

**A STUDY OF THE HISTORY OF THE PSYCHOLOGY
DEPARTMENT OF AUSTIN PEAY STATE UNIVERSITY**

BY

JEAN FRANCES MORRIS

A STUDY OF THE HISTORY OF THE PSYCHOLOGY DEPARTMENT OF
AUSTIN PEAY STATE UNIVERSITY

A Research Paper
Presented to
the Graduate Council of
Austin Peay State University

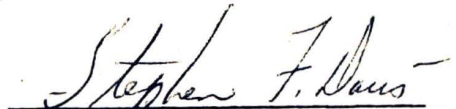
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in Education

by
Jean Frances Morris

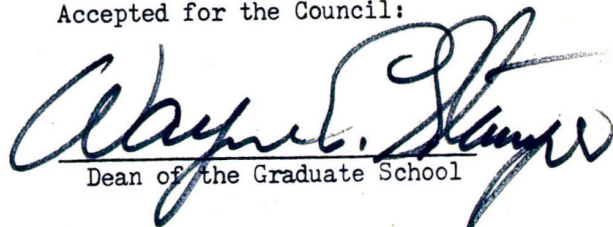
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To the Graduate Council:

I am submitting herewith a Research Paper written by Jean Frances Morris entitled "A Study of the History of the Psychology Department of Austin Peay State University." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Education.


Major Professor

Accepted for the Council:


Dean of the Graduate School

Acknowledgements

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Chapter I

The History of Austin Peay State University

Austin Peay State University had its beginning in 1927 when Austin Peay Normal School was created by Act of the General Assembly. The City of Clarksville donated to the State the campus and buildings of Southwestern Presbyterian University, which had been moved to Memphis. As can be seen from table 1 this urban campus has been used for educational purposes for over 150 years.

Table 1

Predecessors To Austin Peay State University - 1806-1925

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

Austin Peay Normal School was named in honor of Tennessee Governor Austin Peay, who was serving his third term of office when the school was established. It was created as a two-year junior college "for the purpose of training white teachers for the rural public schools of the State." The appropriation for the biennium 1927-29 was used in repairing and remodeling the buildings, erecting a central heating plant, installing water and electricity, and in the purchase of equipment. Students started attending classes September 23, 1929. J. S. Ziegler was the first president of the college which was under

the control of the State Board of Education. In the Spring of 1930 the Diploma of Graduation from the Normal School was awarded the first graduating class. Dr. Philander P. Claxton, former U. S. Commissioner of Education, became president of the Normal School in the fall of 1930 due to the death of President Ziegler.

During President Claxton's administration the College grew in the following ways:

1. In 1939 by Act of the General Assembly the School was authorized to add a third year of work in the spring of 1939 and a fourth year of work in the fall of 1941.
2. The School began the work of preparing teachers for the secondary as well as the elementary schools of the State.
3. Preprofessional and vocational education were offered.
4. The Bachelor of Science degree was conferred on the first graduating class in the spring of 1942.
5. By Act of the General Assembly, February 4, 1943, the name of the school was changed to Austin Peay State College.

President Claxton's administration ended in July, 1946, when he was retired by the State Board of Education with the title of President Emeritus, without portfolio. In August, 1946, Halbert Harvill, long-time Dean-Registrar of the College, was elected president. During President Harvill's administration there were two major accomplishments:

1. In 1951 the State Board authorized the College to confer the Bachelor of Arts degree.
2. In 1952 to offer graduate study leading to the degree of Master of Arts in Education.

President Harvill retired in August, 1962. Earl E. Sexton served as Acting President from September through December, 1962. Beginning in January, 1963, the Presidency was assumed by Dr. Joe Morgan, who served as President from that time until his retirement at the end of 1975.

At the time of this writing no successor to Dr. Morgan has been named.

It was during President Morgan's administration that the following accomplishments were made:

1. At the November, 1966, meeting the State Board of Education conferred university status on the College effective September 1, 1967.
2. In February, 1967, the State Board of Education authorized the University to confer the Masters of Arts and the Master of Sciences degrees.
3. In 1974, the Tennessee State Board of Regents authorized the conferring of Education Specialist Degree.
4. In 1972, the State Board of Education relinquished its governance of the higher education institutions to the Tennessee State Board of Regents.

In the forty-five years that students have attended Austin Peay Normal--Austin Peay State College--Austin Peay State University there is found to be a significant increase in the number of students enrolled and the number of full-time faculty and officials.

Table 2

Year	Total Enrollment For Years, Less Duplicates	Full-Time Faculty And Official
1929-30	425	19
1933-34	388	17
1938-39	581	25
1943-44	313	30
1948-49	1086	40
1953-54	1295	66
1958-59	2167	92
1963-64	3189	118
1968-69	4751	152
1969-70	4816	170
1973-74	5717	179

Chapter II

The Development of the Psychology Department

Students started attending classes at Austin Peay Normal School on September 23, 1929, though there was no mention of Psychology courses being offered until the July, 1937, bulletin. At that time Education 200, General Psychology; Education 203, Educational Psychology; and Education 221, The Problem Child, were offered. Even though Moffitt, Huff, Lacy, Smith, Woodard, and Claxton were listed as the instructors in the Education Department. It would appear that Mr. Moffitt was the main instructor for the Psychology courses, as each of the others mentioned had another major area of instruction as English, Art, or Mathematics. The three courses, though they were listed as Education courses, could not be counted in the minimum 18 hours required in Education.

The 1940 bulletin specifically listed Moffitt as the faculty member working in the area of Psychology. At this time both General Psychology and Educational Psychology were required to obtain a teacher's certificate (a total of 96 hours were required). The College at this time was a three-year institution, and offered the following two additional Psychology courses: Education 301, Social Psychology and Personal Development; Education 302, Psychology of Childhood and Adolescence.

A fourth year was added in the fall of 1941. The courses pertaining to Psychology were still listed under general Education. Child Psychology 204 and Psychology of Adolescence 403 were now offered replacing Education 302.

During the next ten years Mr. Moffitt's name continued to be mentioned with regard to the Psychology courses listed under the Education Department Division. In 1942 Education 304, Psychology of Education; and Education 461, Educational Tests and Measurements, were added to the curriculum. In 1947 the first Psychology course, Education 101, Introduction to General Psychology, was offered to Freshman. Education 200 now became Child Psychology and Education 202 was now Adolescent Psychology. The new courses added at this time were 309, Advanced General Psychology; and 310, Applied Psychology. The emphasis of the Psychology program during the years 1937-1949 would appear to be oriented toward meeting requirements for the students enrolled in teacher Education.

The 1950 bulletin listed the Department as Education and Psychology. Under this arrangement, psychology courses were taught by both branches of the department. The courses listed under Education were:

- 200 Child Psychology
- 202 Adolescent Psychology
- 203 Educational Psychology
- 408 Principles and Procedures of Guidance

The courses listed under Psychology were:

- 101 Introduction to General Psychology
- 204 Mental Health
- 309 Advanced General Psychology
- 408 Psychology and Pedagogy of Exceptional Children

Mr. Moffitt retired in 1951, having been with the College since its beginning. It would appear that Harold S. Pryor, who joined the Education faculty in 1951, assumed the responsibilities Mr. Moffitt had. The courses offered remained separated under Education and Psychology as they were in 1950, and no new courses were added at that time.

A fifth year known as the "Graduate School", was established in 1952. The Graduate School offered a Master of Arts major in Education with minors offered in English, Natural Sciences, Social Studies, or for Elementary teachers a distributed content minor. There was no Psychology course offered in the 1952 Graduate School, but Education 515, Guidance in the Public School, was offered. The undergraduate courses remained the same and continued to be listed in the college catalog as Education Psychology courses.

Joseph T. Sutton, a candidate for doctorate at Vanderbilt University, joined the staff as an Assistant Professor of Psychology in 1953. The departemtn was now listed as, Education, Psychology, and Library Science with Dr. Pryor serving as the acting chairman.

Dr. Pryor remained the Chairman of the Education, Psychology, and Library Science Department until 1968. It was during this time period that Psychology started emerging into a place of its own. For example, the 1957 college catalog listed a minor in Psychology. The courses required for this minor were as follows:

- 201 General Psychology
- 315 Social Psychology
- 401 Abnormal Psychology
- 420 Educational and Psychological Statistics

plus four additional Psychology courses. Students enrolled in an education curriculum could not count Psychology 211, Human Growth and Development; Psychology 212, Human Growth and Development; Psychology 213, The Teaching-Learning Process; toward the requirements for a minor in Psychology. Dr. Joseph Sutton left the College in 1958 at which time Dr. George E. Ackley, listed as an Associate Professor of Psychology, joined the faculty.

Mr. Robert E. McClintock is listed as an Associate Professor of Psychology in the 1959 bulletin. This was the same year that Dr. Fred A. Bunger joined the faculty of Austin Peay State College as an Associate Professor of Education. Dr. Bunger is presently serving in the capacity of chairman of the Education Department of Austin Peay State University. In 1959 Psychology (Guidance and Counseling) was offered as a minor area in the Graduate School. Special requirements needed were not listed in the 1959 catalog.

Dr. Elizabeth H. Stokes became a member of the Education staff as an Associate Professor of Psychology in August, 1960. In an interview with Dr. Stokes it was learned that a Ralph George had been a member of the Psychology staff about the year 1955. There was no mention of Mr. George in any of the available catalogs. Dr. Stokes commented that there seemed to be a gap in the personnel listings during the period 1954-1958. It is possible, therefore, that there are additional faculty yet to be uncovered. Mr. McClintock left the College in 1961. In an interview with Dr. Bunger it was learned that Mr. McClintock moved on to "a better position", the last Dr. Bunger hear was that Mr. McClintock held some type of research position at the University of Maryland.

Dr. David E. Denton was added to the Psychology staff as an Assistant Professor in 1962. Under the direction of Dr. Ackley, Dr. Denton, and Dr. Stokes a major as well as a minor in Psychology was offered by 1964. The requirements for a major in Psychology at that time were as follows:

- 201 General Psychology or 201A and 201B
- 211 Human Growth and Development
- 212 Human Growth and Development
- 213 Education Psychology

- 315 Social Psychology
- 401 Abnormal Psychology
- 420 Educational and Psychological Statistics
- 425 Experimental Psychology
- 435 Psychology of Personality

and three additional courses in Psychology.

The 1965-66 catalog listed the first graduate major in Psychology (Counseling and Guidance). This major required 30-36 quarter hours (27 hours of academic psychology, and three to nine hours in seminar, research, and thesis). Specific course requirements were as follows:

- 420G General Educational and Psychological Statistics
- 431G General Introduction to Psychological Testing
- 511 Human Development
- 515 Guidance in the Public Schools
- 516 Principles and Philosophy of Guidance
- 551 Introduction to Counseling
- 552 Introduction to Group Dynamics
- 553 Occupational and Educational Information
- 564 Practicum in guidance and counseling

Specific course requirements for a graduate minor were: 431G, 515, 516, and from two to five additional graduate-level courses in Psychology (i.e., minimum of 15 and a maximum of 24 quarter hours were required).

By the 1967-1968 academic year Austin Peay State College had become Austin Peay State University. However, Psychology was still listed as a part of the Education Department. Dr. John D. Martin and Dr. Albert Park Balevre joined the Psychology staff in 1966 when Dr. Denton resigned to take a position at the University of Kentucky. It was learned from Dr. Bunger and Dr. Pryor resigned as chairman of the Education, Psychology, and Library Science Department in March, 1968, to become President of Columbia State Junior College. Dr. Tom Savage

(currently Dean of the School of Education at Austin Peay State University) acted as interim chairman of the Department until the fall of 1968 when Dr. Bunger assumed the chairmanship of the Education Department.

The emergence of psychology as a separate department at Austin Peay State University occurred in 1968. The first official listing for the new department of psychology appeared in the following form in the 1968-1969 catalog:

PSYCHOLOGY
COLLEGE OF EDUCATION
Ackley (chairman), Balevre, Martin, Stokes

Although the department of Psychology is located for administrative purposes in the College of Education because of its responsibility for the preparation of teachers and guidance counselors, the only undergraduate major the department offers is in the College of Arts and Sciences.

Dr. Stokes served as acting chairman of the Psychology Department following the death of Dr. Ackley in 1970. Dr. Garland E. Blair, who had joined the psychology faculty in 1968, was appointed chairman of the department in 1971. Albert Balevre resigned in 1970 to become a member of the staff of Harriet Cohn Mental Health Center in Clarksville, Tennessee. Due to the rapid growth of the department in the early 1970's additional staff members were needed. Mrs. Beulah Murray was a member of the Psychology staff from 1970 to 1972 while she was working on her doctorate. She left Austin Peay State University in 1972 to become a member of the Volunteer State Community College faculty. Mrs. Diane Patterson was a member of the departmental faculty from 1972-1974. Mrs. Patterson is currently working on her doctoral studies at the University of North Carolina at Chapel Hill, North Carolina. Miss Judith Wilson, an M. A. graduate from Austin Peay State University, served as an instructor in the Psychology Department for the academic

year 1974-1975. She resigned to be married. The following members were added during the early to mid 1970's and are still a part of the departmental faculty: Dr. Peter Minetos, 1970; Dr. Linda Rudolph, 1971; Dr. Stephen F. Davis, 1972; Dr. Hugo A. Beiswenger, 1974; Dr. Thomas Jackson, 1974; Miss Diana Fay Brent, 1974. A summary of the faculty members is shown in table 3.

Table 3
FACULTY: 1929-1975

Moffitt, V. C. Education-Psychology
A. B.-1923 State Teachers College, Ada, Oklahoma; M. A.-1928 Columbia
University; Principal of rural schools in Tennessee and Oklahoma; Supt.
of City Schools, Holdenville, Okla.; Instructor of Education, State
Teachers College, Ada, Okla.
Member of APSU faculty 1929-1951 (retired).

Pryor, Harold S. Professor of Education and
Director of Teacher Education; B. S.-Austin Peay State College; M. A.-
George Peabody College; Ed. D.-University of Tennessee.
Member of APSC faculty 1951-1968.

Sutton, Joseph Thomas Assistant Professor of Education
A. B.-Stetson University; All work except of dissertation completed for
Ph. D.-Vanderbilt University.
Member of APSC faculty 1953-1957.

Ackley, George E. Jr. Professor of Psychology
B. S. and M. A.-George Peabody College; Ph. D.-Florida State University.
Member of APSC FACULTY 1958-1970.

McClintock, Robert E. Assistant Professor of Psychology
B. S.-University of South Carolina; M. A.-George Peabody College.
Member of APSC faculty 1957-1961.

Stokes, Elizabeth H. Professor of Psychology
B. S. and M. S.-Sam Houston College; Ed. S.-George Peabody College;
Ed. D.-North-Texas College.
Member of APSU faculty 1960-

Denton, David E. Assistant Professor of Psychology
B. S., M. S., Ed. D.-University of Tennessee.
Member of APSC faculty 1962-67.

Balevre, Albert Park Associate Professor of Psychology
B. A.-Lincoln Memorial University; M. A.-George Peabody College.
Member of APSU faculty 1966-1970.

Martin, John D. Professor of Psychology
B. A. and M. A.-Baylor University; Ed. D.-North Texas State University.
Member of APSU faculty 1966-

Blair, Garland E. Professor of Psychology
 B. A.-Florida Southern College; M. S. and Ed. D.-Florida State.
 Member of APSU faculty 1968-

Minetos, Peter Associate Professor of Psychology
 B. A., M. A., Ph. D.-University of Alabama.
 Member of APSU faculty 1970-

Murray, Beulah Assistant Professor of Psychology
 A. B.-Carson Newman College; M. S.-The University of Tennessee.
 Member of APSU faculty 1972-

Davis, Stephen F. Associate Professor of Psychology
 B. A. and M. A.-Southern Methodist University; Ph. D.-Texas Christian
 University.
 Member of APSU faculty 1972-

Patterson, Diane Instructor in Psychology
 B. A. and M. A.-Appalachian State University.
 Member of APSU faculty 1972-1974.

Rudolph, Linda Associate Professor of Psychology
 B. S. and M. A.-Austin Peay State University; Ed. D.-The University of
 Tennessee.
 Member of APSU faculty 1971-

Beiswenger, Hugo A. Associate Professor of Psychology
 A. A.-Jackson Junior College; B. A., M. A., Ph. D.-University of Michigan.
 Member of APSU faculty 1974-

Brent, Diana Fay Instructor of Psychology
 B. S.-Bob Jones University; M. A.-Austin Peay State University.
 Member of APSU faculty 1974-

Jackson, Terry Thomas Assistant Professor of Psychology
 B. A. and M. A.-California State College; Ph. D.-Texas Tech University.
 Member of APSU faculty 1974-

Wilson, Judith Instructor in Psychology
 B. S. and M. A.-Austin Peay State University.
 Member of APSU faculty 1974-1975.

Chapter III

Emphasis on Psychology: Past, Present, Future

It would appear that the time, from July, 1937, when the first listing of Psychology courses was found in available catalogs to September, 1968, when Dr. Ackley was appointed chairman of the newly created Department of Psychology, can be seen as a genesis period for the Psychology Department. During this time period the emphasis of Psychology course offerings was geared toward meeting requirements for teaching certification. In short psychology was a "service area." It was not until the 1950 catalog that Psychology courses were listed separately (i.e., with psychology prefixes) under the Department of Education and Psychology. Under this arrangement, Psychology courses were taught by both branches of the department. Modification in terms of expanded course offerings within the Education Psychology Department appears to have been dictated to some extent by the increase in enrollment at the institution between the years 1937-1968. Briefly summarized the accomplishments of the psychology program during this period are as follows:

- 1957 - Undergraduate minor in Psychology
- 1959 - Graduate minor in Psychology (Guidance & Counseling)
- 1964 - Undergraduate major in Psychology
- 1965 - Graduate major in Psychology (Counseling & Guidance)

At the time Dr. Ackley became chairman of the Psychology Department in September, 1968, an undergraduate major and minor in the College of Arts and Sciences was offered as well as a graduate major and minor in Psychology (Counseling & Guidance). The following year, 1969, a General Masters of Arts in Psychology was added to the program, and the Counseling and Guidance major was listed as Counseling and Guidance - Master of Arts in Education. Judging from the course offerings listed in the catalogs for this period, the emphasis of the Psychology Program was concentrated primarily in the more "humanistic" areas. For example, one finds courses being taught in Social Psychology (315), Abnormal Psychology (401), Child Development (211), and Psychology of Personality (435).

In the winter quarter of 1972 a self-study was conducted by the Psychology Department to determine the effectiveness of the department in meeting the needs of the students being served. Several recommendations for changes were put forth in the report of this self-study. Paramount among these recommendations was the recognition by the department of a need to expand the departmental offerings, especially on the undergraduate level, to include courses in the experimental areas of the field. Specific recommendations were for the development of undergraduate courses in the areas of physiological psychology, sensation and perception, and learning. Additionally, it was recommended that several of the existing courses be changed from a "lecture only" status to a lecture-lab format to provide students with needed laboratory exposure not currently available. At this point in time the need for additional faculty, especially in the area of experimental psychology, was recognized. Subsequently, Dr. Davis, whose doctorate was in general-

experimental psychology, joined the faculty in the fall of 1972.

A second, recent, major revision in the departmental offerings was initiated in 1974 following a one-year study by the departmental faculty. The impetus for this most recent revision evolved from state requirements that Master of Art Programs in School Psychology and Counseling and Guidance must be competency based in order to obtain Tennessee State certification. Rather than simply redesign or modify existing courses, it was decided that a complete restructuring and rethinking of the departmental objectives, philosophy, and courses would be most beneficial in the long run. These newly created program courses were put into effect in the Fall Quarter of the 1974-1975 academic year. At this time two new doctoral level members were added to the faculty; Dr. Hugo Beiswenger whose area of special interest is experimental developmental psychology, and Dr. Thomas Jackson whose area of special interest is experimental social psychology.

A listing of the new course offerings as well as the revised requirements for undergraduate and graduate degrees appear in the appendix. An examination of this material will indicate the direction that the department is moving currently, as well as the emphasis that might be expected in the future. Succinctly stated, the newly created programs are two-fold in nature. First, they maintain the strong points of the department that had been created over the years (i.e., the developmental, testing, and counseling areas). Second, there has been a substantial increase in the emphasis placed by the department upon the experimental areas. For example, the undergraduate lecture-laboratory courses in physiological psychology, sensation and perception, and learning were offered for the first time in 1974-1975. Similarly,

a course in physiological (Brain and Behavior) has been added on the graduate level.

Possibly a few statements contained in the competency-based proposals presented to the Tennessee Department of Education for certification of the School Psychology and Counseling and Guidance Programs will serve to describe the current thrust of the Austin Peay State University Psychology Department more clearly. These documents indicate the role of the department can be characterized thusly:

The Role of the Psychology Department

The Psychology Department serves a variety of purposes within the University. As a part of the general education program it contributes to the development of self-understanding and the improvement of skills in human relations for many students. The study of psychology is a subordinate, but important, adjunct in preparation for other fields (e.g., education, medicine, business, law, the ministry, etc.). The department also provides an academic background for potential professional psychologists who wish to develop competence in research, teaching, or applied professional activity.

The goals of the department with regard to graduate training, were listed as being the following:

- Goal 1 - Basic Core. The student will be able to demonstrate an adequate knowledge of basic psychology.
- Goal 2 - Interventions. The student will be able to facilitate behavior change strategies in a variety of situations.
- Goal 3 - Assessment. The student will be able to administer appropriate assessment instruments and interpret the results in such a way that they will be of maximum help to the client.
- Goal 4 - Target Groups. The student will be able to demonstrate knowledge of the unique characteristics of the specific target group (clients) with whom he plans to work.
- Goal 5 - Research. The student will be able to design, conduct, and use the results of research in basic and relevant applied areas.

Goal 6 - Professional Relations. The student will be able to demonstrate an understanding of his particular job and the broader social system in which he functions.

Goal 7 - Practicum. The student will be able to demonstrate the ability to apply skills through supervised experiences in appropriate settings.

Even though the above goals pertain to graduate-level instruction and training, the philosophy behind their development and implementation has, apparently, carried over to undergraduate-level instruction as well.

Judging from credit-hour production figures obtained from the Office of Admissions and Records at Austin Peay State University the current emphasis of the Psychology Department has been well received. As can be seen from table 4, there have been substantial increases in the number of credit hours produced, especially in terms of upper division, undergraduate and graduate credit hours. These increases, it should be noted, have not been accomplished at the expense of lower-division undergraduate credit-hour production. This figure continues to remain at a high level.

Table 4

Year	Lower Division	Upper Division	Graduate
Fall 1971	2,082	486	222
Winter 1972	1,728	783	269
Spring 1972	1,203	1,107	206
Summer 1972	393	423	372
Fall 1972	1,533	768	201
Winter 1973	1,581	762	178
Spring 1973	1,302	921	196
Summer 1973	456	486	176
Fall 1973	1,626	831	467
Winter 1974	1,623	807	567
Spring 1974	1,305	1,062	489
Summer 1974	402	426	451
Fall 1974	1,054	1,270	641

As previously mentioned, the psychology faculty in 1968, the year psychology emerged as a distinct department, consisted of Ackley (chairman), Balevre, Martin, and Stokes. The 1974-1975 faculty consisted of Blair (chairman), Beiswenger, Brent, Davis, Jackson, Martin, Minetos, Rudolph, Stokes, and Wilson, an increase of six faculty members over 1968. The Proposal for Certification presented to the Tennessee State Department of Education indicates that the present faculty ranks significantly in degrees earned, educational experience, current professional and academic association memberships, current non-teaching professional assignments and activities, publications, convention papers, and research or special study. Table 5 presents a schematic diagram of a partial genealogy of the current faculty members. Although not fully completed, this genealogy indicates that the current faculty does have excellent training.

GENEALOGY

PRESENT FACULTY OF APSU

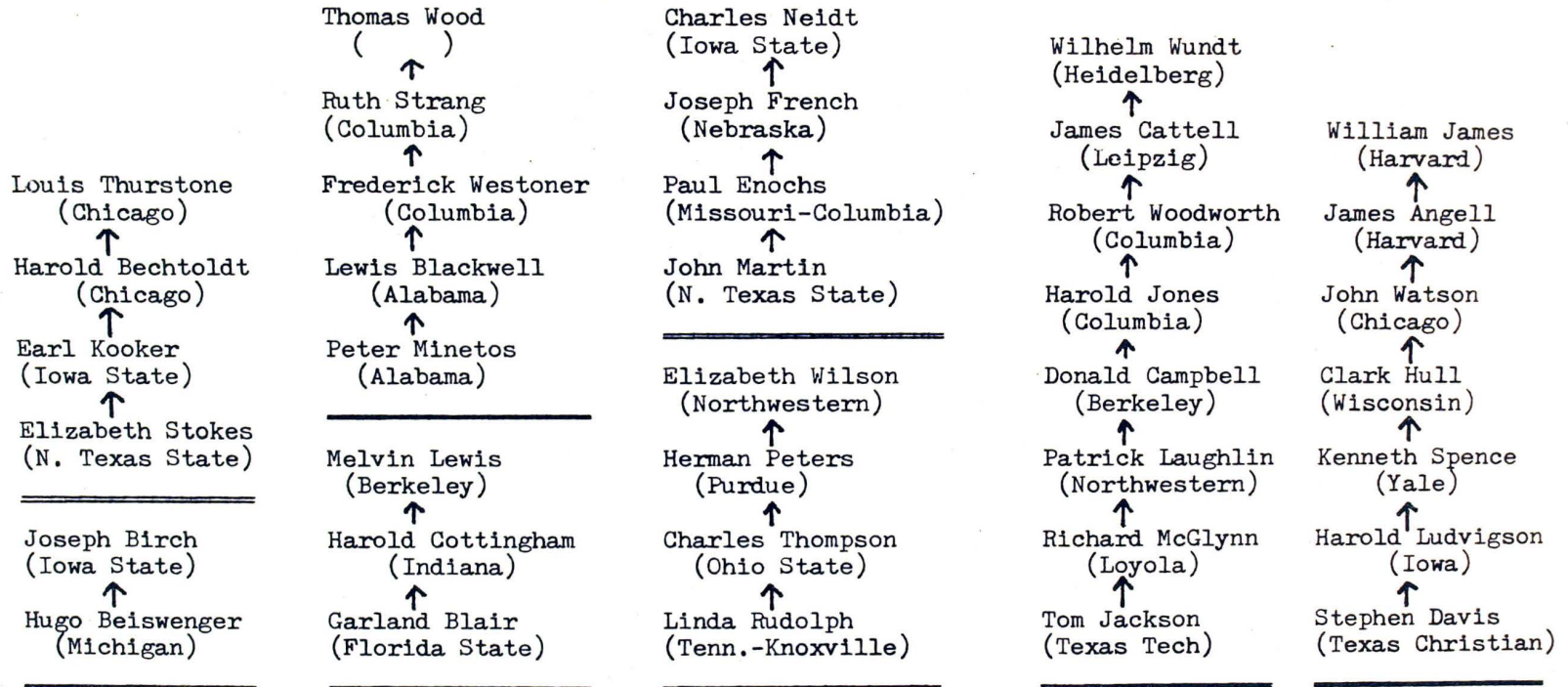


Table 5

If the emphasis placed on Psychology in the past seven years is continued, it appears that the department should continue growing. The Masters of Arts programs in school psychology and counseling and guidance have both received the much-coveted state approval. Research in the areas of social psychology and animal learning is burgeoning. Students are being encouraged to participate in professional activities such as making presentations at professional conventions. However, at the time of the writing of this paper one thing that may obstruct the continued expansion of the Psychology Department would be availability of financial resources. In order to expand, the department will need additional facilities as it is now using every bit of available space allocated to it. Also, additional faculty would be desirable. All of this, of course, costs money.

This study has shown the development of the Psychology Department of Austin Peay State University to the present time. It appears that with the excellent faculty the department now has and with the new programs now being initiated there should soon be many new achievements to be chronicled by subsequent scholars.

Appendix A: Current Undergraduate and Graduate
Programs Offered in Psychology at
Austin Peay State University

UNDERGRADUATE PROGRAMS IN PSYCHOLOGY:

Departmental Major: 102, 103, 211 or 212, 315, 320, 431, 431L, and electives to total 45 quarter hours.

Minor: 102, 103 and electives to total 27 quarter hours (for teaching endorsement include 315 and 401)

Teaching Major: 102, 103, 211, 212, 313, 315, 401 and electives to total 45 quarter hours.

Single Subject Endorsement to teach Psychology in secondary school: 102, 103, 315, 401 and 12 hours of electives chosen from 101, 206, 301-L, 303-L, 306, 308, 320, 400, 413, 414, 415, 416, 417, 425-L, 431-L, 433 and 435.

Psychology Courses required in the Distributive Social Studies Endorsement: 102, 103, and 315.

Elementary Education Concentration in Child Psychology: 211, 212, 308, 313, 413 and 12 hours selected from 101, 301-L, 306, 414, 415, 417, 433, and Education 465.

MASTER OF ARTS IN PSYCHOLOGY

Major: A minimum of 45-48 graduate quarter hours are required for a major in psychology. Students who wish a Tennessee license or certificate in specific areas should expect to complete 70-90 hours.

Core Course Requirements for the Major and selection of one or more options, as follows:

Psychology 509, 510, 511, 512, 512L

Option I: Requirements for those seeking a General Major:

Specific requirements unless similar courses were completed in the undergraduate program:

Psychology 400, 401 (502), 425, 431 (507), 431L (507L), 435 (508)

Psychology 513, 584, and other graduate electives to total 45-48 hours.

Option II: Requirements for those seeking a Tennessee Certificate or License in School Psychology:

Specific requirements unless similar courses were completed in the undergraduate program:

Psychology 413 (503), 414 (532), 431 (507), 431L (507L), 433 (533), 435 (508), and Education 465

Psychology 501, 501L, 514, 515, 519, 519L, 520, 520L, 521, 521L, 540, 524, either 541 (541L), or 542 (542L), either 543 (543L) or 544 (544L), 570, and Education 531.

Option III: Requirements for those seeking a Tennessee License as a Psychological Examiner in Clinical Psychology:

Specific requirements unless similar courses were completed in the undergraduate program:

Psychology 400, 401 (502), 425, 431 (507), 431L (507L), 435 (508)

Psychology 513, 519, 519L, 520, 520L, 521, 521L, 522, 523, 540, 541, 541L, 542, 542L, 543, 543L, 544, 544L, 584, and either 566-7 or 571

Option IV: Requirements for a Major in Psychology and Tennessee Certification in Secondary Counseling and Guidance:

Specific requirements unless similar courses were completed in the undergraduate program:

Psychology 416 (505), 417 (506), 401 (502), 431 (507), 431 (507L), 435 (508),

Psychology 501, 501L, 514, 515, 519, 519L, 540, 542, 542L, 544, 544L, 560, 561, 564, and prescribed Education courses, and electives to total 45 hours.

Option V: Additional Requirements for a Major in Psychology and Tennessee Endorsement in Elementary Counseling and Guidance:

Specific requirements unless similar courses were completed at the undergraduate level:

Psychology 416 (505), 431 (507), 431L (507L), 435 (508)

Psychology 501, 501L, 514, 515, 540, 541, 541L, 543, 543L, 560, 561, 565, and electives to total 45-48 hours.

A student must have certification to teach in elementary school and two years teaching experience to obtain endorsement in elementary counseling and guidance.

Select one Research Plan (All Options):

Plan 1 - Research 500 (1), Thesis 599 (8)

Plan 2 - Research 500 (1), Research 595a (1), 595b (1).

MASTER OF ARTS IN EDUCATION

Major in Counseling and Guidance - Secondary School Option

Specific requirements unless similar courses were completed in the undergraduate program:

Psychology 416 (505), 431 (507), 431L (507L)

Psychology 501, 501L, 511, 514, 515, 519, 519L, 540, 542, 542L, 544, 544L, 560, 561, 564, and prescribed education courses.

Major in Counseling and Guidance - Elementary School Option

Specific requirements unless similar courses were completed in the undergraduate program.

Psychology 431 (507), 431L (507L)

Psychology 501, 501L, 511, 514, 515, 540, 541L, 543, 543L, 560, 565, and Education 505, 510.

Appendix B: Current Undergraduate and Graduate
Psychology Courses Offered at
Austin Peay State University

- 101 PSYCHOLOGY OF ADJUSTMENT (3)
A course directed toward the study of understanding personal and social adjustment. Topics covered include the patterning of healthy and faulty development in the person; the adjustive demands occurring in everyday life; and the nature of effective and ineffective adjustment.
- 102 GENERAL PSYCHOLOGY (3)
An introduction to the basic processes of behavior such as perception, psychophysiological techniques, learning, motivation, personality development, individual differences, and measurement of capacities.
- 103 GENERAL PSYCHOLOGY (3)
An introduction to the basic processes of behavior such as perception, psychophysiological techniques, learning, motivation, personality development, individual differences, and measurement of capacities.
- 206 INDUSTRIAL PSYCHOLOGY (3)
A study of the application of psychological principles to problems in business and industry. Topics covered include work, job placement, morale, leadership, employee-employer relations, group dynamics, advertising, counseling, and interviewing.
- 211 CHILD DEVELOPMENT (3)
An orientation to the scientific study of human growth and development. Emphasis is on the intellectual, emotional, physical, social, and moral development from conception to puberty.
- 212 ADOLESCENT DEVELOPMENT (3)
A course oriented to the scientific study of human growth and development as related to the adolescent. Topics covered include the intellectual, emotional, physical, social, and moral aspects of growth and development.
- 301 LEARNING AND MOTIVATION (3)
Prerequisites: Psychology 102, 103
An in-depth analysis of basic findings, concepts, and theoretical developments in the areas of learning and motivation. Attention will be given to both single-and multiple-organism approaches. Research findings, theoretical approaches, and the relationship of the two will receive attention.
- 301L LABORATORY IN LEARNING AND MOTIVATION (1)
Prerequisites: Psychology 102, 103
A one-hour laboratory course which will enable the student enrolled in Psychology 301 (Learning and Motivation) to participate in laboratory projects directly related to that course. Relevance of projects undertaken in laboratory to the course-related material will be stressed, as will be the proper APA format for preparing research papers.

- 302 PSYCHOPHYSIOLOGY (3)
Prerequisites: Psychology 102, 103
Designed to help unveil the physical and biological mechanisms that underlie behavior and experience.
- 302L LABORATORY IN PSYCHOPHYSIOLOGY (1)
Prerequisites: Concurrent registration for Psychology 302
Several problems directly reflecting course material covered in psychophysiology will be investigated directly. Students will collect their own data and prepare a brief write-up, in accepted psychological format, of each exercise.
- 303 PERCEPTION AND SENSATION (3)
Prerequisites: Psychology 102, 103
How organisms receive, modify, and utilize sensory information. Contemporary research and theory, as well as traditional methodology, will be stressed.
- 303L LABORATORY IN PERCEPTION AND SENSATION (1)
Prerequisites: Concurrent registration for Psychology 303
Several problems directly reflecting course material covered in Perception and Sensation will be investigated directly. Students will collect their own data and prepare a brief write-up, in accepted psychological format, of each exercise.
- 306 HUMAN INTERACTION (3)
Prerequisites: Psychology 101 or permission of instructor
A course directed toward helping persons establish, maintain and improve human contacts. Focuses on improving listening and communicating skills and improving problem-solving techniques.
- 308 TESTS AND MEASUREMENTS (3)
Prerequisite: Psychology 313
Designed for both elementary and high school teachers. Presents various methods of evaluating instruction. Particular emphasis given to standardized and teacher-made instruments, aptitude, ability, and achievement assessment, along with diagnosis.
- 313 EDUCATIONAL PSYCHOLOGY (3)
Prerequisite: Psychology 212
A course to give prospective teachers an understanding of the way pupils learn. The learning process, its determining conditions and its results will be emphasized.
- 315 SOCIAL PSYCHOLOGY (3)
Prerequisites: Psychology 102, 103
A systematic and scientific approach to the psychological problems of human interactions. Topics covered: communication, socialization, social roles, social norms, prejudice, propaganda, attitudes, personality, and perception.

- 320 EDUCATIONAL AND PSYCHOLOGICAL STATISTICS (3)
 Emphasis is given to interpretation of data. (1) Descriptive statistics: treating topics such as measures of central tendency, variability, graphic portrayal of data, and normal curve statistics. (2) Inferential statistics: including sampling and sampling error, hypothesis testing, correlation, t-test, and additional parametric, and non-parametric tests of significance.
- 400 HISTORY AND SYSTEMS OF PSYCHOLOGY (3)
 Development of psychology from the philosophical antecedents to its present status as a science and a profession.
- 401 ABNORMAL PSYCHOLOGY (3)
 Prerequisites: Psychology 102, 103, and junior or senior standing
 A consideration of various forms of psychological abnormality in terms of the settings in which they appear. Attention directed to methods of prevention and cure. Topics covered: psychoneurosis, functional psychosis, mental disorders with brain pathology, character and behavior disorders, alcoholism and drug addiction, and mental deficiency.
- 413 INTRODUCTION TO THE STUDY OF EXCEPTIONAL CHILDREN (3)
 Prerequisite: Psychology 313
 Emphasis given to study of children with the following problems: mental retardation, mental superiority, emotional maladjustments, impaired vision, speech defects, and physical handicaps.
- 414 LEARNING DISABILITIES (3)
 Prerequisite: Psychology 313
 An overview of theories, diagnostic techniques and suggested remediation for learning disabilities due primarily to minimal neurological damage; i.e. visual, perceptual, auditory, memory, association, etc.
- 415 BEHAVIOR MODIFICATION (3)
 An introduction to the techniques of behavior management for use in schools, clinics, hospitals, etc.
- 416 PSYCHOLOGY OF VOCATIONAL DEVELOPMENT (3)
 A survey of the theories of vocational development from a psychological perspective. Variables which contribute to vocational decisions and skills are considered.
- 417 GROUP DYNAMICS (3)
 Prerequisite: Psychology 315
 Analysis of the nature and origin of small groups and interaction processes. Emphasis on data obtained from empirical investigations rather than theoretical or logical analysis.
- 425 EXPERIMENTAL PSYCHOLOGY (3)
 Prerequisites: Psychology 102, 103, and 320
 A survey of methods and techniques of controlled experimentation in the areas of motivation, perception, and learning. Emphasis placed upon theoretically oriented research.

- 425L LABORATORY IN EXPERIMENTAL PSYCHOLOGY (1)
Prerequisite: Concurrent registration for Psychology 425
Designed to provide students first-hand experience in conducting, analyzing, and interpreting experiments of various types. Emphasis will be placed upon preparation of laboratory reports according to standard psychological format.
- 431 INTRODUCTION TO PSYCHOLOGICAL TESTING (3)
Prerequisites: Psychology 320 or permission of instructor
Introduction to the use and criticism of aptitude, achievement, personality, and interest tests. Emphasis is given to standardized instruments, aptitude, ability and achievement assessment, and interpretation and diagnosis.
- 431L LABORATORY IN PSYCHOLOGICAL TESTING (1)
Prerequisites: Psychology 431 or 507
Provides practical experiences in the administration, scoring, and interpretation of various achievement and aptitude tests. Students also are required to design an achievement test and analyze the results.
- 433 THE EMOTIONALLY DISTURBED CHILD (3)
Prerequisite: Psychology 211
A course which discusses the child's reactions to his fears, frustrations, and anxieties. The origin and function of defense mechanisms as well as an examination of common childhood neurotic and psychotic behavior patterns are covered. The validity of descriptive labels to characterize emotional disturbance will be examined.
- 435 PSYCHOLOGY OF PERSONALITY (3)
Prerequisites: Psychology 102, 103 and permission of instructor
An introduction to the major theories of personality directed toward the development of the normal personality.
- 461 SPECIAL TOPICS (3 each)
462 Prerequisite: Permission of instructor
463 Advanced readings and research in selected areas offered on an individual basis. Primarily for those majoring in psychology.
- 501 APPLIED QUANTITATIVE TECHNIQUES IN EDUCATIONAL PSYCHOLOGY (3)
An intensive survey of research designs and statistical procedures commonly used in educational psychology. Since this course is a part of the competency-based program in school psychology and guidance, the student may exempt all or a part of the course by examination.
- 501L LABORATORY IN QUANTITATIVE TECHNIQUES (1)
This course provides laboratory experiences in designing, conducting, and evaluating research in educational psychology.
- 502 ABNORMAL PSYCHOLOGY (3)
(See 401)

- 503 INTRODUCTION TO THE STUDY OF EXCEPTIONAL CHILDREN (3)
(See 413)
- 504 BEHAVIOR MODIFICATION (3)
(See 415)
- 505 PSYCHOLOGY OF VOCATIONAL DEVELOPMENT (3)
(See 416)
- 506 GROUP DYNAMICS (3)
(See 417)
- 507 INTRODUCTION OF PSYCHOLOGICAL TESTING (3)
(See 431)
- 507L LABORATORY IN PSYCHOLOGICAL TESTING (1)
(See 431L)
- 508 PSYCHOLOGY OF PERSONALITY (3)
(See 435)
- 509 ADVANCED SOCIAL PSYCHOLOGY (3)
Prerequisite: Permission of Instructor
An introduction to contemporary empirical and theoretical trends in social psychology.
- 510 BRAIN AND BEHAVIOR (3)
An in-depth study of the structures of the brain and their relationship to and control of behavior. Emphasis will be placed upon current research findings.
- 511 HUMAN DEVELOPMENT (3)
Planned for all school personnel. The emotional and intellectual development of the individual with special emphasis on the aspects that are particularly pertinent to the school and classroom; basic aspects of physical, social, and biological forces in which human development, motivation, behavior, and personality are founded.
- 512 THEORIES OF LEARNING (3)
Prerequisite: Undergraduate course in learning
An in-depth analysis of both traditional and contemporary theories and principles of learning. Emphasis will be placed upon the student developing the ability to evaluate the various theories in terms of their success in accounting for the observed phenomena of complex learning.
- 512L LABORATORY IN LEARNING (1)
Prerequisite: Concurrent registration for Psychology 512
Students will conduct laboratory projects which directly reflect topics covered in Psychology 512.

- 513 PSYCHOLOGICAL STATISTICS AND RESEARCH DESIGN (3)
Prerequisites: Psychology 320 or a comparable course in introductory statistics. This is an advanced statistics course covering such areas as probability, including the binomial and Poisson distribution, linear regression and multiple correlation techniques, simple analysis of variance and several non-parametric tests of significance.
- 514 ADVANCED EDUCATIONAL PSYCHOLOGY (3)
Planned for all school personnel. Emphasis is on the application of research in the behavioral science to practical school situations; including assessment of student abilities, program planning, conditions of learning, evaluation of achievement, and classroom interaction.
- 515 STUDENT PERSONNEL SERVICES (3)
An introduction to student personnel services in elementary and secondary schools. Patterns of organization and administration are studied. Attention is given to the role and function of guidance counselors, school psychologists, and school social workers.
- 519 INDIVIDUAL AND GROUP ASSESSMENT (3)
Prerequisites: Psychology 320, 501, 507 (To be taken concurrently with 519L) The use of test and non-test data in the assessment of achievement, aptitude, interests, etc. of individuals and groups. Philosophy, ethical practices, and current issues in evaluation.
- 519L LABORATORY IN ASSESSMENT (1)
Prerequisites: Psychology 320, 501, and 507
Provides supervised experience in the use of test and non-test assessment procedures.
- 520 INDIVIDUAL ASSESSMENT (3)
Prerequisites: Psychology 519 (taken concurrently with 520L)
Study of theory, related research, administration procedures, and interpretation of results of Wechsler Scales for Adults and Children and other appropriate instruments. Study of other data to be used in evaluation procedures.
- 520L LABORATORY IN INDIVIDUAL ASSESSMENT(1)
Prerequisite: Psychology 519
Administration of the individual instruments studied in Psychology 520 and writing of psychological reports. The instruments will include the Wechsler Scales as well as other appropriate instruments. Collection and use of other data used in psychological evaluations.
- 521 INDIVIDUAL ASSESSMENT (3)
Prerequisites: Psychology 519, 520 (taken concurrently with 521L)
Study of theory, related research, administration procedures, and interpretation of results as related to Stanford-Binet Intelligence Scale and other appropriate instruments.

- 521L LABORATORY IN INDIVIDUAL ASSESSMENT (1)
Prerequisites: Psychology 519, 520
Administration of the individual tests included in Psychology 521 and writing of the psychological reports. The tests will include the Stanford-Binet as well as other appropriate instruments. Collection and use of other data used in psychological evaluations.
- 522 PERSONALITY APPRAISAL TECHNIQUES (3)
Prerequisites: Psychology 431, 435, and permission of instructor
Introduction to projective theory and to the more widely used projective techniques. Time is devoted to the T.A.T., sentence completion tests, Bender-Gestalt, and projective drawings. Objective measures of personality such as the MMPI is considered also.
- 523 PROJECTIVE TECHNIQUES (3)
Prerequisites: Psychology 401, 435, 431, and permission of instructor.
Concerns the administration and evaluation of the Rorschach.
- 524 DIAGNOSIS AND REMEDIATION OF LEARNING DIFFICULTIES (3)
Prerequisite: Psychology 414 (532)
This course introduces the current diagnostic techniques used in diagnosing learning disabilities and gives the student training in the use of those instruments. The course also teaches the student to plan remediation programs for the child with a learning disability. Practical experience is included.
- 525 EXPERIMENTAL PSYCHOLOGY (3)
(See 425)
- 525L LABORATORY IN EXPERIMENTAL PSYCHOLOGY (1)
(See 425L)
- 532 LEARNING DISABILITIES (3)
(See 414)
- 533 THE EMOTIONALLY DISTURBED CHILD (3)
(See 433)
- 540 INTRODUCTION TO COUNSELING (3)
Introduction to the philosophy and theories of counseling, the roles and responsibilities of counselors, ethical practices of counselors, and current issues in counseling. Primary emphasis will be placed on the role of the public school counselor.
- 541 COUNSELING AND PSYCHOTHERAPY WITH CHILDREN (3)
Prerequisites: Psychology 540 or permission of instructor.
Detailed study of counseling techniques which are appropriate with children. Study of the consultative roles of counselors and psychologists with parents and school personnel is also included.

- 541L COUNSELING LABORATORY (1)
Prerequisite: Taken with Psychology 541
Supervised practice in counseling with children and consultation with parents and teachers.
- 542 COUNSELING & PSYCHOTHERAPY WITH ADOLESCENTS AND ADULTS (3)
Prerequisites: Psychology 540, taken concurrently with 542L.
Detailed study of counseling techniques and theory designed to develop counseling skills and competencies needed to counsel adolescents and adults. The course will include practice in applying techniques through the use of role-playing and audio- and video-taping of sessions. Films and tapes will be utilized to develop skills.
- 542L COUNSELING LABORATORY (1)
Prerequisites: Psychology 541, taken concurrently with 542.
Video and audio-taping of simulated counseling interviews.
Viewing of counseling tapes and critique of tapes.
- 543 GROUP COUNSELING WITH CHILDREN (3)
A study of theories and techniques for promoting behavior change in children through group processes.
- 543L GROUP COUNSELING LABORATORY (1)
Supervised practice in group counseling and guidance with children.
- 544 GROUP COUNSELING WITH ADOLESCENTS AND ADULTS (3)
Prerequisite: Psychology 540
A study of group counseling theories and techniques as they apply to adolescents and adults.
- 544L GROUP COUNSELING LABORATORY (1)
Prerequisites: Psychology 540. Must be taken concurrently with 544. Experience in leading group counseling. Students will participate as leaders in counseling groups.
- 560 CAREER INFORMATION SERVICES (3)
Prerequisites: Psychology 416 or permission of instructor.
Instruction in the skills needed to develop and maintain a career education information program. Methods of providing personal, social, and educational information will be included.
- 561 CAREER COUNSELING (3)
Prerequisites: Psychology 560
Instruction in the techniques of career counseling, including writing job descriptions and developing and coordinating a job placement program.
- 562 ADVANCED COUNSELING TECHNIQUES (3)
Further in-depth study of counseling techniques and use of techniques. Supervised experience in counseling.

581-2 INDEPENDENT STUDY (3 each)

Prerequisites: Permission of instructor

This course permits the advanced student to pursue in depth study of topics of special interest to him.

584 RESEARCH IN PSYCHOLOGY (3)

Prerequisite: Psychology 425

Theory and application of experimental design in psychological research; includes study of design strategies in relations to statistical procedures, particularly analysis of variance.

PRACTICE AND INTERNSHIPS

564 PRACTICUM IN SECONDARY GUIDANCE AND COUNSELING (3)

Prerequisite: Permission of instructor

Supervised experience in counseling and guidance for those who are preparing for school guidance programs. Periods must be reserved for conferences with supervisors and college instructors.

565 PRACTICUM IN ELEMENTARY GUIDANCE AND COUNSELING (3)

Prerequisites: Permission of instructor

Supervised experience in counseling and guidance in the elementary schools for those who are prepared for elementary school guidance programs.

566 PRACTICUM IN PSYCHOLOGY - DIAGNOSTIC TECHNIQUES (3)

Prerequisites: Appropriate courses and permission of instructor

Supervised experience in the use of psycho-diagnostic techniques.

567 PRACTICUM IN PSYCHOLOGY - COUNSELING TECHNIQUES (3)

Supervised experience in counseling, behavior modification, and other psychotherapeutic techniques.

570 INTERNSHIP IN SCHOOL PSYCHOLOGY (21)

Prerequisites: Appropriate courses and permission of instructor

Supervised experience in school psychology.

571 INTERNSHIP IN CLINICAL PSYCHOLOGY (21)

Prerequisites: Appropriate courses and permission of instructor.

Supervised experience in clinical functions such as testing, evaluation, diagnosis, and counseling.

600 SEMINAR IN LEARNING DISABILITIES (3)

Prerequisite: Permission of instructor

This course would include an in-depth study of the diagnostic and remediation strategies for the learning disabled child, plus practical experience with the learning disabled child.

601 SEMINAR IN BEHAVIOR MANAGEMENT (3)

Prerequisite: Permission of Instructor

A course which enables the professional to increase his skills in helping students and clients modify their behavior.

- 602 SEMINAR IN THE EMOTIONALLY DISTURBED CHILD (3)
Prerequisite: Permission of Instructor
This course will conduct an in-depth inquiry into some area of emotional disturbance, such as childhood schizophrenia, or will examine in depth a controversial issue associated with the identification or treatment of a particular type of emotional disturbance.
- 603 SEMINAR IN ABNORMAL PSYCHOLOGY
Prerequisite: Permission of instructor
An intensive study of neuroses, psychoses, and other kinds of psychopathology.
- 605 SEMINAR (SELECTED TOPICS) (1 each)
606 Short seminars in a variety of topics. Offered on demand.
607
- 608 SEMINAR (SELECTED TOPICS) (3 each)
609 Longer seminars on a variety of topics. Offered on demand.
610

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