

COLLEGE OF EDUCATION

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The College of Education is an academic and professional school consisting of a community of scholars, both faculty and students, engaged in a common pursuit of knowledge. The mission is to be a facilitator of learning and to prepare competent and caring practitioners with a multicultural perspective. Aware that education and learning are life-long experiences, the College addresses the needs and demands of a changing customer and society. Teaching, research and service are all part of the function of the College of Education.

GOALS

- 1. To prepare elementary and secondary teachers, counselors, supervisors, administrators, school psychologists, counseling psychologists, special educators, and recreation workers, and wellness experts.**
- 2. To provide opportunities for faculty and students to pursue research and its uses in solving the problems of education, mental and physical health.**
- 3. To provide students with opportunities for knowledge and understanding of the multicultural society in which they live and their relationship and responsibility in such a society.**
- 4. To provide a sound program of guidance and to work cooperatively with other departments and colleges of the University in implementing the program.**

Graduate studies in the College of Education are designed to prepare students for service in a variety of educational settings. Graduates have obtained positions as administrators, curriculum coordinators, guidance counselors, school psychologists, organizational counselors, elementary and secondary teachers, physical education professionals, mental health specialists, special education teachers, and administrators of recreational services. Graduates are also finding job opportunities in government, industry, religion, business, community agencies, and higher education.

John A. Williams, Ph.D., Director

Post-baccalaureate students who wish to obtain licensure as a teacher, guidance counselor, school psychologist, or K-12 school administrator should work closely with the Office of Teacher Education and Student Services. Further, it should be understood that though one can work simultaneously toward initial teacher licensure and a master's degree, they are separate issues, though related in some ways. Admission to the teacher education program is handled through the Office of Teacher Education, while admission to a graduate degree program is handled through the Office of Graduate Studies. Admission to teacher education requires a 2.75 GPA on the last degree earned. Office of Teacher Education and Student Services: Rm. 106 Clay Bldg., 615-963-7614.

DOCTORAL DEGREES

DOCTOR OF EDUCATION DEGREE (Ed.D.)

The Doctor of Education (Ed.D.) Degree provides professional training for careers in teaching, administration, and related educational services. The degree is offered in Curriculum and Instruction, and Educational Administration.

CURRICULUM DESCRIPTION

Each doctoral program in Education consists of a minimum of sixty (60) hours above the master's degree and is composed of the following components:

- 1. A general education core - 18 hours**
- 2. The major field of study - 24 hours**
- 3. Electives - 12 hours**

4. Dissertation - 6-15 hours

Individual programs of study reflect student backgrounds, and career aspirations; therefore, some programs may be more than sixty (60) semester hours.

TRANSFER CREDITS

Students who have hours above the master's degree will be allowed to apply a maximum of 6 hours credit to the Doctor of Education degree. Credit for these 6 hours will be granted at the time the student advances to candidacy provided the hours are from a regionally accredited institution authorized to offer graduate work beyond the master's degree, the grade of "B" or above has been earned, and the hours are applicable to the student's Doctor of Education program. Credit will not be extended to include workshops, extension courses or short-term courses. In special circumstances, students may be allowed to transfer up to twelve (12) hours (e.g., student has two Master's).

Students admitted to an Ed.D. degree program who have been awarded the Ed.S. degree from accredited institutions may be granted full credit for a maximum of thirty hours if the hours are applicable to student's program. Students who have completed their Ed.S. degrees at other institutions must meet residency requirements and must take at least six (6) semester hours of major area courses at TSU. Students who transfer core courses from other institutions must have earned at least a "B" in each course. All post Master's Degree transfer hours (excluding the Ed.S.) applied to the Ed.D. must have been taken within the last ten (10) years.

RESIDENCY REQUIREMENT

Students in the Doctor of Education program must establish academic residency by completing a minimum of eighteen (18) hours over a period of four (4) academic year semesters or two (2) academic year semesters and two (2) summer registrations (2 sessions per one summer equals one registration).

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are available in the College of Education for students who have the Doctor of Education as their objective. These assistantships employ students as teaching, research, and administrative assistants. The appointments provide a stipend for twenty (20) hours of work each week. Tuition and maintenance fees are not waived; however, out-of-state tuition is waived.

DOCTORAL ADVISOR

During the student's first semester of enrollment, the Department Head appoints a departmental faculty person to serve as the student's advisor. This person advises the student concerning programmatic requirements and planning the program of study.

DOCTORAL COMMITTEE

After the student passes the Qualifying Examination, the Department Head, in consultation with the student, will nominate three departmental faculty persons to the student's doctoral committee. A fourth member of the committee external to the student's department is appointed by the Dean of the Graduate School when the student begins work on the dissertation.

The doctoral committee advises the student concerning changes in the program of study, and execution of the dissertation.

ACADEMIC LOAD FOR DOCTORAL STUDENTS

Students who have made arrangements to pursue studies on a full-time basis may take twelve (12) hours per semester with the approval of the chair of their doctoral committee.

Students awarded graduate assistantships must take nine (9) hours per semester to fulfill the obligations of the assistantship.

CHANGE OF DOCTORAL MAJOR

If a student wishes to change from one major to another, both the current department and the prospective department must be aware of the possible change. The student who wishes to change majors must file with the Graduate School the following items:

1. A "Change of Program" form.
2. A letter of recommendation from the Head of the Current Department.
3. An "Admission Supplement of Doctoral Applicants" Form.

After these items are filed with the Graduate School, they are forwarded to the appropriate department. An admission committee in the department reviews the request. If desired, an interview with the student is arranged by the committee. After reviewing all materials the committee makes a recommendation concerning the requested change.

If the student has already passed the Qualifying Examination, the student must retake the "Major Field of Specialization" portion when the change of major involves changing from one department to another, and a new program of study must be submitted. If the Comprehensive Examination has been passed, another one in the student's new major field must be taken after the "Major Field of Specialization" portion of the Qualifying Examination has been passed and a program of study has been approved.

TIME LIMITATION FOR CREDITS

1. **Credits earned more than ten (10) years prior to the student's graduation cannot be applied toward meeting requirements for the Doctor of Education degree. This limitation applies to all post-master's degree credit, excluding Educational Specialist study.**

2. **Grades of "C" or lower cannot count toward the doctoral degree.**

QUALIFYING EXAMINATION

The Qualifying Examination is an assessment instrument used in planning or modifying student programs. It is three (3) hours in length and covers the following areas:

1. Research Methods;
2. Statistics / Computer Applications;
3. Major Area of Specialization.

Excluding prerequisites, a student is eligible to take the Qualifying Examination after completing a minimum of twelve (12) hours and a maximum of twenty-one (21) hours (EDAD 712 or EDCI 712, and EDAD 718 must be included in these hours) and maintaining a minimum grade point average of 3.0.

Students who have completed twenty-one (21) hours and have not taken the Qualifying Examination may not take additional courses, unless they are required prerequisites, without the written permission of the Dean of the College of Education. Courses taken without permission will not count in meeting degree requirements.

Performance on the Qualifying Examination is assessed by evaluation teams composed of faculty in the areas tested. Performance is assessed on a pass-fail basis. In the event of a failure, the evaluation team makes recommendations for remediation.

The student's Doctoral Advisor may recommend that the student be permitted to prepare for re-examination. In this event, the student and advisor, using the recommendations made by the evaluation team, will plan a program of study including independent study, additional course work, or both.

The student may take the Qualifying Examination a maximum of three (3) times. A third failure of any portion of the examination will result in the student's dismissal from the doctoral program.

CANDIDACY

A student is admitted to candidacy after the successful completion of the Qualifying Examination and submission of an approved program of study to the Dean of the Graduate School.

COMPREHENSIVE EXAMINATION

The Comprehensive Examination is a twelve (12) hour written examination administered in six hour blocks on two consecutive Saturdays. A candidate may not enroll in Dissertation until the semester following the one in which the Comprehensive Examination is passed.

A doctoral candidate is eligible to take the Comprehensive Examination when the following criteria have been met:

- a. Qualifying examination passed;
- b. Seventy-five (75) percent of major field and seventy-five (75) percent of electives completed;
- c. All core requirements completed;
- d. Written approval from the candidate's committee chairperson received;
- e. A 3.0 grade point average maintained.

RE-EXAMINATION FOR THE COMPREHENSIVE EXAMINATIONS

In the event a student fails the Comprehensive Examination, or sections of it, the doctoral committee may recommend that the candidate be permitted to prepare for re-examination. In this event, the student and major advisor will plan a program of study, including independent study, further course work, or both. The student's credit hour requirements may thus be extended.

A student may take the Comprehensive Examination a maximum of three (3) times. A third failure by a candidate shall result in the student's dismissal from the doctoral program.

DISSERTATION

Upon the successful completion of the comprehensive examination and all course work, the student is eligible to begin work on the dissertation. The initial step shall be the development of a proposal to be circulated to the student's doctoral committee. Approval of the proposal shall constitute formal approval to pursue the research project described therein.

After the first enrollment in dissertation credit, the student shall continue to enroll (fall, spring, summer) in dissertation credit until the dissertation is completed and accepted by the Graduate School. Students will pay the usual fees and tuition for dissertation research until they have earned a maximum of fifteen (15) hours of credit. After earning fifteen hours credit, students pay a flat fee for additional enrollments in dissertation research. Students must enroll for at least two semesters of dissertation research.

In addition to the writing style required by the student's department, the student must follow the regulations governing style and format established by the Graduate School in Guidelines for the Preparation of Dissertations, Theses, Projects and Course Papers. Failure to do so could result in extensive costly revisions.

Upon completion of the dissertation, the defense of the dissertation will be scheduled. The oral defense of the dissertation is publicized in advance and open to the public. The discussion of the outcome of the defense, however, is between the candidate and his/her committee.

DOCTOR OF PHILOSOPHY DEGREE (Ph.D.)

The Doctor of Philosophy (Ph.D.) degree is offered in Psychology. Information presented above regarding the Ed.D. degree is also applicable to the Ph.D. degree in Psychology with the exception of the residency requirement and the curriculum. Please refer to the departmental section of this Catalog for details of these programs.

Janet M. Finch, Ph.D., Head
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The graduate programs in the department of Educational Administration lead to the Doctor of Education Degree in Administration and Supervision with concentrations in PreK-12 Administration and Supervision and Higher Education Administration, the Educational Specialist degree in Educational Administration, and the Master of Education Degree in Administration and Supervision.

MAJOR: ADMINISTRATION AND SUPERVISION
DEGREE: DOCTOR OF EDUCATION (Ed.D.)
Concentrations: PreK-12 Administration and Supervision, Higher Education Administration

Admission Requirements:

1. **A minimum Graduate Record Exam (GRE) score of 900 (Verbal & Quantitative), or a minimum Miller Analogies Test (MAT) score of 44**
2. **A minimum GPA of 3.25 is required on the last graduate degree, either Master's or Education Specialist. No more than thirty (30) semester hours from an Education Specialist degree may be used toward the doctorate. The advisor will recommend the appropriate Education Specialist credits to be transferred.**
3. **A resume or curriculum vita**
4. **Four (4) written recommendations indicating probable success in the program**
5. **Proof of the ability to write effectively**
6. **An acceptable interview.**

*All application materials must be submitted to the Graduate School by February 15 for admission the following Summer or Fall semester.

Degree Requirements

A minimum of sixty (60) semester hours of approved course work beyond the Master's degree is required: eighteen (18) semester hours of general education core, twenty-four (24) semester hours of courses within the concentration, twelve (12) hours of electives, and six to fifteen (6-15) semester hours of credit for the satisfactory completion of the doctoral dissertation. Also required is the successful completion of a written qualifying examination, a written comprehensive examination, and residency of a minimum of eighteen (18) semester hours over a period of four (4) semesters.

There are two concentrations within the Administration and Supervision major: Pre-K-12 Administration and Supervision and Higher Education Administration. The General Education Core remains similar in both Concentrations.

Program of Study:

General Education Core (18 Semester Hours)

EDAD 704	Leadership and Interpersonal Relationships	3
EDCI 630	Multicultural Education	3
EDCI 700	Foundations of Education	3
EDAD 712	Advanced Methods of Educational Research	3
EDCI 745	Learning Theories for Educators	3
*EDAD 718	Computer Applications	3
Major Core for Each Concentration (6 Semester Hours)		
EDAD 701	Theory and Principles of Ed. Adm.	3
EDAD 715	Advanced Legal Problems	3
Concentration PreK-12 Administration and Supervision (18)		
EDAD 708	Internship in Adm/Supervision	3
EDAD 709	Seminar in Adm and Supervision	3
EDAD 707	Planning For Educational Change	3
Take one of the following three courses.		
EDAD 702	Policy Implementation in Ed. Adm.	3
EDAD 706	Administration of Inst. Prog. And Materials	3
EDAD 720	School Personnel Administration	3
Take two of the following courses.		
EDAD 705	Professional Negotiations	3

EDAD 728	Business Management & Transportation 3
EDAD 730	Communication for School Executives 3

Suggested Electives (12 Semester Hours required)

*EDAD 600 (as a required elective) must be taken before EDAD 718.

These courses should be taken outside Educational Administration. (EDAD 600 and 700 may count as two of these electives). It is suggested that EDAD 700 be taken immediately prior to or during the first semester of enrollment in EDAD 810.

Dissertation (6 - 15 hours required)

EDAD 810	Doctoral Dissertation 6-15 60
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Minimum Required hours for the Ed.D.

Concentration Higher Education (18 hours required)

EDAD 617	Organization & Admin. of Higher Ed. 3
EDAD 743	Seminar in Higher Education 3
EDAD 744	Practicum in Higher Education 3
EDAD 742	Curriculum, Students, and Fac. in Higher Ed. 3

Take two (2) of the following courses:

EDAD 713	The Community College 3
EDAD 741	Diversity in Higher Education 3
EDAD 745	Economics and Finance in Higher Education 3
EDAD 746	Government Public Relations in Higher Ed. 3
EDAD 747	Topics in Higher Education 3
Suggested Electives (12 semester hours)	12

***EDAD 600 (as a required elective) must be taken before EDAD 718.**

Consultation with the advisor is required when making the selection. (EDAD 600 and 700 may be used to meet six of the twelve elective hours.) It is suggested that EDAD 700 be taken immediately prior to or during the first semester of enrollment in EDAD 810.

Dissertation (6 - 15 hours required)

EDAD 810	Dissertation Writing 6-15 60
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Total Degree Requirement

Once students begin the dissertation, they must register for EDAD 810 every semester until the dissertation is completed. After the fifth registration, students register in "Dissertation Continuation" (section 35), at a reduced fee.

If not currently licensed as a principal/supervisor in Tennessee, some of the above doctoral courses may apply toward licensure.

Interested students must see the Department Head of Educational Administration at the beginning of their doctoral program to work out the licensure requirements.

**MAJOR: ADMINISTRATION AND SUPERVISION
DEGREE: EDUCATIONAL SPECIALIST (Ed.S.)**

Admission Requirements:

- 1. Master's degree from an accredited institution**
- 2. A minimum Graduate Record Exam (GRE) score of 800 (Verbal & Quantitative), or a minimum Miller Analogies Test (MAT) score of 38.**
- 3. A minimum G.P.A. of 3.25 on the last graduate degree.**

Degree Requirements

A minimum number of thirty-three semester hours are required for the Educational Specialist Degree. The Program of Study must be submitted after completion of at least nine (9) semester hours, but no more than fifteen (15) semester hours. Grades of "C" or lower cannot count toward the degree. The Ed.S. Degree requires a three (3) hour written comprehensive examination over the major area as well as a culminating project (EDAD 614).

Required Courses 18 Hours

EDAD 600	Statistics for Research in Administration 3
EDAD 604	Leadership 3
EDAD 607	Legal Problems 3
*EDAD 608	Internship in Administration & Supervision 3

EDAD 628	Business Management and Transportation
EDAD 614	3 Culminating Project (should be taken in last semester of program) 3

(*To be taken at the end of the program)
Select 15 Hours from the Following:

EDAD 601	Theory & Principles of Educational Administration 3
EDAD 605	Professional Negotiations 3
EDAD 606	Administration of Instructional Programs 3
EDAD 609	School Plant and Facilities 3
EDAD 610	Computers in Educational Administration 3
EDAD 611	Personnel Evaluation 3
EDAD 615	Ethics in School Administration 3
EDAD 616	School Principalship 3
EDAD 625	International/Global Education 3
EDAD 630	Communication for School Executives 3
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Total Degree Requirement	33

MAJOR: ADMINISTRATION AND SUPERVISION
DEGREE: MASTER OF EDUCATION (M.Ed.)

Admission Requirements:

Unconditional admission to the program requires the applicant to have a bachelor's degree from a fully accredited four-year college or university, an undergraduate cumulative grade point average of 2.5 or better on a 4.0 scale, and a composite score of at least 870 on the verbal, quantitative, and subject portions of the Graduate Record Examination or a score of 25 on the Miller Analogies Test. Conditional admission may be gained with a lower grade point average, but the GRE or MAT score must be correspondingly higher. If the undergraduate GPA is between 2.25 and 2.49, the GRE score must be 935 or the MAT score 32. If the GPA is between 2.0 and 2.24, the GRE score must be 1,000 or the MAT score 39. Applicants with less than a 2.5 undergraduate GPA must submit test scores at the time of application; applicants with a GPA of 2.5 or above may submit test scores in the first semester of attendance, but it is preferable that they submit test scores at the time of original application. The student must remove conditional status by earning at least a B (3.0) average in the first nine hours of graduate courses; failure to achieve this average will result in dismissal from the program.

Degree Requirements

Candidates for the M.Ed. degree must take a minimum of 33 hours of course work and pass comprehensive examinations in the field of general education and educational administration. Substitutions may be made only with the recommendation of the advisor.

Program of Study (Licensure in K-12 Administration and Supervision)

Each student must be interviewed by a committee of professional administrators prior to admission, or during the first semester of study in this program. (Each student must inform his or her advisor early in the program that

Principal/Supervisor licensure is being sought.)

Core - 12 hours

PSY 543	Advanced Educational Psychology 3
EDCI 610	Curriculum Planning and Programs 3
EDAD 502	Philosophy & Introduction to Ed.Adm. 3
EDAD, or EDCI 511 Research & Statistics	3
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	12

Required Courses - 18 hours

EDAD 503	School Supervision 3
EDAD 505	School Law 3
EDAD 551A	Practicum in Administration/Supervision 1
EDAD 551B	Practicum in Administration/Supervision 1
EDAD 551C	Practicum in Administration/Supervision 1 (taken near the end of the program)

EDAD 564	Social and Political Issues in Education	
	3	
EDAD 572	School Finance	3
EDAD 609	School Plant and Educational Facilities	
	3	
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Electives		18
		3
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Total		33

Program of Study (Non-licensure)

This curriculum is for those who do not intend to apply to the State of Tennessee for a principal license.

Core - 12 Hours

PSY 543	Advanced Educational Psychology	
	3	
EDCI 610	Curriculum Planning & Programs	
	3	
EDAD 502	Philosophy & Introduction to Ed.Adm.	
	3	
EDAD, or EDCI 511	Research and Statistics	3
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		12

Required Courses - 15 hours

EDAD 503	School Supervision	3
EDAD 505	School Law	3
EDAD 564	Social and Political Issues in Education	
	3	
EDAD 572	School Finance	3
EDAD 609	School Plant & Educational Facilities	
	3	
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Electives		15
		6
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Total		33

COURSE DESCRIPTIONS

EDUCATIONAL ADMINISTRATION

EDAD 502. PHILOSOPHY AND INTRODUCTION TO SCHOOL ADMINISTRATION.

(3) A general course designed to develop insight into the philosophy, history, and organization of schools.

EDAD 503. SUPERVISION AND IMPROVEMENT OF INSTRUCTION. (3) Designed to develop understanding of basic theories of supervision and supervisory procedures for improving instructional services.

EDAD 505. SCHOOL LAW. (3) A study of legal principles that relate to such matters as authority, responsibility, and liability of school boards, districts, and state and federal organizations. The legal and ethical status of principals and teachers is also considered.

EDAD 507. STRESS MANAGEMENT FOR ADMINISTRATORS. (3) Management of today's schools results in increased stress upon educational leaders. Vital to successful teaching and administering is a knowledge of techniques for stress management.

EDAD 511. RESEARCH AND STATISTICS. (3) A course designed to introduce the student to different methods for conducting educational research. The course emphasizes methodology, analysis, and interpretation of data. Also, technology as it applies to school administration is emphasized.

EDAD 535. PARENTAL INVOLVEMENT EDUCATION. (3) This course is designed for those educators who deal with parental involvement in education.

EDAD 539. COMMUNITY RESOURCES. (3) This course is a study of the relationships between schools and communities. This course may be used for EDAD 564.

EDAD 542. COMMUNITY ORGANIZATION. (3) This course is designed to introduce the principles and practices of community organization with emphasis on urban communities. This course may be substituted for EDAD 564.

EDAD 551A. THE PRINCIPAL AND/OR SUPERVISOR PRACTICUM. (1) The first section of a systematic study and analysis of the work of a principal or supervisor in a given school situation through seminar and field experiences. The student will learn how to develop and prepare a portfolio for licensure and employment purposes. This course should be taken in the first semester of enrollment for students seeking administrative licensure.

EDAD 551B. THE PRINCIPAL AND/OR SUPERVISOR PRACTICUM. (1) The second section of a systematic study and analysis of the work of a principal or supervisor in a given school situation through seminar and field experiences. The student will continue to prepare his/her professional portfolio and it will be evaluated in this course. This course should be taken in the second semester of enrollment for students seeking administrative licensure.

EDAD 551C. THE PRINCIPAL AND/OR SUPERVISOR PRACTICUM. (1) The third section of a systematic study and analysis of the work of a principal or supervisor in a given school situation through seminar and field experiences. The student will complete the professional portfolio. A final evaluation of the portfolio will take place. This course should be taken in the third semester of enrollment for students seeking administrative licensure.

EDAD 564. SOCIAL AND POLITICAL ISSUES IN EDUCATION. (3) Explores the purpose and function of politics at the local, state, and national levels as they affect public education. This is a school-community relationship course.

EDAD 572. SCHOOL FINANCE. (3) A consideration of the financial support of elementary and secondary education, involving sources of income, methods of finance, and expenditures. The school finance problems of the local administrator are given special attention.

EDAD 591, 592, 593. PROBLEMS AND PROJECTS IN EDUCATION. (3) These are individual study courses and require special permission to sign up.

EDAD 600. STATISTICS FOR RESEARCH IN ADMINISTRATION. (3) This course offers training in the use of statistical tools for use in research and in understanding scientific literature. Emphasis is on inferential statistics. Prerequisite: Elementary statistics, e.g., as covered in EDAD 511.

EDAD 607. LEGAL PROBLEMS. (3) Studies the legal facets of personnel administration in schools.

EDAD 609. THE SCHOOL PLANT AND EDUCATIONAL FACILITIES. (3) Emphasizes trends in school planning, designing, constructing, modernizing, and utilizing facilities.

EDAD 610. COMPUTER USES IN EDUCATIONAL ADMINISTRATION. (3) The course is designed to provide administrators, supervisors, and teachers with a basic understanding of the potential uses of the computer in administration.

EDAD 611. PERSONNEL EVALUATION. (3) Emphasizes the place of formative and summative evaluation in the responsibilities of school administrators. Various evaluation instruments and techniques will be analyzed and discussed

EDAD 612. ASSESSMENT FOR PROFESSIONAL LICENSURE. (3-6) This course is for those seeking professional/administrator licensure. The requirement for this course will

be met by working with a practicing administrator in an on-site school situation for one semester.

EDAD 614. CULMINATING PROJECT FOR Ed. S. (3) Written after coursework and comprehensives completed. A general course to explore the ethical implications of being a school leader and administrator.

EDAD 615. ETHICS FOR SCHOOL ADMINISTRATORS. (3) A general course to explore the ethical implications of being a school leader and administrator.

EDAD 616. SCHOOL PRINCIPALSHIP. (3) Designed for administrators and teachers who desire to study purposes, practices, and trends in elementary school administration

EDAD 617. ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION. (3) This course is designed to study patterns of organization and governance with an emphasis on basic management principles associated with the administration of institutions of higher education.

EDAD 625. INTERNATIONAL GLOBAL EDUCATION. (3) This course compares and contrasts the philosophy, course content, methodology and management styles of school systems of various countries.

EDAD 700. INTERDEPARTMENTAL DOCTORAL SEMINAR. (3) This course is designed to assist doctoral students in writing the dissertation proposal.

EDAD 701/601. THEORY AND PRINCIPLES OF EDUCATIONAL ADMINISTRATION. (3) A study of current theory and principles of educational administration.

EDAD 702. POLICY IMPLEMENTATION IN EDUCATIONAL ADMINISTRATION. (3) A course to prepare students to develop and implement administrative policy in education at the local, state, and national levels. Forces which shape the thinking of policymaking bodies are emphasized. Also, the considerations necessary for effective formulations and implementations of policy in educational administration and supervision are analyzed.

EDAD 703. QUALITATIVE-NATURALISTIC AND SURVEY RESEARCH METHODS. (3) This course emphasizes the methodology involved in the development and implementation of naturalistic methods of research.

EDAD 704/604. LEADERSHIP AND INTERPERSONAL RELATIONS FOR ADMINISTRATORS. (3) This course examines the role, style, and function of a leader in the context of education. Theories of leadership styles are addressed.

EDAD 705/605. PROFESSIONAL NEGOTIATIONS IN EDUCATION. (3) This course explores the background and rationale for negotiations and bargaining in education. The major emphasis is on the realities and practical sides of the negotiation process itself.

EDAD 706/606. THE ADMINISTRATION OF INSTRUCTIONAL PROGRAMS AND MATERIALS. (3) Practices and processes used by administrative and supervisory leaders who plan, organize, and coordinate the professional activities of teachers in improving learning experiences are studied.

EDAD 707. PLANNING FOR EDUCATIONAL CHANGE. (3) This course includes strategic and operational planning, utilization of human resources, organizational development, financial resources, and the budgetary process in planning. Stress and change in education, and possible scenarios for the educational future are also covered.

EDAD 708/608. INTERNSHIP IN ADMINISTRATION/SUPERVISION. (3) Involves simulated exercises and workshop experiences, as well as on-the-job released-time experiences in cooperation with surrounding schools. Prerequisites: 15 hours in Administration and Supervision. This course is taken near the end of the degree program.

EDAD 709. SEMINAR IN EDUCATION ADMINISTRATION AND SUPERVISION. (3) A series of activities designed to integrate learning. Prerequisites: Nine semester hours in Administration and Supervision and admission to Ed.D. Program. This course is taken near the end of the program.

EDAD 710. CURRENT ISSUES IN EDUCATIONAL ADMINISTRATION (3) A course designed to insure that students are familiar with issues and trends in school administration and able to understand and evaluate the potential use and application of those which are appropriate.

EDAD 711. SCHOOL DISTRICT ADMINISTRATION. (3) This course focuses on readings, discussion and problem solving in areas of school administration that primarily concern the board of education, the superintendent of schools, and the central office.

EDAD 712. ADVANCED METHODS OF RESEARCH. (3) A course designed to teach methods of educational research.

EDAD 713/613. THE COMMUNITY JUNIOR COLLEGE. (3) This course is designed to give the student an overview of both the administration and curriculum of the community college.

EDAD 715. ADVANCED LEGAL PROBLEMS. (3) Involves the study of legal problems encountered by school administrators. Methods of conducting legal research are employed. Prerequisites: Nine semester hours in Administration and Supervision.

EDAD 718. COMPUTER APPLICATIONS FOR RESEARCH. (3) This course emphasizes the use of computers in education, especially educational administration. The focus is the use of statistical analysis packages and the application of computers to research and educational problems. Prerequisite: EDAD 600 or equivalent.

EDAD 720. SCHOOL PERSONNEL ADMINISTRATION. (3) Emphasis is placed upon personnel policies and practices in schools and communities. Consideration is given to pupil-teacher, teacher-principal, principal-staff problems, and the interrelationships of these persons to each other and the community.

EDAD 728/628. BUSINESS MANAGEMENT AND TRANSPORTATION. (3) This course is primarily concerned with fiscal management at the central office level, emphasizing the responsibilities of the director and the business manager. Logistical support services, especially transportation, the lunch program, maintenance, and operations will also be included.

EDAD 730/630. COMMUNICATION FOR SCHOOL EXECUTIVES. (3) This course reviews basic communication theory as a prelude to exploring the varied means of communication used by school administrators.

EDAD 735. DECISION MAKING FOR ADMINISTRATORS. (3) This course emphasizes the analytical approach to decision making for school administrators.

EDAD 740. FOUNDATIONS OF HIGHER EDUCATION. (3) This course serves as an introduction to the historical, sociological, philosophical, and cultural foundations of higher education. Theoretical and methodological perspectives on inquiry in higher education as both a field of study and an arena for professional practice will also be explored.

EDAD 741. DIVERSITY AND HIGHER EDUCATION. (3) Diversity and Higher Education examines issues of diversity in colleges and universities from varied

perspectives, including institutional; pedagogical; methodological; gender, race/ethnicity and class; and policy.

EDAD 742. CURRICULUM, STUDENTS, AND FACULTY IN HIGHER EDUCATION.

(3) Curriculum, Students, and Faculty in Higher Education examines the nature and characteristics of resources including the American college student, the professional, the curriculum as well as the co-curriculum. National data sources and professional literature will be used. Policy, services, procedures, and rights in the systems of higher education will be examined.

EDAD 743. SEMINAR IN HIGHER EDUCATION. (3) Seminar in Higher Education focuses on advanced understanding of scholarship and professional practice in the field of higher education. Students review literature and develop text and presentations based on their inquiries of the literature. All other required courses with a higher education focus are pre-requisites as well as approval of the instructor.

EDAD 744. PRACTICUM IN HIGHER EDUCATION. (3) Practicum in Higher Education provides for field experience in administrative, academic and/or research placements in post-secondary settings. Funding, budgeting, program creation and implementation and tuition concerns are topics that will be explored in this course.

EDAD 745. ECONOMICS AND FINANCE OF HIGHER EDUCATION. (3) Economics and Finance of Higher Education examines the economic context and fiscal management of higher education.

EDAD 746. GOVERNMENT, PUBLIC POLICY, AND HIGHER EDUCATION. (3) This course focuses on the nature of relationships of government and public policy to post-secondary education. Issues of government relations and policy formulation and implementation as they relate to higher education are explored.

EDAD 747. CONTEMPORARY TOPICS IN HIGHER EDUCATION. (3-9) Contemporary Topics in Higher Education focuses on issues and topics of current relevance in higher education. Topics vary and reflect what is of current and recurrent importance in the field of higher education.

EDAD 810. DOCTORAL DISSERTATION. (6-15) Successful completion of a doctoral dissertation is required of all doctoral candidates. A minimum of six (6) hours is required for graduation, but enrollment is limited to three (3) hours per semester. Permission of the major professor is required. Students must pay the full fee for 15 semester hours; a reduced fee becomes effective after enrolling for 15 semester hours, at this time students enroll in section 35.

EDAD 811. READINGS AND RESEARCH IN EDUCATIONAL ADMINISTRATION. (3-6) This course is designed as a special readings course. A maximum of 6 hours may be used for the degree. Students must have completed all course work and be ready for EDAD 810. The class prepares students for their Proposal Hearing. Prerequisite:

Successful completion of the Comprehensive Examination.

GRADUATE FACULTY

Christon Arthur, Assistant Professor

B.A., 1989, Caribbean Union College; M.A., 1995, Ed.S., 1998, Ph.D., 2000, Andrews University.

Robert L. Boone, Professor and Associate Vice President for Academic Affairs

B.S., 1970, M.A. Ed., 1974, Tennessee State University; Ph.D., 1983, George Peabody College.

Joe L. Cornelius, Professor

B.S., 1968, M.A., 1969, Tennessee State University; Ed.D. 1977, University of Tennessee/Knoxville.

Denise Dunbar, Assistant Professor

B.S. 1974, Northern Illinois University; M. Ed. 1983, Vanderbilt; Ed. D. 1989, Vanderbilt.

Janet M. Finch, Assistant Professor

B.S., 1972, M.A., 1978, Tennessee State University; Ph.D., 1985, George Peabody College of Vanderbilt University.

Kirmanj Gundi, Assistant Professor
 B.S., 1986, Tennessee State University; M.Ed., 1994, Tennessee State University; Ed.D., 1998, Tennessee State University.
 Pamela Harquail, Associate Professor
 B.T. & B.A., 1975, St. Thomas University; M.Ed., 1980, University of New Brunswick; Ph.D., 1994, University of Southern Mississippi.
 Franklin B. Jones, Professor and Dean, College of Education
 B.S., 1958, M.A., 1959, Murray State University; Ed.D., 1967, University of Mississippi.
 Barbara Nye, Professor, Director of Center for Policy and Basic Skills
 B.S., 1973, M.S., 1977, University of Tennessee/ Knoxville; Ph.D., 1982, Vanderbilt University.
 Karen Leigh Stevens, Assistant Professor
 B.A., 1977, Belmont College; M.Ed., 1988, Belmont College; Ed.D., 1997, Vanderbilt University.
 Almose A. Thompson, Professor
 B.S., 1962, UCLA; M.A., 1970, CSULB; Ed.D., 1972, University of California/ Los Angeles; J.D., 1988, Vanderbilt University.
 Roger W. Wiemers, Assistant Professor
 B.A., 1992, International Bible Seminary; M.Ed., 1995, Ed.D., 1998, Tennessee State University.
 John A. Williams, Assistant Professor
 B.A., 1979, Southern University; Ph.D., 1992, Kansas State University.

Glenn Steimling, Ph.D., Acting Head
 Office: 332 Gentry Center
 (615) 963-5581

**MAJOR: HEALTH, PHYSICAL
 EDUCATION AND RECREATION
 WITH CONCENTRATIONS IN
 HEALTH AND PHYSICAL
 EDUCATION, AND RECREATION
 ADMINISTRATION**
**DEGREE: MASTER OF ARTS IN
 EDUCATION (M.A.Ed.)**

Note: The programs in this department are under revision, and approval will be sought before the end of the period covered by this Catalog.

The Department of Human Performance and Sport Sciences provides a wide range of advanced courses and specialized programs for teachers, coaches, administrators and creative scholars.

The degree offered in this department is a Master of Arts in Education with concentrations in Health, Physical Education, and Recreation Administration.

Admission Requirements

Unconditional admission to the program requires the applicant to have a bachelor's degree from a fully accredited four-year college or university, an undergraduate cumulative grade point average of 2.5 or better on a 4.0 scale, and a composite score of at least 870 on the verbal, quantitative, and subject portions of the Graduate Record Examination or a score of 25 on the Miller Analogies Test. Conditional admission may be gained with a lower grade point average, but the GRE or the MAT score must be correspondingly higher. If the undergraduate GPA is between 2.25 and 4.9, the GRE score must be 870 or the MAT score 32. If the GPA is between 2.0 and 2.24, the GRE score must be 1000 or the MAT score 39. Applicants with less than a 2.5 undergraduate GPA must submit test scores at the time of application; applicants with a GPA of 2.5 or above may submit test scores in the first semester of attendance, but it is preferable that they submit test scores at the time of original application. Candidacy cannot be attained until the full requirements are met.

Degree Requirements

1. **The M.A. Degree requires a minimum of thirty-three (33) semester hours including eighteen (18) hours of required HPER courses (15 for the Recreation Administration Option), nine (9) hours of general education courses, and six to nine hours of electives. Electives are to be selected on the basis of their contributions to the student's professional preparation.**
2. **Students who elect to do a thesis or project, must enroll in HPER 512 or HPER 602 at least one semester prior to the semester in which they intend to complete work for the degree.**
3. **Students who choose the non-thesis option must take an additional three (3) hours and pass a comprehensive examination.**

PROGRAM OF STUDY

(Note: At the time of printing, the HPSS curriculum revision is underway. When the revision process is completed, an addendum will be printed.)

HEALTH AND PHYSICAL EDUCATION CONCENTRATION

General Education Core - 9 hours

EDCI 526	Philosophy of Education	3
	or	
EDAD 502	Philosophy & Introduction to School Admin	3
PSY 504	Statistics and Methodology	3
	or	
EDAD 600	Statistics for Research in Administration	
PSY 543	Advanced Educational Psychology	3

Required Courses, HPER - 18 hours

HEA 504	Introduction to Epidemiology	3
HPER 510	Research Seminar	3
HPER 513	Cognitive and Kinetic Appraisal	3
HPER 519	HPER Seminar	3
HPER 521	Current Administrative Problems	3
HPER 523	Leisure in American Society	3

Electives - 6 hours

HEA 501	Methods and Materials in Health	3
HPER 591	Independent Study	3
HPER 511	Methods of Supervision	3
HPER 512	Thesis Writing	4
HPER 525	Administrative Practicum	3
HPER 602	Project Writing	3

Other courses may be selected with the approval of the department graduate advisor.

PROGRAM OF STUDY

RECREATION ADMINISTRATION CONCENTRATION

General Education Core - 9 hours

EDCI 526	Philosophy of Education	3
	or	
EDAD 502	Philosophy & Introduction to Educ. Admin.	3
PSY 504	Statistics and Methodology	3
	or	
EDAD 600	Statistics for Research in Administration	
PSY 543	Educational Psychology	3

Required Courses (17 semester hours) with or without thesis/project

HPER 591	Independent Study	3
HPER 519	HPER Seminar	2
HPER 521	Current Administrative Problems	2
HPER 523	Leisure in American Society	3
HPER 525	Administrative Practicum	4
HPER 510	Research Seminar	3

Thesis/Project (optional) (3 to 4 semester hours)

HPER 512 Thesis or	4
HPER 602 Project	3

Elective courses (9 to 14 semester hours)

COURSE DESCRIPTIONS

HEA 501. METHODS AND MATERIALS IN HEALTH. (3) This course considers the philosophy and practice of health education in the schools. Emphasis will be placed on curriculum development, problem-centered teaching methods, and use of instructional materials.

HEA 504. INTRODUCTION TO EPIDEMIOLOGY. (3) This course is designed to study factors influencing health and disease in a population. Relationship between host and environment will also be studied. Application of the principles of epidemiologic methods and data will be collected, investigated, analyzed, and interpreted with an emphasis on prevention and control.

HEA 510. RESEARCH SEMINAR. (3) The current literature in health and physical education and recreation is reviewed in this course.

HPER 511. METHODS OF INSTRUCTION AND SUPERVISION IN PHYSICAL EDUCATION. (3) Practical methods and materials employed in the testing of play activities, fundamental skills, and athletic games are emphasized. Program evaluation and improvement, facilities and equipment, as well as criteria for determining their adequacy, are stressed.

HPER 512. THESIS WRITING. (4) Designed to assist students in the selection and adequate conduct of research problems in the area of health education, physical education, or recreation. Credit is given upon completion of the research problem and the passing of the oral examination.

HPER 513. TECHNIQUES OF COGNITIVE AND KINETIC APPRAISAL IN HPER (3) Designed to acquaint the student with the role of test and measurement in a total program of physical education.

HPER 519. HPER SEMINAR. (3) Designed to research the major issues facing the recreation profession today and to allow students to exchange and debate viewpoints on pertinent topics.

HPER 521. CURRENT ADMINISTRATIVE PROBLEMS. (3) Designed to assist teachers, supervisors, and administrators in solving problems peculiar to a program of health and/or physical education and/or recreation.

HPER 523. LEISURE IN AMERICAN SOCIETY. (3) The nature, significance, and extent of recreation and leisure in a community are stressed. Principles, techniques, and skills needed in organizing and promoting leisure-time activities for home, school and community are included in the experience. Those essential elements pertaining to all recreational programs, such as leadership, areas and facilities, program finances, and recruiting of recreation workers, are covered in the content of the course. Opportunities are afforded students to experience actual recreation and leisure work and responsibility through visitations to selected agencies.

HPER 525. ADMINISTRATIVE PRACTICUM. (3) Supervised administrative PRACTICUM in selected health, physical education, or recreation agencies. The student is considered an administrative assistant, subject to responsibilities as evidenced in gainful employment in these areas; designed to provide practical administrative experiences in an area of professional interest to the student.

HPER 591. INDEPENDENT STUDY IN HPER. (1-3) Designed to provide opportunities to make an intensive in-depth study of an area of interest selected by the student in health, physical education, or recreation. Organized as an independent study experience, the selected project should be centered around some problem or area of interest related to the student's administrative, teaching, or leadership responsibilities. Students may register for one-to-three credits under the direction of the course instructor.

HPER 602. PROJECT WRITING HPER. (3) A terminal course centered around action research or applied research in the area of the candidate's professional responsibilities. The course requires an oral examination at conclusion of the written project.

GRADUATE FACULTY

Harry Beamon, Professor

B.S., 1969, M.A.Ed., 1970 Tennessee State University; Ed.S., 1974, Ed.D., 1979, George Peabody College of Vanderbilt

Hezekiah Foreman, Professor

B.A., 1959, M.A., 1969, Tennessee State University; Ph.D., 1980, Southern Illinois University at Carbondale

Jesse James, Associate Professor
B.S., 1973, M.A., 1975, Ed.D., 2000, Tennessee State University
Catana R. Starks, Professor
B.S., 1971, M.A.Ed., 1973, Tennessee State University; Ed.D., 1989, Tennessee State University
Glenn Steimling, Assistant Professor
B.S., 1981, Plymouth State College; M.A.Ed., 1991, University of Arizona; Ph.D., 1997, University of New Mexico

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The graduate program in psychology offers curricula leading to the Doctor of Philosophy degree in Psychology in two concentrations: Counseling Psychology and School Psychology; the Master's of Science in Psychology degree with two concentrations: Counseling Psychology and School Psychology; and a Master's of Science in Guidance and Counseling with a concentration in Pre-K-12 School Counseling. There is also an Ed.S. degree in School Psychology. The course offerings consist of a core of basic psychology courses common to preparation of the student for work and certification or licensure (if required) in the area of specialization.

Note: Graduate degrees in Psychology are not an assurance of certification and/or licensure in the fields of psychology, counseling, and/or education. Degrees are meant to be preparation only. Suggested additional course work and experience will be addressed in annually updated student handbooks and additional material. As informed consumers of education, students should always check the license and certification requirements in the state(s) or countries in which they plan to work.

MAJOR: PSYCHOLOGY

DEGREE: DOCTOR OF PHILOSOPHY (Ph.D.)

CONCENTRATIONS:

**COUNSELING PSYCHOLOGY
SCHOOL PSYCHOLOGY**

The doctoral program offered by the Department of Psychology includes two concentrations: Counseling Psychology and School Psychology. These concentrations are designed for the student seeking training as a Scientist-Professional. Both concentrations seek to prepare graduates for licensure as Counseling psychologists and School Psychologists as established by the State Board of Examiners in Psychology -Division of Health Related Boards and the Tennessee Department of Education, respectively. Prior graduate course work and the student's goals and objectives are considered in determining annual admissions and the individual student's program of study.

Admissions Requirements

A master's degree in psychology, counseling, school psychology, or a related area is required. There is a ceiling on the number of students admitted to the program in a given year. All applicants must submit the following materials to the Graduate School Office by February 15th for admission in the Fall.

- 1. An application for admission to the Graduate School.**
- 2. Transcripts of all graduate and undergraduate course work. A minimum grade point average of 3.25 at the Master's is required.**
- 3. Quantitative and Verbal Scores on the Graduate Record Examination (GRE) or Millers Analogy Test (MAT) is required. While both the GRE and MAT are acceptable, the GRE is preferable. The minimum acceptable standards for admission are 3.25 Master's GPA and a 900 on the GRE (Verbal + Quantitative) or 44 on the MAT. Exceptions may be considered for applicants with extraordinary qualities who have demonstrated excellence in the field of work or research, and add diversity to the program. However, a student whose combined GRE is less than 1000 or whose MAT is less than 60 is not normally considered for admission. Conditional admission is not offered at the Doctoral level.**
- 4. A work history, that is, a resume that includes work experience and research experience.**
- 5. Three letters of recommendation submitted on the doctoral recommendations forms distributed by the Graduate School.**
- 6. A Supplemental Application to the Counseling Psychology (Ph.D.) Program.**

Selection of students for the Doctoral Program in Psychology is highly competitive. Applicants whose materials are received by the February 15th deadline will be evaluated by the respective program committees that will select the applicants to be interviewed on the campus in early March. An interview is required for admission. If selected for admission, the applicant will be notified and must respond not later than April 15 to the offer. Admissions are based upon the following criteria:

- 1. Past academic performance as indicated by undergraduate and graduate grade point average, test scores, and course work at the undergraduate and graduate levels in Psychology.**

2. **Research and scholarly pursuits as demonstrated by research involvement, presentations, publications, and writing sample.**
3. **Counseling and interpersonal skills as demonstrated by work experiences including practicum and internships as well as work in the fields of counseling, school psychology, other professional activities, and supervised experiences.**
4. **Goodness of fit between the goals of the applicant and the goals of the program.**
5. **Commitment to the field as evidenced by licensure or certification in Psychology or Education as well as involvement in professional associations.**
6. **Experience with diverse populations.**

General Departmental Requirements

In order to obtain the Doctorate of Philosophy in Psychology in Counseling or School Psychology a student must successfully complete the following:

1. **A minimum of sixty-five (65) semester hours of approved course work for Counseling Psychology concentration or sixty-three (63) semester hours of approved course work for School Psychology concentration beyond the master's degree.**
2. **A residency consisting of two (2) consecutive semesters of full-time enrollment (a minimum of 9 credit hours per semester),**
3. **A written qualifying examination,**
4. **A written comprehensive examination and an oral examination,**
5. **An approved internship (explained below)**
6. **A dissertation (explained below)**

Internship

A 2000 hour (minimum) pre-doctoral internship is required of the Ph.D. in both Counseling and School Psychology concentrations. Acceptable internships are those accredited by the American Psychological Association (APA) and/or those listed in the Association of Pre and Post-Doctoral Internship Centers (APPIC) directory. Placement of our students in acceptable internships has traditionally occurred, however, obtaining an internship is based upon a national selection process and the University does not guarantee the availability of or selection for an internship. APA approved internships are mandatory except in extenuating circumstances (e.g., geographically bound, family circumstances, etc.). Students seeking this exception must make their desire known in writing to the Program Coordinator as soon as they become aware of the need to for such an alternative. It is highly likely that in order to fulfill the internship requirement, out-of-state relocation may be necessary.

Dissertation

A student may not enroll in Dissertation until s/he has successfully completed the comprehensive examination. Once enrolled, the student must continually re-enroll each semester until the dissertation is successfully completed and defended. Only research that is of an original nature will be accepted. It is required that the dissertation proposal be approved prior to application for internship.

COUNSELING PSYCHOLOGY CONCENTRATION

The doctoral concentration in Counseling Psychology is accredited by the American Psychological Association. It is also a designated Doctoral Program in Psychology of the American Association of State Psychology Boards (AASPB) and is listed in the Council for the National Register of Health Service Providers in Psychology. The concentration in Counseling Psychology requires a minimum of sixty-five (65) semester hours. These hours include core courses in education, psychology, specialty electives, practicum and dissertation.

Typically, students complete the following prerequisite course work in their master's program prior to entry into the doctoral program: statistics, theories of counseling, counseling techniques, social psychology, career counseling, physiological psychology, intelligence testing, aptitude and achievement testing, theories of learning, history and systems of psychology and two substantive areas such as psychometrics, advanced general psychology, developmental psychology, or theories of personality. It is the doctoral student's responsibility during the first semester of enrollment to meet with the assigned faculty advisor to review the student's prior work to insure that such graduate work has been completed and to recommend needed courses.

A student enrolled in the Counseling Psychology concentration may take the Qualifying Examination for the doctoral degree only after completing all prerequisite master's level courses, Statistics & Research Methods (PSY 713A) and Statistics and Computer Applications for Research (713B).

PROGRAM OF STUDY

(Note: This catalog includes the curricular revision implemented in the Fall semester of 1999. Those students admitted prior to that date should consult with their advisors.)

EDCI 630	Multicultural Education	3
PSY 705	Ethics and Professional Issues in Counseling Psychology	3
PSY 713A	Statistics and Research Methods	3
PSY 713B	Statistics and Computer Applications	3
PSY 713C	Advanced Statistics and Research Methods	3
PSY 715	Change Processes - Theory, Research & Efficacy	3
PSY 716	Prepracticum	1
PSY 725A	Psychopathology	3
PSY 725B	Assessment of Psychopathology	3
PSY 726	Practicum	1
PSY 736A	Doctoral Practicum in Counseling	2
Psychology		
PSY 736B	Doctoral Practicum in Counseling	2
Psychology		
PSY 736C	Doctoral Practicum in Counseling	1
Psychology		
PSY 736D	Doctoral Practicum in Counseling	1
Psychology		
PSY 753	Consultation and Program Evaluation	OR
PSY 773	Qualitative Research	3
PSY 755A	Individuals: Assessment, Theory & Intervention	3
PSY 755B	Couples, Families & Systems: Assessment, Theory & Intervention	3
PSY 755C	Supervision: Assessment, Theory & Intervention	3
PSY 775	Contemporary Career Development	3
Specialty Electives - As Approved by Advisor		12
	Dissertation	6-15

PSY 811 Dissertation Research

Prior to enrolling in PSY 811, students must have successfully completed comprehensive examinations. Once students begin the dissertation, they must register for PSY 811 every semester until the dissertation is completed and defended. After the fifth registration for dissertation, students register in "Dissertation Continuation" at a reduced fee.

Doctoral Internship 0-0-0

PSY 809 A-B-C Internship (Counseling Psychology)

The successful completion of one year, full-time internship or a two year half-time internship in Psychology at a site approve by the Program Coordinator of Counseling Psychology is required for the awarding of the degree. Students must enroll in PSY 809 A, B, & C during the internship year.

SCHOOL PSYCHOLOGY CONCENTRATION

The doctoral concentration in School Psychology is a designated Doctoral program in Psychology of the American Association of State Psychology Boards (AASPB) and the Council for the National Register of Health Service Providers in psychology. The school psychology doctoral program provides advanced training to work as a professional psychologist in schools and other settings. The program utilizes an ecological-contextual orientation in working with children, schools and families. The doctoral concentration in School Psychology requires a minimum of sixty-three (63) semester hours. These hours include core courses in education, psychology, guided specialty electives, practicum and dissertation. Students admitted to the Ph.D. degree program in School Psychology who have been awarded the Ed.S. degree in school psychology from accredited institutions may be granted full credit for a maximum of thirty hours if the hours are acceptable to the student's program.

A student enrolled in the School Psychology concentration may take the Qualifying Examination for the doctoral degree only after graduate courses in the following areas have been completed: statistics, psychometrics, advanced general psychology, theories of counseling, individual intelligence testing, and learning theory. A master's level practicum in School Psychology is a required prerequisite for the doctoral program. None of these courses nor any master's level practicum count toward completion of the doctoral degree. Typically students complete the above graduate work in their master's program prior to entry into the doctoral program. It is the doctoral student's responsibility during the first semester of enrollment to meet with the assigned faculty advisor to review the student's work to insure that such graduate work has been completed and to recommend needed courses.

PROGRAM OF STUDY

EDCI 630	Multicultural Education	3
PSY 643	History & Systems of Psychology	3
PSY 690	Seminar in School Psychology	3
PSY 713A	Statistics & Research Methods	3
PSY 713B	Statistics & Computer Applications	3
PSY 713C	Advanced Statistics & Research Methods	3
PSY 714A Issues	Interfacing Therapy with Men's Current Issues	3
PSY 714B	OR Interfacing Therapy with Women's Current Issues	
PSY 715	Change Processes - Theory, Research & Efficacy	3
PSY 716	Pre-Practicum	1
PSY 725A	Psychopathology	3
PSY 725B	Assessment of Psychopathology	3
* PSY 726	Practicum 1	
**PSY 746A	Doctoral Practicum in School Psychology	2
**PSY 746B	Doctoral Practicum in School Psychology	2
PSY 753	Consultation and Program Evaluation	
PSY 773	OR Qualitative Research	3
PSY 755A	Individuals: Assessment, Theory & Intervention	3
PSY 755B	Couples, Families & Systems: Assessment, Theory & Intervention	3
PSY 755C	Supervision: Assessment, Theory & Intervention	3
PSY 771	Psychoeducational Assessment	3
	Specialty Electives	6
	(As Approved by Advisor)	

* A practicum is a prerequisite for doctoral practicum.

** PSY 715 and PSY 725A must be taken prior to enrolling in doctoral PSY 746A or PSY 746B
Dissertation 6-15 hours

PSY 811 Dissertation Research

Prior to enrolling in PSY 811, students must have successfully completed comprehensive examinations. Once students begin the dissertation, they must register for PSY 811 every semester until the dissertation is complete. After the fifth registration for dissertation, students register in "Dissertation Continuation" at a reduced fee.

Doctoral Internship 0 hours

PSY 810 A -B- C Internship (School Psychology)

The successful completion of one year, full-time internship or a two year half-time internship (minimum 2000 hours) in Psychology at a site approved by the Program Coordinator of School Psychology is required for the awarding of the degree. Students must enroll in PSY 810 A, B, and C Internship during the internship year.

MAJOR: PSYCHOLOGY

**DEGREE: EDUCATIONAL SPECIALIST
(Ed.S.)**

SCHOOL PSYCHOLOGY

The School Psychology Ed.S. program prepares students to work effectively with school personnel, parents and children to resolve learning and behavioral problems. Requirements for licensure reflect those of national organizations and the Tennessee Board of Education.

Admission Standards

Admission requires a graduate degree in School Psychology or the equivalent course work. Equivalent course work is defined as a master's degree in a closely related field. A minimum MAT score of 38 or GRE (Verbal and Quantitative) score of 800 is required.

Degree Requirements

A minimum of 33 course hours are required for the specialist degree. If there are course deficiencies in the master's program, they will be included in the Ed.S. program of study. Students must also complete a nine-month internship (minimum 1200 hours) under the supervision of the faculty and a qualified school psychologist in public schools. Course requirements must be successfully completed prior to the internship. The culminating experience will be submission of a professional portfolio and completion of the PRAXIS II (Nationally Certified School Psychologist [NCSP] Examination) during their internship year.

PROGRAM OF STUDY

Students admitted to the Ph.D. degree program in School Psychology who have been awarded the Ed.S. degree in school psychology from accredited institutions may be granted full credit for a maximum of thirty hours if the hours are acceptable to the student's program.

Required Courses - 33 hours

EDAD 502	Philosophy & Introduction to Schools OR
EDAD 564	Politics of Education 3
EDRD 564	Diagnosis & Treatment of Reading
	Disabilities OR 3
EDRD 605	Strategies of Developing Reading & Study
Skills	
PSY 617	Individual Tests of Intelligence 3
PSY 647	Individual Testing & Report Writing
	3
PSY 672A	Practicum in School Psychology 3
PSY 672B	Practicum in School Psychology 3
PSY 691A	Internship in School Psychology (Specialist)
	3
PSY 691B	Internship in School Psychology (Specialist)
	3
PSY 692	Psychological Disorders of Children
	3
PSY 693	Alternatives to Standardized Assessment
	3
PSY 694	Consultation in the Schools 3
PSY XXX	Guided Specialty Elective 3

MAJOR: PSYCHOLOGY

DEGREE: MASTER OF SCIENCE (M.S.)

CONCENTRATIONS:

**COUNSELING PSYCHOLOGY
SCHOOL PSYCHOLOGY**

COUNSELING PSYCHOLOGY CONCENTRATION

The curriculum is designed for students seeking preparation for a career in various types of mental health settings and related organizations. The primary goal is to train competent and caring individuals who are able to integrate theory, research, and practice with personal and interpersonal skills and awareness to work with diverse populations. Students are trained to assess and intervene with individuals, families, systems and groups to resolve crises, alleviate distress and maladjustment, improve problem-solving and decision making, etc. In addition, attention is given to training students to promote normal behaviors and development through education and prevention.

Students are given a solid psychological core with a focus on emotional, social, vocational health, and educational issues across the life span. Completion of a minimum of fifty (50) semester hours of approved graduate work is required.

Admission Standards

Admission requires an undergraduate major in psychology or related field. Undergraduate study should include at least one course in general psychology, elementary statistics, research methods, testing, abnormal, physiological, social, history and systems and developmental psychology. The minimum acceptable admission requirements are a 2.5 or higher GPA, a composite GRE (Verbal + Quantitative + Subject, or Verbal + Quantitative only) of 870 or higher, or a MAT of 25 or higher for unconditional admission.

Conditional admission may be offered for 2.25-2.49 GPA with a composite GRE (Verbal + Quantitative + Subject) of 935 or higher or a MAT of 32, or a 2.0-2.24 GPA with a composite GRE (Verbal + Quantitative + Subject) of 1000 or higher or a MAT of 39 or higher. Students admitted conditionally must earn a “B” or better in the first twelve hours of graduate work to gain the unconditional status. However, GRE scores are preferable to MAT scores.

Degree Requirements

A minimum of four semesters and a summer term of residential study and fifty (50) semester hours of approved course work are required.

PROGRAM OF STUDY

Required Courses - 50 Hours

PSY 503	Biological Bases of Behavior	3
PSY 504	Statistics & Methodology	3
PSY 507	Professional Issues and Ethics in Counseling Psychology	3
PSY 510	Prepracticum	1
PSY 513	Abnormal Psychology & Theories of Personality	3
PSY 514	Statistics & Computer Applications	3
PSY 517	Counseling Theory	3
PSY 520	Practicum 2	
PSY 523	Learning Theories	3
PSY 527	Vocational Theory & Testing	3
PSY 553	Psychometrics	3
PSY 563	Child and Adolescent Development	3
PSY 613	Social Bases of Behavior	3
PSY 617	Individual Tests of Intelligence	3
PSY 637	Interests, Aptitude & Achievement	3
PSY 643	History & Systems of Psychology	3
PSY 650	A-B Internship	2,2
PSY 654	Thesis	1

If licensure as a Psychological Examiner is sought, eighteen (18) hours of course work must be completed prior to practicum.

Practicum hours do not count towards the hours of experiential intervention course work required by the Board of Examiners.

MAJOR: PSYCHOLOGY

DEGREE: MASTER OF SCIENCE (M.S.)

SCHOOL PSYCHOLOGY CONCENTRATION

Applicants with bachelor’s degrees will be admitted initially into the M.S. program. Upon successful completion of the M.S. program, students will either matriculate to the Ed.S. program or can apply for admission to the Ph.D. program. Students typically are not eligible for certification/licensure as a School Psychologist with only a master’s degree.

Admission Standards

Admissions requires an undergraduate major in psychology or related field. Undergraduate study should include at least one course in statistics, testing, abnormal, physiological, social, and developmental. The minimum acceptable admissions requirements are a 2.5 or higher GPA, a composite GRE (Verbal + Quantitative + Subject OR Verbal + Quantitative only) of 870 or higher, or an MAT of 25 or higher for unconditional admission. Conditional admission may be offered for 2.25 - 2.49 GPA with a composite GRE (Verbal + Quantitative + Subject) of 935 or higher or an MAT of 32, or a 2.0-2.24 GPA with a composite GRE Verbal + Quantitative + Subject) of 1000 or higher or an MAT of 39 or higher. Students admitted conditionally must earn a B or better in the first twelve hours of graduate work to gain the unconditional status.

Degree Requirements

A minimum of four semesters and a summer term of residential study and forty (40) semester hours of approved course work are required. These courses are prerequisites for both the Ed.S. and Ph.D. degrees in school psychology.

PROGRAM OF STUDY

Required Courses - 40 hours

EDCI 530	Multicultural Education	3
EDSE 553	Education & Psychology of Exceptional Children	3
PSY 503	Biological Bases of Behavior	3
PSY 504	Statistics & Methodology	3

PSY 510	Prepracticum	1
PSY 514	Statistics & Computer Applications	3
PSY 517	Counseling Theory	3
PSY 520	Practicum	2
PSY 523	Learning Theories	3
PSY 553	Psychometrics	3
PSY 563	Indiv Differences in Child & Adolescent	3
Devel		
PSY 613	Social Bases of Behavior	3
PSY 617	Individual Tests of Intelligence	3
PSY 654	Thesis	1
PSY 690	Seminar in Professional School Psychology	3

MAJOR: GUIDANCE AND COUNSELING

DEGREE: MASTER OF SCIENCE (M.S.)

**CONCENTRATION:
PRE-K-12 SCHOOL COUNSELING**

PRE-K-12 SCHOOL COUNSELING CONCENTRATION

The primary goal of the Guidance and Counseling Psychology Program is to train competent and culturally aware counselors to support teachers, other professional personnel and parents in addressing the needs of students from diverse backgrounds related to academic and career preparation as well as personal growth and development. Special emphasis is placed on prevention and recognition of values and strengths. Pre-K-12 School Counseling curriculum is designed to meet the requirements for certification as set forth by the Tennessee State Board of Education.

Admission Requirements

The curriculum requires the bachelor's degree (any major) including twelve (12) semester hours in psychology with at least one course in each of the following areas: general psychology, elementary statistics, human development, and abnormal psychology or adjustment. Both introduction to psychological tests and measurement and foundations of psychological investigation are strongly recommended as prerequisites, as well. Admission to the program does not require the applicant to have a teacher's certificate. The minimum acceptable admissions requirements are a 2.5 or higher GPA with a composite GRE (Verbal + Quantitative + subject OR Verbal + Quantitative only) of 870 or higher or an MAT of 25 or higher. Additional program admission requirements are as follows:

- 1. Three letters of recommendation to be submitted directly to the Program Coordinator.**
- 2. A letter stating applicant's purpose for aspiring to become a school counselor to be submitted directly to the Program Coordinator.**
- 3. A review of applicant's files and a personal interview with the Pre-K-12 School Counseling Committee.**

NOTE: Applicants should check with the program coordinator for any possible changes in admissions or degree requirements upon application to the program.

Degree Requirements

A minimum of four semesters and a summer term of residential study and forty-eight (48) semester credits of approved course work. All candidates must successfully complete a final written comprehensive examination.

Note: Licensure as a Professional School Counselor in the state of Tennessee requires a minimum score of 580 on the Praxis II School Counselor Pre-K-12 Specialty Area Test. The test application is available in the Office of Teacher Education, Clay Education Building, room 112.

PROGRAM OF STUDY

Required Courses - 48 hours*

*Fifty-one credits are required of all students who do not hold a valid teacher's certificate/license.

AREA I	Human Growth and Development (6 Hours)
PSY 563	Child and Adolescent Development 3
EDSE 553	Education and Psychology of Exceptional Children
AREA II	Social and Cultural Foundations (9 Hours)

PSY 513	Abnormal Psychology and Theories of Personality	3
PSY 557	Individual, Couples, and Family Systems	3
PSY 613	Social Bases of Behavior	3
AREA III	The Helping Relationship	(15 Hours)
PSY 517	Counseling Theories	3
*PSY 636	Pre- Practicum Field Experience	3
PSY 646	Practicum in School Counseling	3
PSY 640A	Internship - Elementary School	3
PSY 640B	Internship - Secondary School	3
AREA IV	Group Work	(3 Hours)
PSY 519	Group Counseling and Guidance	3
AREA V	Career and Lifestyle Development	(3 Hours)
PSY 527	Vocational Choice Theory and Testing	3
AREA VI	Appraisal	(6 Hours)
PSY 553	Psychometrics	3
PSY 637	Interests, Aptitude and Achievement Testing	3
AREA VII	Research and Program Evaluation	(3 Hours)
PSY 504	Statistics and Methodology	3
AREA VIII	Professional Orientation	(6 Hours)
PSY 508	Professional Issues and Ethics for Counselors	3
PSY 509	Guidance and Counseling Services in the Schools	3

Required Field Experiences

Practicum: Students are required to complete 100 clock hours of observation and participation in a school counseling setting.

Internships: Students are required to complete 300 clock hours (approximately 20-25 hours per week) of on-site field experience and practice during each of two semesters of internship experience: Elementary School Counseling (640A) and Secondary School Counseling (640B).

ENDORSEMENT ONLY STUDENTS

Individuals who seek the State Department of Education endorsement through the Pre-K-12 School Counseling concentration, but do not intend to pursue a degree through TSU, must:

1. Have earned a Master's Degree in School Counseling or a related area.
2. Seek non-degree admission to the Graduate School.
3. Contact the program coordinator to arrange an interview with the School Counseling Committee.

COURSE DESCRIPTIONS

PSY 503 (730). BIOLOGICAL BASES OF BEHAVIOR. (3) First course in the master's Psychological Foundations sequence. The theory and research related to variations of environmental energy to the physiological correlates of human behavioral processes specifically psychological reactions of sensing and perception are covered.

Prerequisites: Admission to the Graduate School.

PSY 504 (511). STATISTICS AND METHODOLOGY. (3) First course in the master's Research Core sequence. Conceptual treatment of quantitative statistical tools and research methodology for use in research, testing and understanding scientific literature. The student is introduced to different methods of planning and conducting research. Emphasizes the logic underlying research investigation, methodology, analysis, and interpretation of data. Prerequisite: Undergraduate Elementary Statistics

PSY 507 (603). PROFESSIONAL ISSUES AND ETHICS IN COUNSELING PSYCHOLOGY. (3) First course in the Master's in Counseling Psychology Specialty sequence. Seminar in Professional ethical and legal issues in the field. Ethical guidelines for research, teaching, human services, and public policy will be covered. Prerequisite: Admission to graduate program in psychology.

PSY 508 (603). PROFESSIONAL ISSUES & ETHICS FOR COUNSELORS. (3) Third course in the master's Specialty Core sequence. This seminar course is designed to introduce students to ethical codes, legal guidelines and professional issues relevant to the fields of counseling. Students will be exposed to a wide range of topics and readings, and be expected to write an original research paper on a salient topic of their choosing. Prerequisites: Admission to master's program.

PSY 509 (532/534/580). GUIDANCE AND COUNSELING SERVICES IN THE SCHOOLS. (3) Master's Specialty Core course for Pre-K-12 concentration. History, principles, and philosophy of School Guidance and Counseling Services. This course examines the management of Guidance and Counseling Services which includes definition of roles, functions, the use of resources, referrals, consultation, use of time, facilities, budget and the use of research and evaluation to improve programs. Students holding a master's degree and seeking certification must take this course. Prerequisite: Admission to the Graduate School.

PSY 510 (635). PRE-PRACTICUM. (1) First in the master's Practice Core sequence of training experiences designed to facilitate progressively greater degrees of skill development in counseling. Supervised laboratory experience in developing essential interpersonal skills for counseling effectiveness, self-exploration and videotape analysis; introduction to client intake and initial diagnostic procedures; introduction to ethical considerations; the influence of gender, racial-ethnic, and other factors related to diverse populations applications to counseling. Prerequisites: Admission to Master's Program in Psychology.

PSY 513 (625). INDIVIDUAL DIFFERENCES: ABNORMAL PSYCHOLOGY AND THEORIES OF PERSONALITY. (3) First course in the master's Specialty Core sequence. Theories of personality and their expansion into applied techniques in advanced psychopathology and diagnosis. Introduction to the theoretical, contemporary and empirical comparisons of personality development systems to account for both normal and deviant behavior. Prerequisites: Admission to the Graduate School.

PSY 514 (502). STATISTICS AND COMPUTER APPLICATIONS. (3) Second course in the master's Research Core sequence. Continuation of PSY 504. Complex data analysis and interpretation of additional multivariate topics not covered in PSY 504A with the use of statistical analysis packages (e.g., SPSS/Windows) and computer application to research and educational problems in order to facilitate better research consumerism by practicing professionals. Prerequisite: PSY 504.

PSY 517 (537). COUNSELING THEORY. (3) Second course in the master's Specialty Core sequence. Integration of personality theory into counseling theories. Exploration of major trends in psychotherapeutic theory, techniques and current research. Philosophical bases of helping relationships; development of counselor and client self-awareness. Theory and research on issues and problems in counseling clients from different cultural backgrounds will be emphasized. Introduction to the most current

Diagnostic Statistical Manual (DSM) will be included. Prerequisites: Admission to the Graduate School.

PSY 519. GROUP COUNSELING AND GUIDANCE. (3) Specialty Core Course for Pre-K-12. Designed to prepare the student for practicum and internships in Pre-K-12 counseling as it relates to group process, dynamics, techniques including establishing goals, group selection, time management, presentation and facilitation. Prerequisite: Admission to the Graduate School.

PSY 520 (672A). PRACTICUM. (2) Second course in the master's Practice Core sequence of training experiences designed to facilitate progressively greater degrees of skill development in counseling. Continuation of PSY 510. This practicum provides the opportunity for the student to engage in performing the roles of counselor under supervision. Includes a weekly seminar-type class for consideration of ethical issues, problems encountered in practicum and for relating theory to practice. Includes specific training in interviewing, assessment, treatment planning and termination issues in counseling, clinical or school settings. Involves supervised laboratory exposure to clients with developmental issues and skills assessment. If satisfactory level of competence is not obtained by established time frame, the student will repeat course prior to progressing to PSY 640, 650, 672, or 691. Students must demonstrate proof of current professional liability insurance. Prerequisites: PSY 510; admission to graduate program in psychology.

PSY 523 (645/745). LEARNING THEORIES. (3) Second course in the master's Psychological Foundations sequence. The major problem areas, methodology, theories and research in complex behavioral. Prerequisite: Admission to the Graduate School.

PSY 527 (538). VOCATIONAL THEORY AND TESTING. (3) Fourth course within the master's Specialty Core sequence. Theories and empirical research related to vocational choice, decision-making, and assessment as it relates to the world of work over the lifespan. The student will be able to demonstrate the application of this knowledge in career exploration through field surveys and interviews applied to work related concerns, formal assessment including technological approaches to career planning, and resume writing. Prerequisites: Admission into the Master's or Doctoral programs in Psychology; PSY 517 or equivalent.

PSY 543. ADVANCED EDUCATIONAL PSYCHOLOGY. (3) A consideration of the principles, as applied to education. Issues relevant to intellectual development, socialization, and educational evaluation are examined. Additionally, teacher variables and student variables in the instructional process are explored.

PSY 553 (531). PSYCHOMETRICS. (3) Third course in the master's Psychological Foundations sequence. Basic psychometric concepts to prepare the student for subsequent evaluation instruments. Origin and logic of testing, criteria for judging tests, standardization, reliability, and validity and principles of test development and construction. Examination of principles, strategies, and methodologies of interviewing and report writing of measurement of individual and group differences. Special emphasis is placed upon interpreting these concepts in light of diversity issues. Prerequisite: PSY 504 & 514; Admission to graduate program in psychology or Pre-K-12.

PSY 557 (604). INDIVIDUALS, COUPLES, & FAMILY SYSTEMS ASSESSMENT: THEORY & INTERVENTION. (3) Theory, research and assessment techniques related to treatment of individuals, couples, & traditional families and non-traditional family

systems including impact of personal and vocational concerns on the system.

Prerequisites: PSY 517.

PSY 563 (551). INDIVIDUAL DIFFERENCES IN CHILD & ADOLESCENT DEVELOPMENT. (3) Sixth course in the master's Psychological Foundations sequence. Theories and research of child and adolescent development in the normal individual. Emphasis on human socialization, physical, cognitive and emotional development from conception through adolescence. Prerequisites: Admission to the Graduate School; PSY 503, 504, 514, & 523.

PSY 605. ADVANCED GENERAL PSYCHOLOGY. (3) Selected topics in contemporary psychology, applying research findings to human behavior.

PSY 608. HISTORY & SYSTEMS OF GUIDANCE & COUNSELING. (3) First course in the Guidance and Counseling Specialty sequence. Historical foundation and current issues of the Guidance movement in the United States. Prerequisite: Admissions into the Master's program in Guidance & Counseling.

PSY 613 (533/541). SOCIAL BASES OF BEHAVIOR. (3) Fourth course in the master's Psychological Foundations sequence. Theoretical explanations and empirical research related to of human behavior in diverse social groupings. Emphasis on dynamics of group processes, the psychological basis of group behavior, conflict resolution and evaluation of social programs.

PSY 617 (571). INDIVIDUAL TESTS OF INTELLIGENCE. (3) Offers training and practice in administering, scoring, analysis and transmission of test data to both clients and other professionals. Emphasis on the use of standardized individual tests of intelligence. Ethics and multi-cultural concerns related to assessment are covered. The student is required to acquire proficiency in the use of the WISC-III, the WAIS-R, and the Stanford-Binet. Prerequisite: PSY 553; written permission of the instructor is required prior to enrolling.

PSY 636 (636A/636B). PRE-PRACTICUM FIELD EXPERIENCE FOR PRE-K-12. (3) This course is designed for students with no prior teaching experience. Students enrolled in this class will gain exposure to the whole teaching and counseling milieu through observation in the classroom, assisting with specific classroom activities and participating in case conferences with school personnel which would include the counselor and other members of the student services team. Prerequisites: Admission into the Graduate School.

PSY 637 (575). INTEREST, APTITUDE & ACHIEVEMENT TESTING. (3) Fifth course in the master's Psychological Foundations sequence. Application of principles, strategies, and methodologies of interviewing and report writing in the areas of interests, aptitude, and achievement testing with diverse populations. Prerequisite: PSY 553 or equivalent with instructors approval; admission to graduate program in psychology or guidance and counseling.

PSY 640 A. INTERNSHIP. (ELEMENTARY SCHOOL COUNSELING). (3) A supervised internship that is begun after the successful completion of the student's practicum. Students will be placed in sites that provide the student with the opportunity to engage in individual and group counseling under supervision. Students will also be involved in case conferences, and contacts with the appropriate persons and agencies consistent with the expectations of those of a regularly employed counselor. The student is expected to

commit to 300 clock hours at the internship site. Prerequisite: PSY 636 or permission of instructor.

PSY 640 B. INTERNSHIP. (SECONDARY SCHOOL COUNSELING). (3) A supervised internship that is begun after the successful completion of the student's practicum. Students will be placed in sites that provide the student with the opportunity to engage in individual and group counseling under supervision. Students will also be involved in case conferences, and contacts with the appropriate persons and agencies consistent with the expectations of those of a regularly employed counselor. The student is expected to commit to 300 clock hours at the internship site. Prerequisite: PSY 636 or permission of instructor.

PSY 643. HISTORY AND SYSTEMS OF PSYCHOLOGY. (3) A study of the historical development of the field of psychology with particular emphasis on contemporary psychology. Prerequisites: Admission to the Graduate School

PSY 646. PRACTICUM. (PRE-K-12). (3) This practicum provides an opportunity for the student to engage in working with clients under supervision. It provides for the development of individual and group counseling skills. Prerequisite: PSY 510 & 517. Permission to renroll requires approval of Coordinator of Pre-K-12 School Counseling Program one semester prior to enrollment.

PSY 647. INDIVIDUAL TESTING & REPORT WRITING. (3) This course is part of a sequential competency based assessment series in the advanced study of psychoeducational assessment. Included are the study, administration, and interpretive report writing using measures of intelligence, behavior and achievement as well as assessment of emotion. Emphases of the course are psychoeducational diagnoses based on assessment outcomes. Meaningful psychoeducational recommendations, framed in an integrated psychological report are emphasized. Prerequisite: PSY 553 & 617

PSY 650 A (692A). MASTER'S INTERNSHIP IN COUNSELING PSYCHOLOGY. (2) Third course in the master's Practice Core sequence. Supervised practice in psychological work with clients within an approved counseling or clinical setting. Supervision is provided by an on site supervisor and a university supervisor. Student must complete 300 hours of experience per semester with not less than 75% in direct clinical services. Students must obtain internship placement and have it approved with the appropriate program coordinator the semester before enrolling in this course. Students seeking licensure or certification also should take responsibility to check requirements for direct services and supervision with the appropriate boards. At the time of enrollment, students must demonstrate proof of current professional liability insurance. Prerequisite: Admission to graduate program in psychology; approval of the Program Coordinator one semester prior to enrollment; PSY 520.

PSY 650 B (692B). MASTER'S INTERNSHIP IN COUNSELING PSYCHOLOGY. (2) Fourth course in the master's Practice Core sequence. Supervised practice in psychological work with clients within an approved counseling or clinical setting. Supervision is provided by an on site supervisor and a university supervisor. Student must complete 300 hours of experience per semester with not less than 75% in direct clinical services. Students must obtain internship placement and have it approved with the appropriate program coordinator the semester before enrolling in this course. Students seeking licensure or certification also should take responsibility to check requirements for direct services and supervision with the appropriate boards. At the time

of enrollment, students must demonstrate proof of current professional liability insurance. Prerequisite: Admission to graduate program in psychology; approval of the Program Coordinator one semester prior to enrollment; PSY 520.

PSY 654 A (512). THESIS. (1) A scientific research thesis is executed under the direct supervision of an approved graduate faculty person. Upon acceptance of the written report and the passing of the oral examination, a grade will be awarded designating completion of the project. While students do not enroll in this class until the second year of the Master's, it is strongly encouraged that they consider possible research options throughout their training and speak with respective faculty regarding possible mutual research interests. Prerequisite: PSY 514.

PSY 657. PROJECTIVE TECHNIQUES. (3) Designed to familiarize the student with the uses and administration of projective techniques. Research findings as to validity and applicability of the projective approach, ethics, and multi-cultural issues relevant to assessment are carefully examined. Prerequisite: Master's degree in Psychology or Counseling awarded; admission to the Doctoral or Ed.S. programs in Psychology or written permission of instructor prior to enrollment.

PSY 660 A. MASTER'S INTERNSHIP IN GUIDANCE & COUNSELING. (2) Supervised practice experience within an approved setting. Supervision is provided by an on site supervisor and a university supervisor. Students must obtain internship placement and have it approved with the program coordinator the semester before enrolling in this course. At the time of enrollment, students must demonstrate proof of current professional liability insurance. Prerequisite: Admission to master's program in guidance and counseling; approval of the respective Program Coordinator one semester prior to enrollment; PSY 520.

PSY 660 B. MASTER'S INTERNSHIP IN GUIDANCE & COUNSELING. (2) Supervised practice experience within an approved setting. Supervision is provided by an on site supervisor and a university supervisor. Students must obtain internship placement and have it approved with the program coordinator the semester before enrolling in this course. At the time of enrollment, students must demonstrate proof of current professional liability insurance. Prerequisite: Admission to master's program in guidance and counseling; approval of the respective Program Coordinator one semester prior to enrollment; PSY 660 A.

PSY 672. PRACTICUM IN SCHOOL PSYCHOLOGY. (1) Supervised practice in psychological work with clients within an approved school setting. Supervision is provided by an on site supervisor and a university supervisor. Student must complete 300 hours of experience per semester with not less than 75% in direct clinical services. Students must obtain internship placement and have it approved with the program coordinator the semester before enrolling in this course. Students seeking licensure or certification also should take responsibility to check requirements for direct services and supervision with the appropriate boards. At the time of enrollment, students must demonstrate proof of current professional liability insurance. Prerequisite: Admission to master's program in school psychology; approval of the respective Program Coordinator one semester prior to enrollment; PSY 510.

PSY 682 A-B. MASTER'S INTERNSHIP IN SCHOOL PSYCHOLOGY. (2, 2) Supervised practice in psychological work with clients within an approved school setting. Supervision is provided by an on site supervisor and a university supervisor. Student

must complete 300 hours of experience per semester with not less than 75% in direct clinical services. Students must obtain internship placement and have it approved with the program coordinator the semester before enrolling in this course. Students seeking licensure or certification also should take responsibility to check requirements for direct services and supervision with the appropriate boards. At the time of enrollment, students must demonstrate proof of current professional liability insurance. Prerequisite: Admission to master's program in school psychology; approval of the respective Program Coordinator one semester prior to enrollment; PSY 682 A

PSY 690. SEMINAR IN SCHOOL PSYCHOLOGY. (3) A course designed to acquaint the student with information specific to the professional specialty of School Psychology. Topics covered will include History and Foundations of School Psychology. Alternative Models for the Delivery of School Psychological Services, Emergent Technologies and the Roles and Functions of the School Psychologist.

PSY 691 A-B. SCHOOL PSYCHOLOGY INTERNSHIP (Specialist). (3-3) Supervised practice in psychological work within the public school system. Supervision is provided by the school system and the Program Coordinator of the School Psychology Program. Permission to enroll in this experience requires the approval of the Program Coordinator of the School Psychology Program one semester prior to enrollment.

PSY 692. Psychological Disorders of Children. (3) Provides overview of diagnosis and treatment of child/adolescent behavior disorders (ADHD, Conduct problems), emotional and social disorders (Depression, Anxiety, Phobias) and developmental and acquired disorders. Prerequisite: Admission to the Graduate School; PSY 513 and/or 563.

PSY 693. Alternatives to Standardized Assessment. (3) Theory and practicum related to the use of non-normative assessment, including but not limited to structured behavioral observation, curriculum based assessment, functional analysis of behavior and student portfolios. Prerequisite: Admission to the Graduate School; PSY 553 or equivalent.

PSY 694 Consultation in Schools. (3) Students learn consultation skills and processing utilizing a number of professional models such as Caplan's model, behavioral and problems solving models, crisis consultation and direct/indirect consultation. Prerequisite: Admission to the Graduate School; PSY 510.

PSY 705. ETHICS & PROFESSIONAL ISSUES IN COUNSELING PSYCHOLOGY. (3) First course in the doctoral Advanced Psychological Foundations core. Professional seminar in ethical, legal and professional issues in counseling psychology. Ethical guidelines for research, human services, teaching and public policy issues will be covered. Prerequisites: Admission to the doctoral program in Psychology.

PSY 713. ADVANCED INDEPENDENT STUDY. (3) An intense investigation of an area of study of special interest to the student. Prerequisite: Consent of the instructor and approval of the Department Head.

PSY 713 A (712). STATISTICS & RESEARCH METHODS. (3) First course in the doctoral Advanced Research Core. A course in theoretical quantitative analysis and research methods emphasizing the logic in making decisions and predications in conducting research rather than as a consumer of research exclusively. Prerequisite: PSY 504 and 514 or equivalent.

PSY 713 B (701). STATISTICS & COMPUTER APPLICATIONS TO RESEARCH. (3) Second course in the doctoral Advanced Research Core sequence. Continuation of Research Core I: PSY 713 A. Complex data analysis and interpretation of additional

multivariate topics not covered in PSY 713 A with the use of statistical analysis packages (e.g., SPSS/Windows) and computer application to research and educational problems in order to facilitate research development and production in addition to consumerism.

Course will include extra class requirements entailing time in the computer lab to complete assignments. Prerequisite: PSY 713 A

PSY 713 C (718). ADVANCED STATISTICS & RESEARCH METHODS. (3) Third course in the doctoral Advanced Research Core sequence. Extension of issues introduced in PSY 713 B and advanced statistical topics more germane to Psychology graduates conducting research in various settings. Prerequisite: PSY 713 B

PSY 714 A-M. SPECIAL TOPICS. (3) Special topics in psychology are offered on an alternating basis. May be repeated for credit a maximum of twice. Prerequisite: PSY 713 B.

PSY 715 (735). CHANGE PROCESSES: THEORY, RESEARCH & EFFICACY. (3) Second course in the doctoral Advanced Psychological Foundations Core sequence.

Theory and research of counseling and psychotherapeutic change, outcome, and empirically validated treatments focusing short-term approaches to counseling.

Prerequisite: Admission to the doctoral program in Psychology; PSY 705.

PSY 716 (738B). PRE-PRACTICUM. (1) First course in the doctoral Advanced Practice Core sequence. This pre-practicum experience is the first in a series of training experiences designed to facilitate progressively greater degrees of skill development in counseling psychology. Ethics of practice and working with diverse populations is stressed. Skills Assessment including areas such as Mental Status Examinations, interviewing, history taking and interpersonal dynamics must be satisfactorily completed prior to enrollment in subsequent Practice Core components. A review by the Counseling Psychology Program committee may result in the course being repeated if necessary.

Failure to satisfactorily complete assessment of skills will result in removal from graduate program. Available only to graduate students in counseling psychology.

Prerequisite: Admission to the doctoral program in Counseling Psychology

PSY 725 A. PSYCHOPATHOLOGY. (3) Third course in the doctoral Advanced Psychological Foundations Core sequence: Theory, research and diagnosis of deviant behavior patterns. Emphasis on most current version of the Diagnostic Statistical Manual (DSM). Prerequisite: Admission to the doctoral program in Counseling Psychology; PSY 705 & 715

PSY 725 B. ASSESSMENT OF PSYCHOPATHOLOGY. (3) Fourth course in the doctoral Advanced Psychological Foundations core sequence. Theory, research and application of assessment to diagnosis of deviant behavior patterns. Emphasis on most current version of the Diagnostic Statistical Manual (DSM) and objective appraisal techniques.

Prerequisite: Admission to the doctoral program in Counseling Psychology; PSY 725 A.

PSY 726 (739D). PRACTICUM. (1) Second course in the doctoral Advanced Practice Core sequence of progressive training experiences to provide students an opportunity to observe clinical work of advanced students and to provide counseling to clients with normal developmental concerns under faculty and advanced doctoral student supervision. Prerequisites: PSY 719.

PSY 732. LEARNING THEORIES. (3) FOR NON-PSYCHOLOGY MAJORS ONLY. The major problem areas, methodology, theories and research in complex behavior.

Prerequisite: Admission to the Graduate School.

PSY 736 A-B-C-D-E (739). DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY. (2,2,1,1,1) Five semester sequence of doctoral Advanced Practice Core for Counseling Psychology students. Practical experience in an approved setting. Weekly seminar with practicum students to interact and critique taped client interventions. Weekly individual supervision with university supervisor required. Each semester should entail approximately 300 hours of field experience of which 75% should be direct clinical work. On site supervision by a licensed psychologist is required in addition to faculty supervision. During 736 C & D which is required of students in the Counseling Psychology concentration, students will provide supervision to beginning doctoral students enrolled in PSY 726. The final section 736 E will be offered on an as needed basis for summer elective enrollment. All students must demonstrate proof of current professional liability insurance. Prerequisite: Permission of program coordinator one semester before beginning course; PSY 726.

PSY 746 A (739D). DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY. (2) First of two semester sequence of doctoral Advanced Practice Core for School Psychology students. Practical experience in an approved setting. Weekly seminar with practicum students to interact and critique taped client interventions. Weekly individual supervision with university supervisor required. Each semester should entail approximately 300 hours of field experience of which 75% should be direct clinical work. On site supervision by a licensed psychologist is required in addition to faculty supervision. All students must demonstrate proof of current professional liability insurance. Prerequisite: Permission of program coordinator one semester before beginning course; PSY 720.

PSY 746 B. DOCTORAL PRACTICUM IN SCHOOL PSYCHOLOGY. (2) Second of two-semester sequence of doctoral Advanced Practice Core for School Psychology students. Practical experience in an approved setting. Weekly seminar with practicum students to interact and critique taped client interventions. Weekly individual supervision with university supervisor required. Each semester should entail approximately 300 hours of field experience of which 75% should be direct clinical work. On site supervision by a licensed psychologist is required in addition to faculty supervision. All students must demonstrate proof of current professional liability insurance. Prerequisite: Permission of program coordinator one semester before beginning course; PSY 746 A.

PSY 753 (763). CONSULTATION AND PROGRAM EVALUATION. (3) Fourth course in the doctoral Advanced Research Core sequence. This course will focus on the five forms of consultation with special emphasis on methods of program evaluation. It will alternate on an annual basis with Qualitative Research with Diverse Populations. Prerequisite: PSY 713 C

PSY 755 A. ASSESSMENT, THEORY & INTERVENTIONS WITH INDIVIDUALS. (3) Fifth course in the doctoral Advanced Psychological Foundations Core sequence. Theory, research, and assessment techniques related to treatment of individuals including personal and vocational concerns across the lifespan. Prerequisites: PSY 705, 715, 725 A & B

PSY 755 B (678/778). ASSESSMENT, THEORY & INTERVENTIONS WITH COUPLES, FAMILIES & SYSTEMS. (3) Sixth course in the doctoral Advanced Psychological Foundations core sequence. Theory, research, and assessment techniques related to treatment of couples, families and nontraditional family systems including impact of personal and vocational concerns on the system. Prerequisites: PSY 705, 715, & 725 A-B.

PSY 755 C. ASSESSMENT, THEORY & INTERVENTIONS IN SUPERVISION. (3) Seventh course in the doctoral Advanced Psychological Foundations sequence. Theory, research, and assessment techniques related to providing supervision in treatment settings. Prerequisites: PSY 736 B or 746 B, PSY 755 A & B.

PSY 771. PSYCHOEDUCATIONAL ASSESSMENT. (3) The advanced study of the administration and interpretation of a battery of Psychoeducational assessment procedures with an emphasis on diagnostic testing, academic readiness, academic achievement and intellectual functioning. Emphasis will be based on an integrated view of the individual's Psychoeducational functioning. Prerequisite: PSY 617 or written permission of instructor prior to enrollment.

PSY 773. QUALITATIVE RESEARCH WITH DIVERSE POPULATIONS. (3) Fifth course in the doctoral Advanced Research Core sequence. This course will focus on advanced qualitative methods and analysis specific to qualitative studies with research with diverse groups. This course will alternate on an annual basis with Consultation and Program Evaluation. Prerequisite: PSY 713 C

PSY 775. CAREER DEVELOPMENT: THEORIES, METHODS AND CONTEMPORARY ISSUES (3). This course will review the major theories of life long career choice development, and adjustment within the historical context of counseling psychology as well as contemporary issues in the career area. The major career assessment instruments and their applications to career counseling in multi-cultural settings, across the life span will be emphasized.

PSY 809 A-B-C. INTERNSHIP. (COUNSELING PSYCHOLOGY). (0-0-0) The internship for Counseling Psychology students is a one-year, full-time assignment under supervision to an agency approved by the student's program coordinator. It is the student's responsibility to apply for an internship and to enter the national process to obtain such an internship. It is recommended that students consult with their major advisor and program coordinator early on in the doctoral program to gain information regarding the process. Prerequisite: Permission of appropriate program coordinator one academic year in advance, completion of all course work & doctoral comprehensive examinations.

PSY 810 A-B-C. INTERNSHIP. (SCHOOL PSYCHOLOGY). (0-0-0) The internship for School Psychology students is a one-year, full-time assignment under supervision to an agency approved by the student's program coordinator. It is the student's responsibility to apply for an internship and to enter the national process to obtain such an internship. It is recommended that students consult with their major advisor and program coordinator early on in the doctoral program to gain information regarding the process. Prerequisite: Permission of appropriate program coordinator one academic year in advance, completion of all course work & doctoral comprehensive examinations.

PSY 811. DISSERTATION. (3) The design and implementation of an extensive and intensive study of a psychological nature requiring the use of quantitative competencies and skills under the direction of a committee and its chairperson. Students may enroll for no more than three (3) semester hours of dissertation credit per semester for a minimum of two semester. Enrollment may not begin prior to the successful completion of comprehensive examinations and must be maintained each semester until the dissertation has been completed and successfully defended.

Erlete Ascencao, Assistant Professor
 A.A., 1979, Reinhardt College, B.A., 1980 Berry College; B.S., 1986, Georgia State University; M.A., 1982, Ph.D., 1986, Emory University; Ph.D., 1995, University of Tennessee

Helen R. Barrett, Professor
 B.A., 1965, Barnard College; M.A., 1967, Ph.D., 1970, Southern Illinois University

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 B.A., 1980, Texas Women's College, M.S., 1982, Texas A&M University, Ph.D., 1992 University of Mississippi

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 B.A., 1972, M.A., 1974, Fisk University; Ph.D., 1979, Vanderbilt University

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 B.S., 1965, M.Ed., 1969, Middle Tennessee State University; Ph.D., 2000, Tennessee State University

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Roger W. Jones, Professor
 B.A., 1963, M.S., 1965, Ph.D., 1968, University Of Georgia

John W. Joyner, Professor
 B.S., 1960, M.S., 1962, Tennessee State University; Ph.D., 1972, The Ohio State University

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 B.S., 1978, College Of Charleston; M.S., 1981, Ph.D., 1984, Virginia Commonwealth University

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Amy E. Sibulkin, Associate Professor
 B.A., 1976, Clark University; M.S., 1979, Ph.D., 1981, Cornell University

Darrell Smith, Professor
 B.A., 1960, M.A., 1970, University Of Kentucky; Ph.D., 1972, Purdue University

Stephen Trotter, Associate Professor
 B.S., 1972, Stephen F. Austin State University; M.S., 1976, University of Houston; Ph.D., 1981, University of Utah

Dorothy Tucker, Assistant Professor
 B.A., M.S., Ph.D., 1997 George Peabody College of Vanderbilt University

Dean B. Roberts, Ed.D., Head
 203 Clay (Education) Building
 (615) 963-5465

DEGREE: DOCTOR OF EDUCATION (Ed.D.)

MAJOR: CURRICULUM AND INSTRUCTION

CONCENTRATIONS:

CURRICULUM	PLANNING
ELEMENTARY	EDUCATION
READING	
SECONDARY	EDUCATION
SPECIAL EDUCATION	

The doctoral program offered by the Department of Teaching and Learning includes four concentrations: Curriculum Planning, Elementary Education, Reading, and Secondary Education. These programs are designed for the in-service educator and the prospective planner and programmer of curriculum. Prior graduate work and the student's interest and career aspirations will be considered in structuring the program of study for each student.

Admission Requirements

- 1. A minimum Graduate Record Exam (GRE) score of 900 (Verbal & Quantitative), or a minimum Miller Analogies Test (MAT) score of 44**

2. A minimum G.P.A. of 3.25 is required on the last graduate degree, either Master's or Education Specialist. No more than thirty (30) semester hours from an Education Specialist degree may be used toward the doctorate. The advisor will recommend the appropriate Education Specialist credits to be transferred.

3. An acceptable work experience record

4. Letters of recommendation indicating probable success in the program

5. Proof of the ability to write effectively

6. An acceptable interview

General Department Requirements

A minimum of sixty (60) semester hours of approved course work beyond the Master's degree is required: eighteen (18) semester hours of general education core, twenty-four (24) semester hours of departmental core, twelve (12) hours of electives, and six (6) hours credit for the satisfactory completion of the doctoral dissertation. Also required is the successful completion of a written qualifying examination, a written comprehensive examination, and residency of a minimum of eighteen (18) semester hours over a period of four (4) semesters.

PROGRAM OF STUDY

General Education Core, All Concentrations, 18 hours

EDCI 630	Multicultural Education	(3)
EDCI 700	Foundations of Education	(3)
EDAD or EDCI 712	Advanced Methods of Research	(3)
EDAD 704	Leadership and Interpersonal Relationships	(3)
PSY 745	Learning Theories for Teachers	(3)
*EDAD 718	Computer Applications for Education	(3)

(*EDAD 600 is a prerequisite for EDAD 718.)

CONCENTRATION I: CURRICULUM PLANNING

Specialized Courses - 24 hours

EDAD 503	School Supervision	(3)
EDAD 616	The School Principalship	(3)
EDAD 620	Organization and Administration Of the Secondary School	(3)
EDCI 610	Curriculum Planning and Programming	(3)
EDCI 613	Seminar in Curriculum Design	(3)
EDCI 615	Seminar in Curriculum Development	(3)
EDCI 617	Non-traditional Education	(3)
EDCI 618	Uses of Microcomputers	(3)
EDCI 619	Microcomputer Technology in Primary and Elementary Schools	(3)
EDCI 620	Microcomputers and Educational Services	(3)
EDCI 702	Instructional Applications of Word-Processing	(3)
EDCI 703	Doctoral Seminar in Curriculum	(3)
EDCI 708	Independent Study	(3)
EDCI 711	Curriculum Theory	(3)
EDCI 714	Seminar in Instruction	(3)
EDCI 787	Principles of Teaching Elementary and Secondary Curriculum	(3)

Electives - 12 hours (Electives must be taken outside of the student's area of concentration. It is suggested that EDAD 700 be taken the semester prior to or during the first semester of enrollment in EDCI 810.)

Dissertation - 6 to 15 hours

EDCI 810	Doctoral Dissertation	
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Once students begin the dissertation, they must register for EDCI 810 every semester until the dissertation is complete. After the fifth registration, students register in "Dissertation Continuation" (Section 35) at a reduced fee.

Residency is satisfied with a minimum of eighteen (18) semester hours over a period of four consecutive semesters.

CONCENTRATION II: ELEMENTARY EDUCATION

Specialized Courses - 24 hours

EDAD 503	School Supervision (3)
EDCI 610	Curriculum Planning and Programming (3)
EDCI 613	Seminar in Curriculum Design (3)
EDCI 617	Non-Traditional Education Uses of Microcomputers (3)
EDCI 618	Microcomputer Technology in Primary and Elementary Schools (3)
EDCI 628	Designing Middle School Curriculum (3)
EDCI 629	Advanced Language Arts (3)
EDCI 634	Evaluation of Education Programs (3)
EDCI 682	Advanced Mathematics in the Elementary School (3)
EDCI 683	Advanced Science in the Elementary School (3)
EDCI 703	Independent Study (3)
EDCI 708	Curriculum Theory (3)
EDCI 787	The Elementary and Secondary Curriculum (3)
PSY 613	Social Bases of Behavior (3)

Electives - 12 hours (Electives must be taken outside of the student's major field. It is suggested that EDAD 700 be taken immediately prior to or during the first semester of enrollment in EDCI 810.)

Biology
Chemistry
Early Childhood Education
Educational Administration
English
Mathematics
Guidance K- 12
Reading
Human Performance and Sport Sciences
Social Studies

Dissertation - 6 to 15 hours

EDCI 810

Doctoral Dissertation

Once students begin the dissertation, they must register for EDCI 810 every semester until the dissertation is complete. After the fifth registration, students register in "Dissertation Continuation" (Section 35) at a reduced fee.

Residency is satisfied with a minimum of eighteen (18) semester hours over a period of four consecutive semesters.

CONCENTRATION III: READING

Candidates for Ed.D. degree in Curriculum & Instruction with the Concentration Reading must have successfully completed the Master of Education degree in Reading with certification in Reading.

Specialized Courses:

12 hours - Curriculum Instruction and 12 hours - Reading Education beyond the requirements for certification as a reading specialist.

A. Curriculum and Instruction - 12 hours

EDAD 616	The Elementary School Principal (3)
EDAD 620	Organization and Administration Of the Secondary School (3)
EDCI 617	Non-Traditional Education Uses of Computers (3)
EDCI 618	Microcomputer Technology in Primary and Elementary Schools (3)
EDCI 704	Comparative Education (3)
EDCI 708	Curriculum Theory (3)

B. Reading Education -12 hours (Select from the list below)

EDRD 580	Linguistic Applications to Teaching Language Arts (3)
EDRD 587	Interpreting Research Findings

EDRD 609	Into Classroom Practice (3) Teaching Adults to Read and Write (3)
EDRD 620	Directed Individual Study of Instructional Strategies in Reading (1-3)
EDRD 621	Directed Individual Study in Supervising (A,B,& C) Reading Instruction and/or Programs (can be repeated) (1-3)
EDRD 622	Directed Individual Study of Individualized (A,B,& C) Clinical Procedures (1-3)
EDRD 650	Investigating Reading and Writing Processes (3)
EDRD 710	Internship in Supervision of Reading(A,B,& C) Instruction and/or Programs (1-3)

Electives - 12 hours (Electives must be taken outside of the student's major field. It is suggested that EDAD 700 be taken immediately prior to or during the first semester of enrollment in EDCI 810.)

Dissertation - 6 to 15 hours

EDCI 810

DOCTORAL DISSERTATION

Once students begin the dissertation, they must register for EDCI 810 every semester until the dissertation is complete. After the fifth registration, students register in "Dissertation Continuation" (Section 35) at a reduced fee.

Residency is satisfied with a minimum of eighteen (18) semester hours over a period of three consecutive semesters.

Persons pursuing this Concentration may be preparing for the following positions:

- Curriculum Planners
- Guidance Counselors
- Directors
- School Psychologists
- Educational Administrators
- Classroom Teachers
- Elementary Supervisors
- Secondary Remedial/Clinical Specialists

CONCENTRATION IV: SECONDARY EDUCATION

Specialized Courses - 24 hours

SOC 520	Education Sociology (3)
EDAD 503	School Supervision (3)
EDAD 620	Organization and Administration Of the Secondary School (3)
EDCI 610	Curriculum and Planning and Programming (3)
EDCI 613	Seminar in Curriculum Design (3)
EDCI 617	Non-Traditional Education Uses of Computers (3)
EDCI 619	Microcomputers and Educational Services (3)
EDCI 620	Instructional Applications of Word-Processing (3)
EDCI 628	Advanced Language Arts (3)
EDCI 634	Evaluation of Education Programs (3)
EDCI 702	Doctoral Seminar in Curriculum (3)
EDCI 703	Independent Study (3)
EDCI 708	Curriculum Theory (3)
EDCI 711	Seminar Instruction (3)
EDCI 714	Principles of Teaching (3)

Electives - 12 hours (taken outside the department. It is suggested that EDAD 700 be taken immediately prior to or during the first semester of enrollment in EDCI 810.)

Dissertation - 6 to 15 hours

EDCI 810

Doctoral Dissertation

Once students begin the dissertation, they must register for EDCI 810 every semester until the dissertation is complete. After the fifth registration, students register in "Dissertation Continuation" (Section 35) at a reduced fee.

Residency is satisfied with a minimum of eighteen (18) semester hours over a period of four consecutive semesters.

CONCENTRATION V: SPECIAL EDUCATION

Specialized Courses:

A. Major Core Required in EDCI (12 Hours)

EDAD 503	School Supervision (3)
EDCI 617	Non-Traditional Education Uses of Microcomputers (3)
EDCI 620	Instructional Applications of Word Processing (3)
EDCI 610	Curriculum Planning (3)
EDCI 613	Seminar in Curriculum (3)
EDCI 708	Curriculum Theory (3)
EDCI 702	Doctoral Seminar in Curriculum (3)
EDCI 703	Doctoral Independent Study (3)
EDCI 711	Seminar in Instruction(3)
B. Special Education - (12 Hours)	
EDSE 507	Teaching the Emotionally Disturbed Child (3)
EDSE 637	Characteristics and Strategies for the Physically Challenged (3)
EDSE 652	Org./Admin. Of Program and Services For the Disabled (3)
EDSE 653	Education and Psychology of Exceptional Child (3)
EDSE 654	Theory and Procedures for Teaching The Exceptional Child (3)
EDSE 656	Psycho-educational Diagnosis of the Exceptional Child (3)
EDSE 657	Consultation and Collaboration (3)
EDSE 658	Learning and Behavioral Disabilities (3)
EDSE 659	Characteristics and Needs of the Gifted (3)
EDSE 660	Teaching the Gifted (3)
EDSE 663	Teaching Early Childhood Special Education (3)
EDSE 564	Managing Inappropriate Classroom Behavior (3)
EDSE 568	Teaching Academics to the Mildly Disabled (3)
EDSE 569	Managing Transitions for Exceptional Children (3)
EDSE 571	Teaching Individuals with Severe Disabilities (3)
EDSE 580	Technology in Special Education (3)
EDSE 690	Practicum in Special Education (3)
EDSE 691	Problems and Projects in Special Education (3)
EDSE 692	Problems and Projects in Special Education (3)
EDSE 693	Problems and Projects in Special Education (3)
EDSE 791a	Seminar in Special Education/ Selected Topics (3)
EDSE 791b	Seminar in Special Education/ Selected Topics (3)
EDSE 791c	Seminar in Special Education/ Selected Topics (3)
EDSE 791d	Seminar in Special Education/ Selected Topics (3)

Electives - 12 hours (taken outside the department. It is suggested that EDAD 700 be taken immediately prior to or during the first semester of enrollment in EDCI 810.)

Dissertation - 6 to 15 hours

EDCI 810

Doctoral Dissertation

Once students begin the dissertation, they must register for EDCI 810 every semester until the dissertation is complete. After the fifth registration, students register in "Dissertation Continuation" (Section 35) at a reduced fee.

Residency is satisfied with a minimum of eighteen (18) semester hours over a period of four consecutive semesters.

MAJOR: CURRICULUM AND INSTRUCTION

DEGREE: MASTER OF EDUCATION (M.Ed.)

Admission Requirements

Unconditional admission to the program requires the applicant to have a bachelor's degree from a fully accredited four-year college or university, an undergraduate cumulative grade point average of 2.5 or better on a 4.0 scale, and a composite score of at least 870 on the verbal, quantitative, and subject portions of the Graduate Record Examination or a score of 25 on the Miller Analogies Test. Conditional admission may be gained with a lower grade point average, but the GRE or MAT score must be correspondingly higher. If the undergraduate GPA is between 2.25 and 2.49, the GRE score must be 935 or the MAT score 32. If the GPA is between 2.0 and 2.24, the GRE score must be 1,000 or the MAT score 39. Applicants with less than a 2.5 undergraduate GPA must submit test scores at the time of application; applicants with a GPA of 2.5 or above may submit test scores in the first semester of attendance, but it is preferable that they submit test scores at the time of original application. The student must remove conditional status by earning at least a B (3.0) average in the first nine hours of graduate courses; failure to achieve this average will result in withdrawal from the program.

Students who are potential candidates for the Master's Degree in Curriculum and Instruction must be certified to teach or must meet certification before the degree is awarded. An exception is the concentration in Adult Education.

Degree Requirements

The Master's Degree program in Curriculum and Instruction offers concentrations in Secondary School Instruction, Adult Education, Reading, Educational Technology, Teaching Non-English Language Background Students, and History and Geography.

PROGRAMS OF STUDY

Required Core - 15 hours

EDCI 500	Foundations of Education	(3)
	or	
EDCI 526	Philosophy of Education	(3)
EDCI 511	Research and Statistics in Education	(3)
EDCI 610	Curriculum and Planning and Programming	(3)
EDCI 530	Multicultural Education	(3)
PSY 543	Advanced Educational Psychology	(3)

CONCENTRATION: SECONDARY SCHOOL INSTRUCTION - 18 suggested hours (courses other than those listed below may be taken with consent of the advisor)

EDCI 534	Evaluation of Education Programs	(3)
EDCI 525	Seminar in Secondary Education	(3)
EDCI 586	Values Education	(3)
EDCI 613	Seminar in Curriculum	(3)
EDCI 528	Middle School Curriculum	(3)
EDCI 619	Microcomputers and Educational Services	(3)

CONCENTRATION: ADULT EDUCATION - 18 suggested hours (courses other than those listed below may be taken with consent of the advisor)

EDCI 504	The Adult Learner	(3)
EDCI 518	Principles and Techniques for Teaching Adults	(3)
EDAD 535	Parental Involvement Education	(3)
EDCI 539	Community Resources for The Elderly	(3)
EDAD 549	Aspects of Aging	(3)
EDRD 650	Reading and Writing for School Administrators K-12	(3)
EDRD 609	Teaching Adults to Read and Write	(3)

CONCENTRATION: READING -18 hours

(An emphasis on middle school or secondary school reading is available.)

Middle School Emphasis

Professional Educational Core - 9 Hours

EDCI 511	Research and Statistics	(3)
EDCI 526	Philosophy of Education	(3)
PSY 543	Advanced Educational Psychology	(3)

Concentration: Reading Education - 9-10 Hours

EDRD 561	The Teaching of Reading in Grades K-8	(3)
EDRD 564	Diagnosis and Treatment of Reading Disabilities	(3)
EDRD 569	Practicum in Reading Education	(3)

EDRD 580	Linguistic Applications to Teaching Language Arts (3)
EDRD 603	Reading-Language Arts Curriculum in Elementary, Middle, and Secondary Schools (3)
EDRD 605	Strategies for Developing Reading-Study Skills in Middle and Secondary Schools (3)
EDRD 612	Current Trends and Issues in Reading-Language Arts Education (3)
EDRD 620	Directed Individual Study of Instructional Strategies in Reading (1-3)

Secondary School Emphasis

Professional Educational Core - 9 Hours

EDCI 511	Research and Statistics (3)
EDCI 526	Philosophy of Education (3)
PSY 543	Advanced Educational Psychology (3)

Concentration: Reading - 9-10 Hours

EDRD 580	Linguistic Applications to Teaching Language Arts (3)
EDRD 603	Reading-Language Arts Curriculum in Elementary, Middle, and Secondary Schools (3)
EDRD 605	Strategies for Developing Reading-Study Skills In Middle and Secondary Schools (3)
EDRD 609	Teaching Adults to Read and Write (3)
EDRD 612	Current Trends and Issues in Reading-Language Arts Education (3)
EDRD 620	Directed-Individual Study of Instructional Strategies in Reading (1-3)

Major Field Core - 15 Hours (to be selected from the Secondary School Instruction Concentration)

CONCENTRATION: EDUCATIONAL

TECHNOLOGY -18 hours

EDCI 618	Microcomputers for Primary & Elementary Schools (3)
EDCI 619	Microcomputers and Educational Services (3)
EDCI 573	Audio Visual Education (3)
EDCI 592	Problems and Projects in Education (3)
EDAD 610	Guided Electives (6 hours)
EDAD 606	The Computer and Educational Administration (3)
CS 505	The Administration of Instructional Programs and Materials (3)
MATH 573	Advanced Computer Programming (3)
	Logic I (3)

CONCENTRATION: TEACHING NON-ENGLISH BACKGROUND (NELB) STUDENTS - 12 hours

EDCI 501	Issues in Bilingual Education & Second Language Acquisition (3)
ENG 513	Teaching English to Speakers of Another Language, I (3)
ENG 514	Teaching English to Speakers of Another Language, II (3)
EDCI 592	Problems & Projects in Education (Supervised Teaching in ESL) (3)

NELB Guided Electives (6 hours)

EDCI 502	Teaching English Structure to Non-Native Speakers of English (3)
EDCI 503	Teaching and Assessment of Non-Native Speakers of English (3)

EDCI 580	Linguistics Applications to Teaching Language Arts (3)
EDCI 510	History of the English Language (3)
SOC 528	Cultural Anthropology (3)
Other electives may be taken with consent of advisor.	

(Hours other than those listed here may be taken with the consent of advisor and may include hours in the content area of certification.)

CONCENTRATION:

HISTORY AND GEOGRAPHY
(see Arts and Sciences section of Catalog)

MAJOR: ELEMENTARY EDUCATION

DEGREE: MASTER OF EDUCATION (M.Ed.)

Admission Requirements

1. A minimum Graduate Record Exam (GRE) score of 870 (Verbal & Quantitative), or a minimum Miller Analogies Test (MAT) score of 25.
2. A minimum G.P.A. of 2.5 on the baccalaureate degree.

Students who are potential candidates for the Master's Degree in Elementary Education must be certified to teach or must meet certification requirements before the degree is awarded. An exception is the concentration in Adult Education.

Degree Requirements

Candidates for the Master of Education degree must take a minimum of thirty-three (33) semester hours of course work and must successfully pass comprehensive examinations in the fields of general education and elementary education.

PROGRAM OF STUDY

Professional Education Core - 9 hours

EDCI 500	Foundations of Education (3)
	OR
EDCI 526	Philosophy of Education (3)
EDCI 511	Research and Statistics in Education (3)
PSY 543	Advanced Educational Psychology (3)

Specialized courses - 18 hours

The candidate must complete 18 semester hours of courses related to elementary education. Courses selected must include at least two methods courses and EDRD 561.

EDCI 527	Advanced Social Studies (3)
EDCI 529	Advanced Language Arts (3)
EDCI 634	Evaluation of Education Programs (3)
EDCI 582	Advanced Mathematics in the Elementary School (3)
EDCI 583	Advanced Science in the Elementary School (3)
EDCI 586	Values Education (3)
EDCI 610	Curriculum Planning and Programming (3)
EDCI 615	Seminar in Curriculum Development (3)
EDCI 618	Microcomputer Technology in Primary and Elementary Schools (3)
EDCI 630	Multicultural Education (3)

Electives with consent of the advisor - 6 hours

CONCENTRATION:

EARLY ELEMENTARY AND MIDDLE SCHOOL READING

EDRD 561	Teaching Reading K-8 (3)
EDRD 564	Diagnosis and Treatment of Reading Disabilities (3)
EDRD 569	Practicum in Reading Education (3)
EDRD 580	Linguistic Applications to Teaching Arts (3)
Language	

Electives - 6 (Consent of Advisor)

MAJOR: SPECIAL EDUCATION

DEGREE: MASTER OF EDUCATION (M.Ed.)

The Special Education program provides students with courses and experiences designed to prepare competent professionals facilitators of learning with a multicultural perspective to serve in various educational capacities. Graduates are prepared to serve as classroom teachers, and to serve as professionals employed by hospitals, group homes, mental health centers, and other community service agencies, both public and private, serving individuals with disabilities.

Students may elect to complete the M.Ed. in Special Education leading to State Licensure or complete the M.Ed. Non-Licensure program.

Admission requirements

1. **A minimum Graduate Record Exam (GRE) score of 870 (Verbal & Quantitative), or a minimum Miller Analogies Test (MAT) score of 25.**
2. **A minimum G.P.A. of 2.5 on the baccalaureate degree.**

PROGRAMS OF STUDY

Students in the M.Ed. degree in Special Education must complete 33 semester hours and pass comprehensive examinations in general education and special education. Students take the 12 hours required from the professional core and choose 24 additional hours in Special Education. Students intending also to be licensed to teach special education should select courses from those required for licensure, and must complete 6-12 hours supervised student teaching or internship.

Students seeking initial teacher licensure must satisfy requirements for admission to Teacher Education before completion of twelve semester hours of course work.

Required Professional Education Core - 12 hours

EDSE 554	Theory and Procedures for Teaching Exceptional Children (3)
EDAD 502	Philosophy and Introduction to School Administration (3)
EDCI 526	Philosophy of Education (3)
EDCI 511	Research and Statistics in Education (3)
OR	
EDAD 511	Research and Statistics (3)
Specialized Core Courses Required for Licensure	
EDSE 553	Education and Psychology of Exceptional Children (3)
EDSE 554	Theory and Procedures for Teaching Exceptional Children (3)
EDSE 556	Psycho-Educational Diagnosis of the Exceptional Child (3)
EDSE 557	Consultation and Collaboration (3)
EDSE 558	Learning and Behavioral Disabilities (3)
EDSE 568	Teaching Academics to the Mildly Disabled (3)
EDSE 569	Managing Transitions of Exceptional Persons (3)
EDSE 580	Technology in Special Education and Rehabilitation (3)
*EDSE 595 license;	Student Teaching (12 hours for initial 6 hours for an add-on endorsement in Special Education (6-12)
*EDSE 596	Internship in Special Education (12)

(*EDCI 470 must be taken concurrently with either of these courses.)

Additional Courses Required for Licensure in Special Education

EDRD 561	Teaching Reading in Elementary School
OR	
EDRD 605	Strategy for Developing Reading Study Skills (3)

With the 12 hours from the required professional core above, and 24 hours from one of the three options listed below, the credit hour requirement for the master's degree are met. Option A is for students not interested in obtaining a teaching license. Option B is for those who are licensed in another area and wish to add special education to the license. Option C is for students who have no teaching license.

Non-Licensure Option

Admission Requirements

Unconditional admission to the M.Ed. program requires the applicant to have a bachelor's degree from a fully accredited four-year college or university, an undergraduate cumulative grade point average of 2.5 or better on a 4.0 scale, and a composite score of at least 870 on the verbal, quantitative, and subject portions of the Graduate Record Examination or a score of 25 on the Miller Analogies Test.

Choose 8 courses. (24 Hours)

Students who are licensed in special education may take electives in a related field, with the advisor's approval. With a sound inter-disciplinary proposal, up to 12 hours could be taken in a related field, at the advisor's discretion.

EDSE 537	Characteristics and Strategies for the Physically Challenged (3)
EDSE 552	Organization and Administration of Programs and Services for Exceptional Persons (3)
EDSE 553	Education and Psychology of Exceptional Children (3)
EDSE 554	Theory and Procedures for Teaching Exceptional Children (3)
EDSE 555	Characteristics of Young Exceptional Children (3)
EDSE 556	Psycho-Educational Diagnosis of Exceptional Children (3)
EDSE 557	Consultation and Collaboration (3)
EDSE 558	Learning and Behavior Disabilities (3)
EDSE 559	Characteristics and Needs of the Gifted (3)
EDSE 560	Teaching the Gifted (3)
EDSE 563	Teaching Early Childhood Education (3)
EDSE 564	Managing Inappropriate Classroom Behavior (3)
EDSE 568	Teaching Academics to the Mildly Disabled (3)
EDSE 569	Managing Transitions of Exceptional Persons (3)
EDSE 571	Teaching Individuals with Severe Disabilities (3)
EDSE 572	Medical Aspects of Exceptionality (3)
EDSE 580	Technology in Special Education and Rehabilitation (3)
EDSE 591, 592,593	Problems and Projects in Special Education (3)

B. The Endorsement Curriculum is for persons wanting to add Special Education Modified K-12 to an existing Tennessee professional teaching license.

EDSE 553	Education and Psychology of Exceptional Children (3)
EDSE 554	Theory and Procedures for Teaching Exceptional Children (3)
EDSE 556	Psycho-Educational Diagnosis of the Exceptional Child (3)
EDSE 557	Consultation and Collaboration (3)
EDSE 558	Learning and Behavior Disabilities (3)
EDSE 564	Managing Inappropriate Classroom Behavior (3)
EDSE 568	Teaching Academics to the Mildly Disabled (3)
EDSE 569	Managing Transitions of Exceptional Persons (3)
EDSE 580	Technology in Special Education and Rehabilitation (3)
EDSE 590	Practicum in Special Education (3)
OR	

*EDSE 595	Student Teaching with Exceptional Children (3 - 6)
OR	
*EDSE 596	Internship in Special Education (3 - 6)

(*EDCI 470 must be taken concurrently with either of these courses.)

C. The Post-Baccalaureate Curriculum is for those who do not hold a valid professional Tennessee teaching license. Those seeking licensure must have a transcript analysis done by the Office of Teacher Education, and must be admitted to Teacher Education before enrolling in these courses.

Required Courses:

EDSE 553	Education and Psychology of Exceptional Children (3)
EDSE 554	Theory and Procedures for Teaching Exceptional Children (3)
EDSE 556	Psycho-Educational Diagnosis of the Exceptional Child (3)
EDSE 557	Consultation and Collaboration (3)
EDSE 558	Learning and Behavior Disabilities (3)
EDSE 564	Managing Inappropriate Classroom (3)
Behavior	
EDSE 568	Teaching Academics to the Mildly Disabled (3)
EDSE 569	Managing Transitions of Exceptional Persons (3)
EDSE 580	Technology in Special Education and Rehabilitation (3)
EDRD 561	Teaching Reading in Elementary School (3)
OR	
EDRD 605	Strategy for Developing Reading (3)
*EDSE 595	Student Teaching of Exceptional Children (3 - 6)
OR	
*EDSE 596	Internship in Special Education (3 - 6)

(*EDCI 470 must be taken concurrently with either of these courses.)

COURSE DESCRIPTIONS

EDCI 501. ISSUES IN BILINGUAL EDUCATION AND SECOND LANGUAGE ACQUISITION. (3) Current research on bilingual education, language development, and second-language acquisition from the fields of sociolinguistics and psycholinguistics. Emphasis on factors affecting development of skills in English as a second or foreign language.

EDCI 502. TEACHING ENGLISH STRUCTURE TO NON-NATIVE SPEAKERS OF ENGLISH. (3) Advanced aspects of English grammar for teachers of English as a second or foreign language. Emphasis on comparative analysis of English grammatical structure, problems encountered by non-native speakers in learning English grammar, and methods for addressing these difficulties.

EDCI 503. TESTING AND ASSESSMENT OF NON-NATIVE SPEAKERS OF ENGLISH. (3) Linguistic, cultural, educational, legal, and logistical aspects of assessing the educational needs of non-native speakers of English. Emphasis on culturally-sensitive, legally-defensible, and pedagogically-sound assessment and evaluation techniques.

EDCI 511. RESEARCH AND STATISTICS IN EDUCATION. (3) A course designed to introduce the student to different methods of conducting research, as well as to educate the student in planning an original piece of research and developing a proposal for the research. A critical analysis is made of various types of research and the various

manuals of acceptable styles for writing. Elementary statistics, analysis, and interpretation of data are included.

EDCI 526. PHILOSOPHY OF EDUCATION. (3) A critical examination of the purpose of education in our elementary and secondary schools and the bearing of this purpose on problems of organization and administration, the selection of subject matter, and classroom practice. Consideration will be given to the significance of our education purpose and practice to our concept of a democratic society.

EDCI 527/627. ADVANCED SOCIAL STUDIES. (3) Designed for students who desire to explore newer practices and materials for the social studies program in elementary schools.

EDCI 528/628. DESIGNING MIDDLE SCHOOL CURRICULUM. (3) Focused on school programs that are responsive to and effective for students in the early adolescent (11-15 years) range. Organization, evaluation, curricula, and processes for Implementation. For teachers, administrators, counselors, supervisors, and curriculum directors.

EDCI 529/629. ADVANCED LANGUAGE ARTS. (3) A study of current trends and practices in teaching the language arts in elementary.

EDCI 530/630. MULTICULTURAL EDUCATION. (3) The course is designed to aid educators in becoming aware of, understanding and being sensitive to the needs and interests of ethnic and cultural groups, the underlying philosophy being that the differences and similarities that characterize individuals and groups should be cherished for their worth and cultivated for the benefits they bring all people.

EDCI 531. IN-SERVICE EDUCATION WORKSHOPS. (3) This course is designed to provide in-service personnel with opportunities to make an in-depth study of some area or a combination of areas involving contemporary problems and issues in education. This course is primarily designed to be concentrated into short periods of time for intensive study. Some of the areas covered are developing instructional modules, urban education, dealing with exceptional students in the classroom, instructional media, etc. (Does not count toward a degree, but the credits are acceptable by the State Department of Education for certificate renewal and a 30 plus program beyond a master's degree)

EDCI 531A. OBSERVATION (3). This course is designed to meet observational requirements mandated by the National Council on Teacher Education (NCATE). Enrollment in this course and the observations in public school classrooms stipulated for students seeking initial licensure meet this requirement.

EDCI 534/634. EVALUATION OF EDUCATION PROGRAMS. (3) An examination of the development, interpretation, and use of standardized criterion references, and other procedures and instruments for appraising individual and group progress, including processes for evaluating the total school program, including personnel and facilities. Designed for curriculum and supervisory students to acquire knowledge of various program evaluation approaches, experience applying selected existing models, conceptualize new instrumentation for unique programmatic concerns, and practice data collection, organization, analysis, and presentation.

EDCI 535. INTERNSHIP IN SECONDARY SCHOOL. (3) Designed for those students seeking licensure but are already teaching in a State-approved K-12 school.

EDCI 573. AUDIOVISUAL EDUCATION. (3) Analysis of the development and function of audio-visual programs in schools. Includes problems of organization, selection, and

utilization of materials and equipment, unit costs, and school plant requirements. Some laboratory experience is required.

EDCI 582/682. ADVANCED MATHEMATICS IN THE ELEMENTARY SCHOOL. (3) Current developments in elementary science programs. Emphasis is placed on of "modern math," curriculum, classroom methods and techniques, evaluation procedures, and teacher training.

EDCI 583/683. ADVANCED SCIENCE IN THE ELEMENTARY SCHOOL. (3). Current developments in elementary science program. Emphasis is placed on examination of new curriculum materials, developmental activities, research, and involvement in learning experiences appropriate for the elementary for the elementary school.

EDCI 586/686. VALUES EDUCATION. (3) A course designed for classroom teachers that emphasizes teaching strategies, methods, and techniques of the three approaches to values education: 1. Analysis, 2. Clarification, and 3. Cognitive Moral Development of Values Education.

EDCI 591, 592, 593. PROBLEMS AND PROJECTS IN EDUCATION. (3) Students may register for one-to-three special projects in education under the direction of an appropriate member of the College.

EDCI 595. SEMINAR IN MULTICULTURAL EDUCATION. (3) A study of concerns and problems related to the education of culturally different and educationally neglected students form the major ethnic and racial groups in the United States; the administrative and supervisory facets of these concerns, and problems and modification in curriculum necessary in the development of supportive programs.

EDCI 610. CURRICULUM PLANNING AND PROGRAMMING. (3) An examination of the factors which determine curriculum, the meaning of curriculum, the involvement of students in the process of developing a cleaner educational belief system (curriculum frame of reference), and the planning of curricula that have high levels of consistency and personal commitment. Included is the exploration of the relationships between curriculum determinants, human growth, and curriculum planning.

EDCI 613. SEMINAR IN CURRICULUM DESIGN. (3) An examination of the skills and understandings related to designing, constructing, and improving the curriculum. Utilizing problem-solving approaches, the effective procedures and practices used by persons in curriculum leadership positions are explored and experienced.

EDCI 615. SEMINAR IN CURRICULUM DEVELOPMENT. (3) Seminars designed to provide in-depth exploration of specific topics, current issues, and trends of significant value to graduate students in their professional development.

EDCI 617. NON-TRADITIONAL EDUCATION USES OF MICROCOMPUTERS. (3) The parent's role in selection of hardware and software is important, as well as the parents' guidance of their child's use of microcomputers. This course will address home computer use, including readiness skills, basic skills, tutoring, programming languages, and the use of games. The course includes hands-on experience, a project with a child, and parental issues. No previous computer experience is necessary.

EDCI 618. MICROCOMPUTER TECHNOLOGY IN PRIMARY AND ELEMENTARY SCHOOLS. (3) Specific theories and methods applied to the integration of microcomputers into the curriculum for young children. Selection of the computer languages, software evaluation, and classroom management are key planning issues. The role of the microcomputer and technology will be the focus of this course on current and

future uses of microcomputers in home and educational settings. Lectures, discussions, and demonstrations in early childhood/elementary classes will be supplemented by hands-on learning/teaching experiences using microcomputers. No previous computer experience is necessary.

EDCI 620. INSTRUCTIONAL APPLICATIONS OF WORD-PROCESSING. (3) This course will explore issues and techniques for using word-processing appropriately in the elementary grades. The student will learn how to create, edit, save, and print documents while working with children, and on personal correspondence, reports, and technical papers. In this "hands-on" course using three different microcomputer systems, nor previous experience with computers is necessary.

EDCI 700. FOUNDATIONS OF EDUCATION. (3) A critical analysis is made of the sociological, psychological, and philosophical foundations of education. A survey of approaches of professional ethics will included in the treatment of philosophy.

EDCI 702. DOCTORAL SEMINAR IN CURRICULUM. (3) Designed for advanced doctoral students to identify and focus on elements and dimensions of curriculum. Students will be responsible for designing, developing, and presenting their personal positions on theory, problems, and practices in curriculum and instruction as related to improving educational programs and organizations.

EDCI 703. INDEPENDENT STUDY. (3) The student and instructor mutually agree on a topic that is independently conducted by the student. The culminating activity of the course is a paper or project.

EDCI 708. CURRICULUM THEORY. (3) A course that explores the historical development of curriculum theory and the evolutionary process that leads to contemporary curricula today.

EDCI 711. SEMINAR IN INSTRUCTION. (3) A seminar in the current issues, trends, and research in classroom instruction.

EDCI 712. ADVANCED METHODS OF RESEARCH. (3) A course designed to expose students to the many and varied types of educational research. The content of the course and practical experience included in it will enable students to conduct educational research with skill, competence, and the necessary knowledge with which to design studies, projects, and grant proposals.

EDCI 714. PRINCIPLES OF TEACHING. (3) Consists of a critical examination of the present data relevant to the fundamental principles of teaching. It also provides the student with an opportunity to study factors that affect teaching and teaching strategies.

EDCI 787. THE ELEMENTARY AND SECONDARY CURRICULUM. (3) This course provides an overview of K-12 curriculum. The skills, understandings, and attitudes translated through the various instructional organizations, programs, materials, activities, resources, and teaching strategies. Effective designs will be emphasized.

EDCI 810. DOCTORAL DISSERTATION IN CURRICULUM AND INSTRUCTION. (3-12) The successful completion of a dissertation is required for the Ed.D. student. The student may register twice for this course (partial semester hours). Credit is awarded upon the acceptance of the dissertation and the passing of the examination.

READING

EDRD 531. IN-SERVICE EDUCATION WORKSHOPS. (1-3) Workshops designed to address a variety of reading education topics.

EDRD 650. INVESTIGATING READING AND WRITING PROCESS. (3) Students examine psychological processes that occur during reading, as well as reasoning

strategies that are necessary for comprehending written messages. An emphasis will be on reasoning strategies necessary for a reader to: (a) be able to evaluate the degree of truth in ideas expressed in various written messages and (b) be able to use ideas gained from written messages to help him/her make better decisions in daily life.

EDRD 559. FOUNDATIONS OF TEACHING READING. (3) Survey and analysis of theory, concepts, principles, processes, practices, and materials relevant to reading programs kindergarten through adult.

EDRD 561. THE TEACHING OF READING IN GRADES K-8. (3) Reviews the entire elementary school reading program from the reading readiness stage through junior or high grades. Emphasis on methods and materials of teaching reading in kindergarten through grade eight, and the development of higher-level skills in reading as children mature.

EDRD 564. DIAGNOSIS AND TREATMENT OF READING DISABILITIES. (3) Investigation of common causes of reading disabilities, diagnosis of such disabilities by individual and group procedures, and establishment of treatment programs.

EDRD 569. PRACTICUM IN READING EDUCATION. (3) A practical experience will be designed by the pupil and the instructor after an analysis of the pupil's needs as his job tasks relate to reading. Different experiences (as examples) could emphasize classroom instruction, remedial-clinical instruction, screening pupils for special programs, supervising reading teachers, and designing or administering reading programs.

EDRD 580. LINGUISTIC APPLICATIONS TO TEACHING LANGUAGE ARTS. (3) Designed to provide teachers with current theory concerning the cultural, linguistic, cognitive, and affective aspects of receptive and productive language. Theory is translated into classroom practice emphasizing the teaching of reading, writing, and spelling.

EDRD 587. INTERPRETING RESEARCH FINDINGS INTO CLASSROOM PRACTICE. (3) Advanced seminar for graduate students. This course emphasizes survey and review of current research in various phases of reading and their implications for instructional strategies.

EDRD 603. READING-LANGUAGE ARTS CURRICULUM IN ELEMENTARY, MIDDLE, AND SECONDARY SCHOOLS. (3) An examination of curriculum theory as a basis for developing reading-language arts programs. Critical evaluation of current problems as they influence management by objectives, learning experiences, organizations, and evaluations. The course will also explore the administrative implications for reading programs.

EDRD 605. STRATEGIES FOR DEVELOPING READING-STUDY SKILLS IN SECONDARY SCHOOL. (3) Course demonstrates teaching techniques that develop advanced reading-studying strategies. Developing the ability to read for transfer of content ideas and information will be emphasized as a means for making any discipline more relevant to high school pupils and for helping them become independent learners.

EDRD 609. TEACHING ADULTS TO READ AND WRITE. (3) The purposes of this course are to (a) sensitize the student to some of the problems peculiar to adults in the process of learning to read, (b) suggest some practical materials and procedures acceptable to learners beyond the age of compulsory school attendance, (c) explore some

techniques for teaching beginning reading, and (d) emphasize positive approaches to building feelings of success and personal satisfaction in learning to read and write.

EDRD 612. CURRENT TRENDS AND ISSUES IN READING - LANGUAGE ARTS EDUCATION. (3) Course is designed to explore current trends and issues, including curricular structures and administrative and other school practices that affect the teaching of reading-language arts.

EDRD 620. DIRECTED INDIVIDUAL STUDY OF INSTRUCTIONAL STRATEGIES IN READING. (1-3) Individual study of instructional strategies in reading directed by adviser or other professors. (May be repeated).

EDRD 621. DIRECTED INDIVIDUAL STUDY IN SUPERVISING READING INSTRUCTION AND/OR PROGRAMS. (1-3) Individual study centered around supervision of reading instruction and/or programs; directed by adviser or other professors. (May be repeated).

EDRD 622. DIRECTED INDIVIDUAL STUDY OF INDIVIDUALIZED CLINICAL PROCEDURES. (1-3) Individual study of individualized clinical procedure directed by adviser or other professors. (May be repeated).

EDRD 702. PROVIDING IN-SERVICE FOR TEACHERS OF READING AND OTHER LANGUAGE ARTS. (3) Model programs for providing in-service in the improvement of reading-language arts instruction will be examined. Topics will include ways to make it easy for teachers to apply what they learn from in-service to classroom practice.

EDRD 710. INTERNSHIP IN SUPERVISION OF READING INSTRUCTION AND/OR PROGRAMS. (1-3) Explores and studies at an advanced level the structure and function of reading programs at local and state levels in relation to their functions to promote literacy and to alleviate reading disability; to be taken as requirement for those pursuing the area of Reading Supervision.

EDRD 720. INTERNSHIP IN READING CLINIC. (1-3) An advanced course. Clinical placement in approved facilities in community reading clinics. Offers experience under direction of clinician.

SPECIAL EDUCATION

EDSE 537/637. CHARACTERISTICS AND STRATEGIES FOR THE PHYSICALLY CHALLENGED. (3) This course is an advanced study of the learning, behavioral, psychological, physical, medical, and social needs of the physically challenged. Strategies and educational accommodations and maintenance of the child in the least restrictive environment are integral.

EDSE 552/652. ORGANIZATION AND ADMINISTRATION OF PROGRAMS AND SERVICES FOR THE DISABLED. (3) This course is designed for educators and other professional personnel with the responsibility for planning, developing, and administering programs for persons with disabilities. Legal, social, political, educational, community, parental, and funding issues are considered.

EDSE 553/653. EDUCATION AND PSYCHOLOGY OF EXCEPTIONAL CHILDREN. (3) A survey of issues dealing with psychology and education of exceptional children. Special attention is paid to the characteristics, etiologies, needs, and scope of each group. Observation and practical work with exceptional children is an integral part of the course.

EDSE 554/654. THEORY AND PROCEDURES FOR TEACHING THE EXCEPTIONAL CHILD. (3) This course extends knowledge of behavior modification, cognitive behavior modification, and eclectic approaches. Applications will be made of the following:

diagnostic-prescriptive teaching, contracting, graphing, cooperative learning, peer tutoring, cognitive blending, role play, multicultural concepts, reinforcement and punishment techniques, research-validated strategies and more. Field experiences are required.

EDSE 555. CHARACTERISTICS OF YOUNG EXCEPTIONAL CHILDREN. (3) This course addresses the characteristics and needs of children with disabilities, ages 0 - 8. Included topics are: psycho-social aspects, familial/multicultural, developmental, legal, and theoretical aspects. Research and field experiences are required.

EDSE 556/656. PSYCHO-EDUCATIONAL DIAGNOSIS OF THE EXCEPTIONAL CHILD. (3) Administration and interpretation of various psychological and educational assessment instruments. Students will be involved in actual evaluation, administration, and interpretation of tests. Test results will be used to develop goals for the individualized educational program (IEP). Field experiences. Prerequisite: EDSE 553 and 558 or consent of instructor.

EDSE 557/657. CONSULTATION AND COLLABORATION. (3) This course is an advanced course which will explore various consultative and collaborative models of teaching. Strategies that enhance the interactions between the regular education teacher, the special education consultant teacher, the resource teacher, community supports and services are the focus. Topics include communication skills team teaching, methods for inclusion/ mainstreaming, parent education/home instruction programs, and research-validated approaches. Field experiences are required. Prerequisites: EDSE 553 and 554 or consent of instructor.

EDSE 558/658. LEARNING AND BEHAVIOR DISABILITIES. (3) Topics for this course include typical and atypical characteristics and patterns of development in physical (including reflexes), psychomotor, cognitive, social-emotional (including self-esteem), character and morality, and language areas, along with etiologies and theoretical perspectives relating to normal children and those with learning and behavior problems. The importance of early learning as a factor in variable growth and learning is stressed. Field experiences are required.

EDSE 559/659. CHARACTERISTICS AND NEEDS OF THE GIFTED. (3) The course addresses the characteristics and needs of gifted children, including special needs of minority gifted youngsters. Cognitive, affective, and psychosocial domains will be covered, as well as an array of alternatives for the provision of special education services. Research and field-based experiences are required.

EDSE 560/660. TEACHING THE GIFTED. (3) The course covers predominant theoretical approaches, teaching procedures, and education of gifted students; methods and materials for special and regular classrooms and alternative administrative arrangements; research and demonstration; and field experiences.

EDSE 563/663. TEACHING EARLY CHILDHOOD SPECIAL EDUCATION. (3) Using the diagnostic-prescriptive approach to teaching, various methods and materials will be covered with applications to young children and their families in areas of language, cognitive, self-help, motor, social including self-esteem and character building. Individual family service plans and on-going procedures for documenting child's progress, home-instruction program, and articulations with community agencies and other personnel involved in services to the young child. Various theories, team approaches (i.e. interdisciplinary and transdisciplinary), and treatment models will be

introduced. Field experiences are required. Prerequisite: EDSE 553, 558, 554, and 555 or consent of instructor.

EDSE 564. MANAGING INAPPROPRIATE CLASSROOM BEHAVIOR. (3) Theories, goals and intervention strategies for serving exceptional learners with mild to severe behavior disorders. Field experiences are required. Prerequisites: EDSE 553, 558, and 554 or consent of instructor.

EDSE 568. TEACHING ACADEMICS TO THE MILDLY DISABLED. (3) This course focuses on the advanced application of teaching strategies to areas such as arithmetic, language arts, health, social studies, science, community, and home instruction. The diagnostic-prescriptive model is emphasized. Curricular awareness K-12 and field experiences are required. Prerequisites: EDSE 553, 558, and 554 or consent of instructor.

EDSE 569. MANAGING TRANSITIONS FOR EXCEPTIONAL PERSONS. (3) With a brief review of the history and organization of the special education service system and with concepts of normalization, the least restrictive environment, and community involvement foremost in mind, this course focuses on models and skills necessary to successfully manage the transition of exceptional persons from one service setting to another. The transition from preschool to elementary and from school to work settings are emphasized. Field experiences are required. Prerequisites: EDSE 553 and 554 or consent of instructor.

EDSE 571. TEACHING INDIVIDUALS WITH SEVERE DISABILITIES. (3) This course addresses the teaching of functional and daily living skills for the profoundly to moderately disabled; the stimulation, development, and integration of sensory-motor, perceptual, and communicative skills, and self-help abilities. Home instruction, family support, and school and community articulations are covered. Field-based experiences are required. EDSE 553, 554, 537 or 558, or consent of instructor.

EDSE 572. MEDICAL ASPECTS OF EXCEPTIONALITY. (3) This course surveys frequently occurring medical problems that impact upon the educational programs of children with disabilities. Seizure management, preventing the spread of communicable diseases, procedures for changing ostomy bags, CPR, Heimlich, suctioning, and tube feeding are among the topics covered. Frequent prescriptions from physical and occupational therapists along with the accompanying equipment are also reviewed, and medical dilemmas and ethics presented. Research and field-based experiences are required. Prerequisites: EDSE 553, 555, and 558 or consent of instructor.

EDSE 580. TECHNOLOGY IN SPECIAL EDUCATION AND REHABILITATION. (3) This course has several components: study of the various technologies utilized in Special Education and Rehabilitation; utilization of the computer for instruction, electronic communication, and instructional management; evaluation of appropriate computers and software; and utilization of theoretical perspective, goals, and intervention strategies (instructional and therapeutic) for developing and implementing computer based educational environments and aids for the individuals with disabilities and the gifted.

EDSE 590/690. PRACTICUM IN SPECIAL EDUCATION. (3-12) The purpose of this course is to give students the opportunity to work under supervision with exceptional children in a classroom or community situation. It should not be used to meet the student teaching experience for the special education teaching license. Prerequisite: Completion of course work or consent of instructor.

EDSE 591, 592, 593, 691, 692, 693. PROBLEMS AND PROJECTS IN SPECIAL EDUCATION. (3) Individualized projects in special education under the direction of an appropriate member of the Special Education program. May not be taken to replace methods courses. Required: Consent of instructor.

EDSE 595. STUDENT TEACHING OF EXCEPTIONAL CHILDREN. (6-12) Observation and supervised practicum with children and youth with mild disabilities. Prerequisite: Admission to Teacher Education.

EDSE 596. INTERNSHIP IN SPECIAL EDUCATION. (6-12) Supervised teaching experience for those currently employed as a special education teacher. Internship may only be used to substitute for student teaching. Prerequisites: Completion of all course work and Admission to Teacher Education.

EDSE 791. SEMINAR IN SPECIAL EDUCATION. (3) Advanced review of current issues, trends, theories, and research will be discussed.

FACULTY

Department of Teaching and Learning

Marino C. Alvarez, Professor

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