite: Permission of instructor.

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 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 behavioral disorders. Educational and psychological treatment alternatives are emphasized.

PSY 5400 Theories of Counseling (3)

Prerequisite: Permission of instructor.

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: Admission to Counseling, or School Psychology Programs, PSY 5400, or permission of instructor.

Co-requisite: Must be taken concurrently with PSY 5411.

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)

Prerequisites: Admission to Counseling, or School Psychology Programs, PSY 5400, or permission of instructor.

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.

Co-requisite: Must be taken concurrently with PSY 5421.

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)

Prerequisite: PSY 5410 with a grade of "B" or better and permission of instructor.

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)

Prerequisite: Permission of instructor.

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 5500 Industrial and Organizational Psychology (3)

Prerequisite: Permission of instructor.

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)

Prerequisite: Permission of instructor.

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)

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)

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)

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)

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)

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)

Prerequisite: Permission of instructor.

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 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 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 (3, 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)

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, and permission of instructor.

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 5850 Independent Study (1)

Prerequisite: Permission of instructor.

Permits the advanced student to pursue in-depth study of topics of special interest.

PSY 5860 Independent Study (1)

Prerequisite: Permission of instructor.

Permits the advanced student to pursue in-depth study of topics of special interest.

PSY 5950 Research Paper (3)

Prerequisite: Permission of instructor.

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 (3,3)

Prerequisite: Permission of instructor.

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)

Prerequisite: Permission of instructor.

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)

Prerequisite: PSY 5400 or permission of instructor.

This course explores historical and contemporary issues facing professional school counselors. School systems, professional identity, effective team membership with pre-Kindergarten-12 educational and support staff, client, parental, and community needs, leadership strategies, conducting and reviewing research, knowledge and application of educational technology, and ethical and legal concerns will be addressed.

PSY 6020 Ethics in Psychology (3)

Prerequisite: Permission of instructor.

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 6990 Field Study (4)

Provides research experience related to the student's area of specialization. The research topic must be approved by the candidate's graduate committee.



COLLEGE OF SCIENCE AND MATHEMATICS

Gaines Hunt, *Dean*
(931) 221-7971 or email at huntg@apsu.edu

The College of Science and Mathematics is the academic home of the Department of Biology's graduate program which offers the master's degree in biology. The mission of the biology graduate program is to provide a collaborative, collegial environment for advanced study while providing a foundation in research methodology and the resources required for student professional growth and development.

DEPARTMENT OF BIOLOGY

Keith Belcher, *Department Chair*
Science, SSC D125
P.O. Box 4718
(931) 221-7781 or email at belcherk@apsu.edu

Don Dailey, *Graduate Coordinator*
Science, SSC D217
P.O. Box 4718
(931) 221-7440 or email at daileyd@apsu.edu

FACULTY:

Andrew N. Barrass, 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, Ralph H. McCoy, Gilbert Pitts, 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 13 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 19.

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
Total:	.7

Select One Research Plan

Plan I: Research Literacy Paper

Required Core:	.7
Electives*:	.28
Total:	.35

Students selecting Plan I will submit a paper to the College of Graduate Studies for review and approval after the paper has been approved by the student's graduate committee chair.

Plan II: Research Project

Required Core:	.7
BIOL 5950 Research Paper	.2
Electives*:	.24
Total:	.33

Students selecting Plan II will submit a research paper based on an original, scientific investigation conducted under the supervision of the student's graduate committee chair. This paper will refer specifically to the paper written in connection with BIOL 5950 and will have no reference to other papers that may be required in any other courses. After the paper is approved by the student's graduate committee chair, it must be submitted to the College of Graduate Studies where it will be reviewed and approved.

Plan III: Thesis

Required Core:	.7
BIOL 5990 Thesis	.6
Electives*:	.20
Total:	.33

* 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
SubTotal:	.9

Research Plan:

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

Specialty Area:

BIOL 5860 * Clinical Practicum I	.4
BIOL 5870 * Clinical Practicum II	.4
BIOL 5880 * Clinical Practicum III	.4
SubTotal:	.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
SubTotal:	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
SubTotal:	9

Research Plan:

BIOL 5950 Research Project/Paper	2
or	
BIOL 5990 Thesis	6
SubTotal:	2-6

Specialty Area:

BIOL 5850 Clinical Practicum in Microbiology	15
SubTotal:	15

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
SubTotal:	12-15
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
SubTotal:	9

Research Plan:

BIOL 5950 Research Project/Paper	2
or	
BIOL 5990 Thesis	6
SubTotal:	2-6

Specialty Area:

BIOL 5810 * Clinical I	4
BIOL 5820 * Clinical II	4
BIOL 5830 * Clinical III	4
SubTotal:	12

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
SubTotal:	12-15
TOTAL:	35-43

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 5020 Biological Sciences and Geographic Information Systems (4)**Four hours lecture**

Prerequisite: Permission of instructor

Students in the biological sciences shall learn the functionality of geographic information systems and spatial analysis related to epidemiological and population dynamics. They will learn the integration of computer plotting, site investigation mapping and analysis of geo-positioning satellite information from the application of real-time case studies of research problems in the biological sciences.

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 5070 Animal Behavior (4)**Four hours lecture**

Prerequisite: Permission of instructor

The course will instruct the student in major topics of animal behavior. The instructional material will focus on the three main areas of animal behavior research, categories of animal behavior, evolution of animal behavior and neuro-analysis of animal behavior.

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 Speciality 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 Speciality 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 Speciality 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**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 processes 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 adaptation.

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, mini-computers, 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)****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.

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 African Americans, Native Americans, Asians and Latinos.

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. Study abroad only.

SPAN 510B Spanish for Graduate Research II (3)

A continuation of 510A, but with more emphasis in the development of communicative skills. Study abroad only.

SPAN 5200 History of the Spanish Language (3)

Examines the developments of the Spanish language from its classical roots to the present time.

SPAN 5510 Spanish Peninsular Literature I (3)

An in-depth study of Spanish Peninsular literature from its beginning to the 18th Century.

SPAN 5520 Spanish Peninsular Literature II (3)

An in-depth study of Spanish Peninsular language from the 19th and 20th centuries.

SPAN 5610 Spanish American Literature I (3)

An in-depth study of Spanish American literature from its origins to the Wars of Independence.

SPAN 5620 Spanish American Literature II (3)

An in-depth study of Spanish American literature from the Wars of Independence to the present.

SPAN 5950 Research Paper (3)

Through independent study, students will produce a graduate research paper in Spanish to fulfill the research requirements for the M.A.Ed. degree.

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 or private higher educational institution in this State, as such status is defined by such institution.

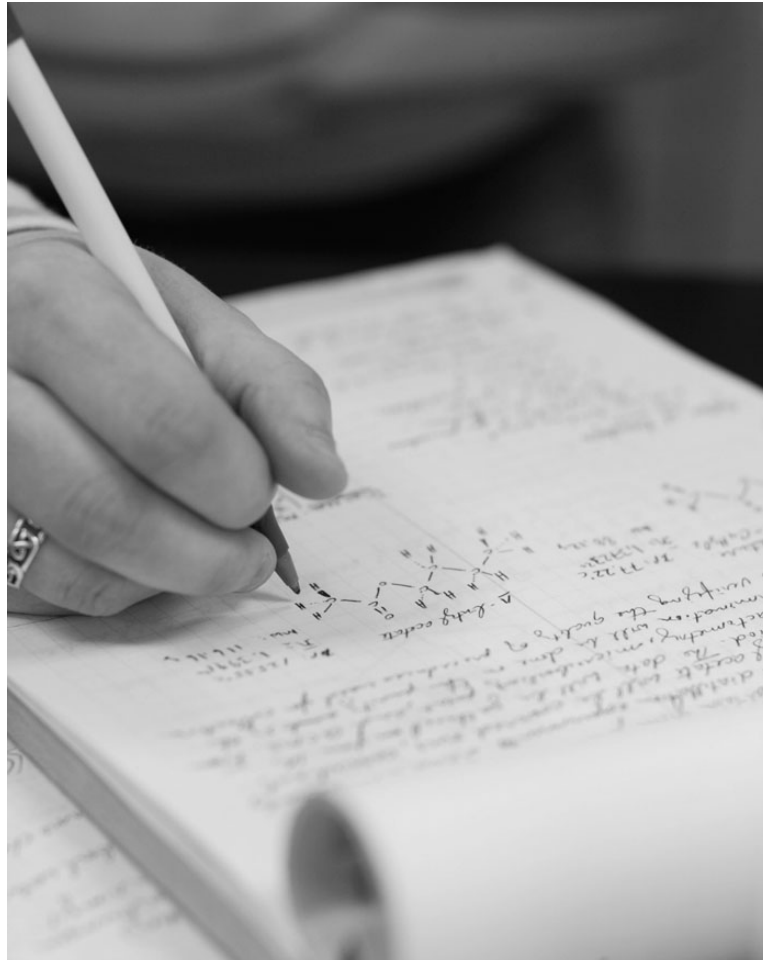
Paragraph 6. Evidence to be considered for Establishment of Domicile. If a person asserts that he or she has established domicile in this State, he or she has the burden of proving that he or she has done so. Such a person is entitled to provide to the public higher educational institution by which he or she seeks to be classified or reclassified in-state, any and all evidence which he or she believes will sustain his or her burden of proof. Said institution will consider any and all evidence provided to be concerning such claim of domicile but will not treat any particular type of item of such evidence as conclusive evidence that domicile has or has not been established.

Paragraph 7. Appeal. The classification officer of each public higher educational institution shall be responsible for initially classifying students "in-state" or "out-of-state". Appropriate procedures shall be established by each such institution by which a student may appeal his or her initial classification.

Paragraph 8. Effective date for Reclassification. If a student classified out-of-state applies for in-state classification and is subsequently so classified, his or her in-state classification shall be effective as of the date on which reclassification was sought. However, out-of-state tuition will be charged for any quarter or semester during which reclassification is sought and obtained unless application for reclassification is made on or before the last day of registration of that semester.

Adopted by the State Board of Regents March 21, 1986

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GRADUATE FACULTY

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B.S., M.B.A., Northern Illinois University; D.B.A., Mississippi State University

ROY BAKER (2000) Assistant Professor of Finance and Marketing Management
B.B.A., Cleary College; M.S.A., Central Michigan University; Ph. D., Walden University

LINDA A. BARNES (1991) Professor of English
B.A., M.A., University of Arkansas; Ph.D., Vanderbilt University

ANDREW N. BARRASS (2003) Assistant Professor of Biology and Director of the Center of Excellence for Field Biology
B.S., M.S., Austin Peay State University; Ph.D., Vanderbilt University

BETTIE BARRETT (2003) Assistant Professor of Education and Director of Professional Educational Experiences
M.Ed., Ph.D., University of Southern Mississippi

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

KEITH BELCHER (1994) Chair of the Department of Biology and Associate Professor of Biology
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 MissouriRolla

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

JOE ANN BURGESS (2005) Interim Director of Nursing
B.S.N., Austin Peay State University; M.S.N., Tennessee State University; Ed.D., Tennessee State University

WILLODEAN D.S., BURTON (1991) Professor of Biology
B.S., M.S., Tennessee State University; Ph.D., University of Tennessee-Knoxville

LUANNETTE BUTLER (1994) Graduate Coordinator of the Department of Psychology and Associate Professor of Psychology
A.B., University of Kentucky; M.A., Georgetown College; Ed.D., Tennessee State University.

THOMAS BUTTERY (2004) Dean of the College of Professional Programs and Social Sciences
B.A., Kean University; M.S., Ed.D., Indiana University

SUSAN CALOVINI (1991) Chair and Graduate Coordinator of the Department of Languages and Literature and Associate Professor of English
B.S., Ohio University; M.A., Ph.D., Ohio State University

CULLEY JANE CARSON-GREFE (2003) Associate Professor of French and Spanish
B.A., Pomona College; M.A., Ph.D., University of Oregon

WAYNE CHAFFIN (1978) Professor of Health and Human Performance
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

ROGER CLARK (1992) Assistant Professor of Accounting
B.S., Middle Tennessee State University; J.D., Ph.D., University of Tennessee; C.P.A.

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) Graduate Coordinator of the Department of Biology and Professor of Biology
B.S., University of Southern Indiana; Ph.D., Indiana University School of Medicine

DORIS DAVENPORT (1992) Associate Professor of Nursing
B.S.N., Austin Peay State University; M.S.N., University of Tennessee at Chattanooga; D.S.N., University of Alabama at Birmingham.

MARGARET N. DEITRICH (1990) Professor of Education
B.S., The Pennsylvania State University; M.A., Ph.D., Michigan State University

DAVID DENTON (2002) Chair of the Department of Psychology and Associate Professor of Psychology
B.A., M.S., University of Tennessee at Chattanooga; Ph.D., University of Tennessee at Knoxville

JAMES DIEHR (1982) Dean of College of Arts and Letters
B.F.A., M.S., Ed.S., Pittsburg State University; Ph.D., University of Missouri

LENI DYER (2001) Assistant Professor of 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 English
B.A., M.A., Arizona State University; Ph.D., Rutgers University

BLAS G. FALCONER (2003) Assistant Professor of English
B.A., George Mason University; M.F.A., University of Maryland; Ph.D., University of Houston

I. JOE FILIPPO (1968) Assistant Vice President for Academic Affairs and Professoremeritus 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

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

DWONNA GOLDSTONE (2001) Assistant Professor of African-American Literature
B.A., University of Iowa; M.A.T., Brown University; Ph.D., The University of Texas at Austin

JAMES MICHEAL GOTCHER (1990) 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 GRIMMETT (1983) Associate Professor of Management
B.S.A.E., West Virginia University; M.B.A., Austin Peay State University; Ph.D., P.E., St. Louis University

DAVID GUEST (1992) Associate Professor of English
B.A., University of South Carolina; M.A., University of North Carolina; Ph.D., Vanderbilt University

JAMES RONALD GUPTON (1970) Professor of Mathematics
B.A., Austin Peay State University; M.A., Ph.D., Vanderbilt University

PATRICIA HALBECK (1988) 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

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) Graduate Coordinator of School of Education and Professor of Education
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

MARY JANE HAYES (2003) Assistant Professor, School of Education
B.A., Vanderbilt University; M.Ed., Tennessee State University

ALLEN C. HENDERSON (1994) Associate Professor of Music
B.M., Carson Newman College; M.M., University of Tennessee-Knoxville; D.M.A., University of Cincinnati

LARRY HOEHN (1979) Chair of the Department of Mathematics and 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

GAINES HUNT (1979) Dean of the College of Science and Mathematics and Professor of Agriculture
B.S., Austin Peay State University; M.S., Ph.D., Mississippi State University

UMA IYER (2001) Graduate Coordinator of the Department of Psychology and Assistant Professor of Psychology
B.A., M.A., M. Phil., University of Kerala, India; Ph.D., Institute of technology, India

TED JONES (1994) Interim Chair of the Department of Communication and Theatre and Professor of Mass Communication

B.M.Ed., Florida State University; M.A., Austin Peay State University; Ph.D., The University of Alabama

ELLEN W. KANERVO (1977) Professor of Mass Communication

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

KAREN KENASTON-FRENCH (2003) Assistant Professor of Music and Director of Choral Activities

B.A., West Virginia Wesleyan College; M.S.M., Perkins School of Theology; M. Music, Southern Methodist University; D.M.A., University of North Texas

PHILLIP R. KEMMERLY (1972) Professor of Geology

B.S., M.S., Kansas State University; Ed.D., Oklahoma State University

KIL – JOONG KIM (1980) Professor of Economics

B.A., Sogang University; Ph.D., University of Cincinnati

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

NICOLE KNICKMEYER (2004) Assistant Professor of Psychology

B.A., University of Missouri; M.S., University of Memphis

SUSAN KOCH (2000) Associate Professor of Accounting

B.S., B.A., M.A.S., University of Alabama at Huntsville; Ph.D., University of Alabama; C.P.A.

JEFFERSON G. LEBKUECHER (1992) Professor of Biology

A.S., Volunteer State Community College; B.S., M.S., Tennessee Technological University; Ph.D., Vanderbilt University

JEEYOUN KATHY LEE (2004) Assistant Professor of Broadcast Media

B.J.M.C., M.A., University of Nebraska-Lincoln

LARRY LOWRANCE (1995) Professor of Education

B.A., Union University; M.Ed., Ed.D., University of Memphis

DONALD LUCK (1992) Professor of Education

B.A., Wartburg College; M.A., Ed.D., University of Northern Iowa

SARAH LUNDINSCHILLER (1993) Associate Professor of Biology

B.A., The University of Tennessee; Ph.D., University of California, School of Medicine

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 English

B.A., Murray State University; M.A., Morehead State University; Ph.D., Southern Illinois University

SHARON C. MABRY (1970) Graduate Coordinator of the Department of Music and 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

DAVID MAJOR (2004) Associate Professor of English

A.B., M.A., Western Kentucky University; Ph.D., Oklahoma State 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

TOMMY MEADOWS (1977) Chair of Business law, Economics, General Business and Decision Sciences and Professor of Economics

B.A., University of North Carolina – Asheville; M.S., Ph.D., Clemson University

DAVID KIRK MENSER (1992) Associate Professor of Mathematics

B.S., M.A., Murray State University; Ph.D., Vanderbilt University

JUDITH MESA-PELLY (2003) Assistant Professor of English

B.A., University of New Jersey – Rutgers; M.A., City University of New York; M.A., Ph.D., University of Miami

DAN MEYER (2004) Associate Professor of Accounting

B.B.A., University of Mississippi; M.S., Purdue University; Ph.D., University of Missouri

PHILLIP MOERY (2004) Director of the School of Business and Professor of Business

B.S., University of Arkansas; M.S., Virginia Polytechnic Institute and State University; Ph.D., George Washington University

GREGORY MOORE (2004) Professor of Health and Human Performance

B.B., University of Iowa; M.B.A., Austin Peay State University; Ed.D., Vanderbilt University

JOHN MOSELEY (1996) Professor of Mass Communication

B.S., M.A., Austin Peay State University

CARROLL BRUCE MYERS (1970) Professor of Computer Science
B.A., Berea College; M.A., Ph.D., University of Kentucky

STEPHANIE NEWPORT (1993) Professor of Management
B.S., University of Maryland; M.B.A., Austin Peay State University;
Ph.D., University of Texas at Arlington

PAUL NICODEMUS (2004) Professor of Psychology
A.A., Mount Vernon Nazarene University; B.S., Trevecca Nazarene
University; M.S., Florida Institute Of Technology; Ph.D., Texas tech-
nology University

THOMAS A. PALLEEN (1981) Professor of Theatre
B.A., M.A., University of Missouri; Ph.D., Southern Illinois University

**FRANK PARCELLS (2001) Graduate Coordinator of the
Department of Communication and Theatre and Professor of
Mass Communication**
B.S., M.S., Ph.D., Southern Illinois University

MICHAEL PHILLIPS (1990) Professor of Finance
A.A., Stephens College; B.A., University of Kentucky; M.A., Ed.S.,
and Ph.D., Vanderbilt University

ALLENE S. PHYOLSEN (1990) Professor of English
A.A., Stephens College; B.A., University of Kentucky; M.A., Ed.S.,
and Ph.D., Vanderbilt
University.

**CHARLES PINDER (2004) Dean and Professor, College of
Graduate Studies**
B.S., Maryland State College; M. Ed., Kent State University; Ph.D.,
University of Maryland

GILBERT PITTS (2004) Assistant Professor of Biology
B.S., M.S., Ph.D., University of Minnesota

JERRY PLUMMER (2000) Assistant Professor of Economics
B.B.A., M.B.A., Tennessee State University; D.A., Middle Tennessee
State University

**YVONNE PRATHER (1989) Assistant Professor of
Mass Communication**
B.S., M.A., Austin Peay State University; Ph.D., Bowling Green State
University

**JAMES PRESCOTT (1996) Associate Professor of Public
Management**
B.S., Auburn University; M.P.A., University of South Alabama; Ph.D.,
Southern Illinois University at Carbondale

NORBERT PUSZKAR (2003) Assistant Professor of German
Magister Artium, Freie Universitat Berlin; Ph.D., University of
Southern California

JEANIE P. RANDALL (1985) Associate Professor of English
B.A., Maryville College; M.A., Austin Peay State University; Ph.D.,
University of Georgia

NELL K. RAYBURN (1988) Professor of Mathematics
B.S., David Lipscomb College; M.S., Ph.D., Vanderbilt University

**WILLAIM RAYBURN (1993) Associate professor of Management
Information Systems**
B.E., M.B.A., Vanderbilt University; D.B.A., Southern Illinois
University

**CARMEN REAGAN (1988) Professor of Marketing and Director,
Presidents Emerging Leaders**
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

**PHILIP ROBERSON (1992) Director of School of Education and
Professor of Education**
B.A., Harding University; M.A., Texas Tech University; M.R.E.,
Abilene Christian University; Ph.D., Oklahoma University

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

HASSAN SAID (2003) Associate Professor of Accounting
M.B.A., College Insurance of the Society of New York; M.A., Ph.D.,
University of Alabama

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

ROSCOE SHAIN (1978) Professor of Business Law
B.S., M.B.A., University of Louisville; J.D., Nashville School of Law

**OMIE SHEPHERD (1997) Associate Professor of Health and
Human Performance**
B.S., M.S., Austin Peay State University; Ph.D., Southern Illinois
University

**ANN L. SILVERBERG (1994) Interim Chair of the Department of
Music and 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 French

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

ALBERT J. TAYLOR (1984) Professor of Marketing

B.S., M.A., Central Missouri State University; D.B.A., Louisiana Tech University

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

LINDA THOMPSON (1994) Professor of Nursing

B.S.N., Samford University; M.S.N., The University of Tennessee; D.S.N., The University of Alabama at Birmingham

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

JOHN VOLKER (1999) Associate Professor of Management

B.S., M.B.A., Murray State University

DAVID M. von PALKO (1983) Professor of Mass Communication

B.S., Arizona State University; M.A., Northern Arizona University; J.D., Nashville School of Law

ANNE WALL (2004) Assistant Professor of Education

B.S., University of Kansas; M.A., Ed.S., Austin Peay State University

MICKEY WADIA (1993) Professor of English

B.A., The University of Calcutta; M.A., Jadavpur University; Ph.D., University of Southwestern Louisiana

ALLAN S. WILLIAMS (1968) Professor of Education

B.S.E., State College-Massachusetts; M.A., Columbia University; Ed.D., George Peabody College

TIMOTHY F. WINTERS (1997) Associate Professor of Classics

B.A., University of Arizona; 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

GREGORY WOLYNEC (2003) Assistant Professor of Music and Director of Bands

B.A., SUNY Potsdam/Crane School of Music; M.M., D.M., Michigan State 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) Graduate Coordinator of the Department of Communication and Theatre and Assistant Professor of Mass Communication

B.A., Nanjing Normal University; M.A.C.T.M., Cleveland State University; Ph.D., University of Wisconsin

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13. Degree and major you will seek?

Master of Arts Master of Arts in Education Master of Music
 Master of Science in Nursing Master of Science in Management
 Master of Science Master's +30 Education Specialist
 Unclassified Senior I Senior II Student Teaching Block (only)
 Major _____ Concentration/Specialization _____

14. 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 (Month/Year)	Name under which transcript will be issued

15. Are you enrolled currently at any of the above institutions? Yes No

16. If you have not earned your baccalaureate degree, when do you expect to complete the requirements?
 Month _____ Year _____

17. Active Duty/Veterans/Family Members

If you are active duty, an AARTS or DD295 is required. If you are a veteran, a DD214 Member Copy is required.

Date entered armed service _____ Date separated _____

Status (check one) Active Duty Veteran Family Member Retiree Civilian

Military ID Expiration Date: Month/Year ____/____

Active Duty Use Only (Family Members, Retirees, Do Not Complete)
 Pay Grade _____
 Unit Address _____
 Military Base _____
 Unit Phone _____ Years of Service _____

18. Selective Service Registration

All male citizens and permanent residents of the United States of America between the ages of 18 and 25 must have registered for the Selective Service prior to registering for classes at APSU.

I certify that I am registered with the Selective Service.

I certify that I am not registered with the Selective Service System because:

I am female I am a current member of the armed forces on active duty
 I am under 18 years of age I am 26 years of age or over
 I am an exempt resident alien Other (Please specify)

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 _____

4. PHONE NUMBER (current) (_____)_____-_____-_____ (permanent) (_____)_____-_____-_____

5. DEPARTMENT IN WHICH YOU ARE APPLYING FOR THE ASSISTANTSHIP (**SEE BACK FOR CHOICES**):

1ST Choice _____ 2nd Choice _____ 3rd Choice _____

6. YEAR AND SEMESTER(S) FOR WHICH APPLICATION IS BEING MADE: 20____ FALL____ SPRING____

7. UNDERGRADUATE DEGREE _____ MAJOR _____ MINOR _____ FINAL GPA _____
(i.e., B.S., B.A.)

YEAR EARNED _____ COLLEGE / UNIVERSITY _____ STATE _____

8. DURING THE TERM OF YOUR ASSISTANTSHIP, DO YOU PLAN TO WORK ELSEWHERE? ____YES ____NO
IF YES, WHERE: _____ A STATE AGENCY: ____YES ____NO

9. WHAT IS YOUR PROPOSED GRADUATE PROGRAM AT AUSTIN PEAY STATE UNIVERSITY?
DEGREE SOUGHT _____ MAJOR _____ (see Graduate Bulletin)
(i.e., M.S., M.A.)

10. **OPTIONAL DISCLOSURE:** BIRTH DATE ____/____/____ RACE _____ DISABILITY _____

11. **YOU MUST ATTACH A BRIEF RESUME** FOR COMMITTEE REVIEW AND **FORWARD TWO LETTERS OF RECOMMENDATION** FOR THE ASSISTANTSHIP. THESE LETTERS ARE SEPARATE FROM THE ONES REQUIRED FOR ADMISSIONS. *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
Communication and Theatre
Health & Human Performance
Languages & Literature
Music
Psychology
School of Education
School of Business
School of Nursing

Service Units

Academic Affairs
Admissions
Affirmative Action/President's Office
Career Services
Center of Excellence
 Languages & Literature
 Theater
 Music
Child Learning Center
Counseling and Testing
Developmental Studies Program
Disability Services
Institutional Research & Effectiveness
Publications and Public Relations
Student Development Center
Student Financial Aid
Student Life and Leadership
Student Support Services
TN Small Business Development Center
University Recreation

Austin Peay State University awards numerous graduate assistantships each year. Please complete and return your Graduate Assistantship application, along with a resume and two letters of recommendation before March 1st. Applications received after March 1st may still be considered, but preference will be given to those submitted prior to the deadline. Questions about a specific Academic or Service Unit should be directed to the College of Graduate Studies at (931)-221-7414.

Graduate Assistant applications are good for one academic year. A resubmitted application is required for the second year, before the **March 1st deadline**.

**Austin Peay State University
Recommendation for Graduate Study**

This recommendation should be completed from anyone who can verify that the applicant has demonstrated evidence of the ability to do graduate level academic work successfully. **(This form cannot be used for the Educational Leadership Studies Program.)** The completed form should be sent directly to the following address by the person making the recommendation:

Graduate Admissions
Austin Peay State University
P. O. Box 4548
Clarksville, TN 37044

This section to be filled out by applicant

Applicant's Name: _____

Applicant's Social Security Number: _____

The Family Education Rights and Privacy Act of 1974 provides access to educational records and permits the candidate the right to review and inspect this evaluation and to challenge its contents. The Act also permits the candidate to waive his/her right of access to confidential statements obtained with respect to an application for admission or employment, and the candidate may do so by signing the waiver below.

I, _____, hereby waive my right of access to inspect and review the following evaluation requested from _____. Date: _____

Signature of Student

This section to be filled out by person making the recommendation

Name of person making recommendation: _____

Position: _____ Institution: _____

Address of Institution: _____

Telephone number: _____

How long and in what capacity have you known this applicant?

(OVER)

Please rate the applicant on each of the dimensions that follow. Indicate the comparison group you have used to make your ratings:

- _____ undergraduate majors
- _____ students enrolled in terminal masters program
- _____ other (please specify)

	Top 5%	Top 10%	Top 25%	Top 50%	Bottom 50%	No Basis for Rating
intellectual ability						
analytical ability						
creative ability						
knowledge of subject matter						
ability to speak ability to write						
ability to work independently						
ability to work with others						
ability to take direction						
potential as a teacher						
potential as a professional						
potential as a researcher						

Either in the space provided or in a separate letter, please comment on the applicant's experiences and capabilities which are relevant to the program to which he or she has applied. Also, please comment on any weaknesses you are aware of that may prevent the applicant from being successful in the desired program.

Signature: _____

Date: _____

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knowledge of subject matter						
ability to speak ability to write						
ability to work independently						
ability to work with others						
ability to take direction						
potential as a teacher						
potential as a professional						
potential as a researcher						

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ability to work with others						
ability to take direction						
potential as a teacher						
potential as a professional						
potential as a researcher						

Either in the space provided or in a separate letter, please comment on the applicant's experiences and capabilities which are relevant to the program to which he or she has applied. Also, please comment on any weaknesses you are aware of that may prevent the applicant from being successful in the desired program.

Signature: _____

Date: _____

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.

