ADMISSION

Students seeking a PhD must be recommended for acceptance by the College of Business Administration to the Office of Graduate Admissions. Actual admission is based on the applicant’s overall standing compared with other applicants and with the number of vacancies in each department. The Graduate Council requires the Graduate Admissions Application, transcripts from all previous college work, and additional information from international students. The college requires the PhD application, scores from the GMAT, and four written recommendations. All materials should be received by the College of Business Administration not later than March 1. Late applications are considered only if space is available.

Under exceptional circumstances, a student may be considered for acceptance into the PhD program without having a master’s degree. An applicant in this situation should have an outstanding undergraduate background and should represent a deep and sincere commitment to the pursuit of a career in research and instruction.

OVERVIEW

The PhD normally requires four years of intensive study and research beyond the master’s degree. Typically, the first two years of a student’s program consist of coursework, writing, and research. The third and fourth years require completion of courses, the comprehensive exam, and completion of the dissertation. It is emphasized that the PhD program of study is structured for full-time students only. Upon acceptance of a student by a particular departmental faculty, the student is expected to remain in residence until the dissertation has been completed and all requirements are met for completion of the PhD.

Since the program focuses on the development of competent scholars, heavy emphasis is placed on both teaching and research skills. As part of the doctoral program, each student is required to serve as a teaching assistant to an undergraduate business class or as a research assistant to a senior faculty member. Students with strong teaching skills may be assigned their own classes. Typically, the College of Business Administration offers financial support for doctoral students during their tenure in the program.

The PhD program is highly flexible, offering a wide array of concentrations and cognates. Moreover, heavy emphasis is placed on individualized instruction and close student-faculty interaction. Instruction takes the form of regular classes, doctoral seminars, and independent study and research. Students are also encouraged to attend lectures and discussions by visiting scholars throughout the year.

There are seven concentrations offered in the PhD program:

- Accounting
- Finance
- Human Resource Development
- Logistics
- Management (Operations Management and Strategic Management)
- Marketing
- Statistics

More detailed information concerning these specific areas is available by writing directly to each department or by accessing the College of Business Administration Web page.

REQUIREMENTS

Doctoral students must file a program of study that has been approved by their doctoral committee within one year of completing their first year of doctoral studies. This committee is nominated by the department chairperson in a student’s intended area of concentration, subject to the Graduate Council’s policies and procedures. Following are specific degree requirements:

- Students must complete at least three years of full-time coursework beyond the baccalaureate degree, with two years of residence on the Knoxville campus.
- Students are required to have a sound and broad base on which to build their PhD coursework. The departmental doctoral advisor will work with the student to determine what, if any, courses need to be completed. All such work is subject to approval by the temporary doctoral advisory committee and the Dean of the MBA Program. Specific concentrations may have prerequisites.
- Research Tools: A minimum of nine semester hours of graduate research methods must be completed. At least 6 semester hours in statistics courses beyond Statistics 531 are required. The remaining three semester hours may be completed in additional statistics courses (not to include Statistics 531) or in other areas such as research methodology, management science, computer science, econometrics, and psychometrics.
- Concentrations: The concentration is the focal point of the PhD program. Students are expected to master the literature and research techniques in the concentration area and do quality research as evidenced by the preparation of an acceptable dissertation. A minimum of 12 semester hours of coursework is required, including at least 9 hours of doctoral seminars. Graduate work taken in the concentration at other institutions is considered by the temporary doctoral advisory committee in approving the specific coursework required. Available concentrations are: accounting, finance, human resource development, logistics, management (operations management and strategic management), marketing, and statistics. See the appropriate departments for specific course requirements.
- A minimum of nine semester hours of graduate coursework is required in an area outside, but complementary to, the concentration. The student may choose the cognate from one of the following: one of the seven concentration business areas listed above, economics, or a related area in another school or college of the university. Hybrid cognates combining courses from multiple disciplines are permitted with the approval of the doctoral advisor and the temporary doctoral advisory committee.

Comprehensive Examinations

Comprehensive written examinations over the concentration area are required of each person seeking candidacy for the PhD. This examination is administered in two sessions of approximately four hours each. Students qualify in the cognate area by completing a one-session, four-hour examination or an equivalent jointly approved by the student’s major professor and the student’s advisor in the cognate area. Comprehensive examinations are generally offered during the fall and spring terms. Comprehensive examinations must be taken within five years of matriculation.
When either the concentration or cognate area examination is passed, the remaining examination must be passed within the next 13 months.

**Doctoral Committee**

A doctoral student is advised to give serious attention early in the program to the composition of his/her doctoral committee. In accordance with Graduate Council policy, the student and the major professor identify a doctoral committee composed of at least four faculty members, three of whom, including the chair, must be approved by the Graduate Council to direct doctoral research. When the doctoral committee has been formed, the temporary doctoral advisory committee ceases to exist.

**Admission to Candidacy**

Students may apply for admission to candidacy for the PhD after maintaining at least a B average in coursework, successful completion of comprehensive examinations, and acceptance of a research proposal for the dissertation by the student’s doctoral committee.

Admission to candidacy must be approved at least one full semester prior to the date the degree is conferred. (Admission in the fall permits graduation in the following spring semester.) Application for admission to candidacy must include a listing of all courses taken in each of the fields required for the degree (business functional areas, basic disciplines, concentration and cognate area). Graduate courses accepted from other institutions must be included. Under “Other Requirements,” the date of acceptance of the research proposal by the doctoral committee should be indicated. The application must be approved by the student’s doctoral committee and the Associate Dean before submission to the Office of the University Registrar.

**Dissertation**

Minimum of 24 semester hours: The student must complete a dissertation embodying the results of original research demonstrating the ability to do scholarly writing. The dissertation is supervised by the candidate’s doctoral committee, which must certify its completion and acceptability after oral defense of the candidate’s research effort.

The dissertation normally must be completed within three years of the student’s advancement to candidacy.

**GRADUATE COURSES**

**Business Administration (205)**

- **501 MBA Career Development (1)** Career opportunities available in each concentration. Prereq: Admission to MBA program or consent of Assistant Dean of MBA Program. Satisfactory/No Credit grading only.
- **510 Customer Responsive Management (3)** Management methods that provide flexibility required to respond to diverse customer needs and to adapt to competitive, technological, and operational change. Mass customization, interactive marketing, capacity management economics, and relationship management for industries: health care, consulting, temporary services, professional services, repair services, truck load transportation, emergency response organizations, customer service centers and other responsive organizations.
- **511 MBA Core I (3)** Essential skills of manager: basic information technology skills, teambuilding, and written and oral communication skills. Finance and accounting fundamentals. Introduction to integrated value chain. Prereq: Admission to MBA program or consent of Assistant Dean of MBA Program. Satisfactory/No Credit grading only.
- **512 MBA Core II (15)** Development of roles and responsibilities of business managers. Functional fundamentals: marketing, operations, human resource management. Continuous systems improvement and delivery of customer value. Role of firm in society; stakeholder value, economics, and ethical and legal environment of firm. Personal leadership skills, and assessment of students’ leadership abilities. Integration of value chain: demand management, operations management, process design and management, and logistics management. Prereq: 511 or consent of Assistant Dean of MBA Program.
- **513 MBA Core III (9)** Continuation of the functional fundamentals from 512. Integration of value chain: supply management and resource management. Capstone integrated experience using information technology. Prereq: 511, 512 or consent of Assistant Dean of MBA Program.
- **514 Integrated Business Simulation (1)** Computer simulation. Teams manage business within competitive marketplace. Prereq: 511, 512, 513 or consent of Assistant Dean of MBA Program.
- **551 Executive Core I (12)** Integrated course with substantial reading, study and analyses during off-site periods. Integration of major business functions through strategic and business process perspective. Application of functional knowledge to tactical and strategic issues. Development of purpose of firm as delivering value to customers and other stakeholders. Ethical issues, financial and accounting principles. Economic and regulatory environment of business. Human resource and organizational behavior topics in context of business systems and objects. Personal development for leadership: individual personal skills of communication, negotiation, leadership and motivation. Customer value and systems management. Case simulations and exercises. Prereq: Admission to executive program of MBA.
- **561 Management Project I (3)** Company project. Preliminary investigation of significant strategic issue (new initiative, program or significant organizational change to enhance organizational effectiveness) in sponsoring organization. Work within firm under guidance of faculty to develop proposal which defines issue and scope of project. Proposal to be approved by company and faculty. Prereq: Admission to executive program of MBA and cooperation of sponsoring organization. Coreq: 551.
- **591 International Travel (4)** This one-hour course provides one-hour credit/enrollment for purposes of international travel and cultural exchange programs that are sponsored by the MBA program. Prereq: Admission to MBA program or consent of Assistant Dean of the MBA Program.
- **593 Directed Independent Study (3)** Cross-disciplinary topic of mutual interest to student and faculty. Available only by prearrangement with supervising faculty member. May require approval of Dean of the MBA Program. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.
- **599 Executive-In-Residence (3)** Interaction with corporate executives from wide spectrum of business disciplines and discussion of domestic and international strategic planning as applied in major corporations. Prereq: MBA core and consent of instructor.
611 Seminar in Theoretical Foundations (3) Theoretical foundations and frameworks common to business research. Historical and philosophical science perspectives.

612 Seminar in Research Methods (3) Research processes: philosophical foundations, problem formulation, grounded theory, qualitative methods and analysis, measurement, sources of error, experimental design and analysis, survey design and analysis.

693 Independent Study (3) Prereq: Consent of Instructor. May be repeated. Maximum 6 hours.

699 Special Topics (3) Seminars that integrate content from various business functions: international business, management information systems.

Department of ACCOUNTING AND INFORMATION MANAGEMENT

http://bus.utk.edu/acct

Daniel P. Murphy, Head
Kenneth E. Anderson, Graduate Liaison

Professors
Andersen, K.E. (Pugh and Company) ............................ Indiana Fisher, B.D., LLM .................................................. George Washington
Kiger, J.E. (Warren L. Slagle Professor), PhD, CPA ............................... Missouri Murphy, D.P. (Deloitte & Touche Professor), PhD, CPA .................. North Carolina
Reeve, J.M. (Sara Clark Professor of Accounting and Business), PhD, CPA ................................ Texas State
Roth, H.P., PhD, CPA, CMA .................................................. Virginia Tech
Stanga, K.G. (Andersen Professor), PhD, CPA ...................... Louisiana State
Williams, J.R. (Ernst & Young Professor), PhD, CPA ...................... Arkansas

Associate Professors
Behn, B.K. (William B. Stokely Distinguished Scholar), PhD, CPA ................................ Texas Tech
Carcello, J.V. (William B. Stokely Distinguished Scholar), PhD, CPA, CMA ........................................... Georgia State
Townsend, R.L. (Accounting Excellence Teaching Scholar), PhD, CPA ............................................. Texas State
Woodroof, J.B., PhD, CPA .................................................. Texas Tech

Assistant Professors
DeVries, D.D., PhD, CPA, CISA ...................................... South Carolina
Pennington, R.R., PhD, CPA ........................................... South Carolina

Lecturers
Anderson, E.B., MAcc, CPA ........................................ Tennessee
Gilbert, P.S., MS ....................................................... Tennessee
Hendrick, L.W., MBA, CPA, JD ........................................ Houston
Hollander, A.S., PhD .................................................. Tennessee
Hughes, H.N., BS ...................................................... Tennessee
Reeves, L.M., MAcc, CPA ........................................... Tennessee
Valades, K.L., MAcc ................................................... Tennessee

MAJORS DEGREES
Accounting ............................................................. MAcc
Business Administration .................................................. PhD

MASTER OF ACCOUNTANCY

Accounting Major

The objective of the Master of Accountancy program is to prepare individuals who have a high level of ability and motivation for successful careers in professional accounting and industry. This nationally recognized program uses active learning methods to engage students in global business planning, practices, and strategies. The program offers students the breadth of a broad business perspective and exposure to cutting-edge management issues. It also provides students with the technical depth required for a career in assurance services, information management, or taxation. Coursework includes a particular focus on the development of analytical skills, communication skills (both oral and written), and research skills.

The Master of Accountancy program is a full-time, weekday program. The nature of the program precludes students from simultaneously working full-time outside of classes. UT’s accounting undergraduate and graduate programs are accredited by AACSB International and are among the first programs in the nation to receive this accreditation.

ADMISSION

Students may begin graduate coursework for the MAcc degree only in fall semester. The application deadline is March 1 and applications received after that date will be considered as space allows.

The program is designed both for students who have completed an accredited baccalaureate degree program with a major in accounting and others. Students with an accounting degree from an accredited baccalaureate degree program normally meet all prerequisites for the program. Students with outstanding undergraduate records in areas other than accounting may enter the MAcc program (which starts in the fall semester) by completing coursework in introductory accounting and economics, and the following prerequisite undergraduate courses: Accounting 311, 321, 411, 414, and 431, Information Management 341, and Finance 301 or their equivalents as approved by the Director of the MAcc program. In addition, students choosing the information management concentration must have completed Information Management 351 or an equivalent course in object-oriented-programming. All prerequisites must be completed prior to the start of graduate coursework in fall semester.

In addition to the general admission requirements, MAcc applicants are required to take the Graduate Management Admission Test (GMAT) and submit information on forms provided by the Department of Accounting and Information Management. Applicants whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL).

For admission to the MAcc program, consideration is given to:

• applicant’s academic records with particular attention to the last two years of undergraduate work;
• scores on the GMAT, and TOEFL for those whose native language is not English;
• internships and/or work experience and other activities that demonstrate potential for leadership; and
• recommendations from professors and/or work supervisors.

The admission decision is based on all factors that make up the total application; therefore there is no automatic cut-off for either grade point averages or GMAT scores.

Students will be expected to have a laptop computer for use in the classroom and for assignments. Additional details concerning the hardware and software configurations required are posted on the departmental Web site.
REQUIREMENTS

A student’s program encompasses a minimum of 30 semester hours of graduate coursework. Specifically, the student must complete courses in accounting and other areas as indicated below. Each course is 3 semester hours of graduate credit.

Students take 12 hours each semester and 6 hours in the first summer session.

Program requirements are:

• Business Core (12 hours) Business Administration 521, 522, 523, 524
• Accounting Concentration (18 hours)

Three concentrations are available:

• Assurance Services: Accounting 507, Accounting 518, Accounting 519, Accounting 531; Information Management 541 and 543.
• Information Management: Information Management 541, 542, 543, 549; Accounting 507, and 518.
• Taxation: Accounting 531, 532, 533, 534, 539, and an additional course.

Students may further modify their programs with approval of the Director of the MAcc program.

Transfer Credits

A maximum of six semester hours taken at other AACSB accredited institutions that otherwise conform to the transfer policy of the Graduate Council may be credited toward MAcc degree requirements.

Other Requirements

To qualify for the degree, a student must maintain a B average (3.0) or above in the program. The student must satisfactorily demonstrate his/her ability to recognize, analyze, and solve accounting policy problems and integrate concepts from the various areas of accounting by passing a comprehensive written examination. This examination is included in the capstone courses in each concentration as follows: Accounting 519, 539, and Information Management 549.

DOCTOR OF PHILOSOPHY

Business Administration Major · Accounting Concentration

This degree provides a research-oriented terminal qualification for those seeking entry-level faculty positions in accounting. Students take approximately three years of coursework beyond the bachelor’s degree, including a doctoral sequence designed to expose students to various areas of accounting research. Courses in accounting and other areas are selected to supplement the student’s individual background and to prepare the student in an area of accounting specialization (financial, managerial, auditing, tax or systems). The final year is normally spent completing the doctoral dissertation. Minimum course requirements are 12 hours including 611, 612, 619, and one other accounting course to be approved by PhD accounting program advisor.

GRADUATE COURSES

Accounting (009)

415 Governmental and Nonprofit Accounting (3) Advanced study of governmental and nonprofit entities. Governmental accounting principles, revenues and expenditures, budgeting, and financial reporting. Accounting principles and reporting models of nonprofit organizations. Integration of economic and social issues with reporting standards for governmental and non-business organizations. Prereq: 414 or permission of instructor.

451 Operational Auditing and Consulting (3) Approaches to evaluate an entity’s efficiency and effectiveness in variety of settings and techniques used in consulting to provide entity competitive advantage.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when students use university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

507 Financial Reporting Research and Contemporary Issues (3) Theory and practice of contemporary financial reporting issues are covered with an emphasis on researching the authoritative accounting literature. Specific contemporary issues covered vary each semester. Prereq: Admission to MAcc program or consent of instructor.

518 Professional Standards (3) Basic standards and contemporary issues relevant to assurance providers. Actual practice cases are used to illustrate application. Prereq: Admission to MAcc program or consent of instructor.

519 Seminar in Business Risk and Assurance Methodology (3) Business risk and emerging methodology used by assurance providers. Prereq: Admission to graduate programs or consent of instructor.

521 Advanced Management Accounting (3) Analysis of management accounting and cost management practices and models. Topics include cost behavior, strategies and models for decision making, and performance measurement issues. Prereq: Management Accounting, and either admission to a graduate business program or consent of instructor.

531 Tax Strategy, Tax Research, and Entity Taxation (3) Current issues in tax strategy including investment models, implicit taxes, tax arbitrage, organizational form, and other selected topics. Methods of researching tax issues within the U.S. federal tax system with emphasis on Web-based research tools. Income taxation of business entity operations. Prereq: Admission to MAcc program or consent of instructor.

532 Corporate Taxation and Reorganizations (3) Current issues in corporate taxation including organization and capital structure, distributions, liquidations, acquisitions, and reorganizations. Course emphasizes group projects and presentations. Web-based research tools used extensively. Prereq: Admission to MAcc program or consent of instructor. Prereq/Coreq: 531.

533 Taxation of Partnerships and S Corporations (3) Current issues in partnership and S corporation taxation including partnership formation, operations, allocations, and distributions; LLCs; S corporation election and operations; and comparisons of different flow-through entities. Course emphasizes group projects and presentations. Web-based research tools used extensively. Prereq: Admission to MAcc program or consent of instructor. Prereq/Coreq: 531.

534 Family Tax Planning (3) Methods used to value closely-held business, the law and planning strategies related to inter vivos and post-mortem property transfers and the taxation of estates, and financial planning techniques used to meet family tax planning objectives. Prereq: Admission to MAcc program or consent of instructor. Prereq/Coreq: 531.

539 Multi-Jurisdictional Tax Planning and Policy (3) International and state tax law as it pertains to business transactions. Particular emphasis is placed on identifying tax planning opportunities and designing tax strategies to meet planning objectives. Prereq: 531 and either admission to MAcc program or consent of instructor.

592 Graduate Internship in Accounting (3) Full-time resident professional employment for one academic semester involving qualified job experience, written report of responsibilities, and evaluation of student performance. Prereq: Admission to MAcc program or consent of MAcc advisor.

593 Individual Research in Accounting (3) Directed research in topic of mutual interest. Prereq: Admission to MAcc program or consent of MAcc advisor. May be repeated. Maximum 6 hours.

600 Doctoral Research and Dissertation (3-15) P/NP only.

611-612 Doctoral Seminar in Accounting (3,3) Analysis of issues reflected in accounting literature. Prereq: Consent of PhD program advisor.

619 Doctoral Research in Accounting (3) Study of research methodology and application of various research methods in accounting literature. Prereq: Consent of PhD program advisor.
621-622 Accounting Colloquium (1,1) Research and discussion of contemporary issues in practice of accountancy. Prereq: Consent of PhD program advisor. May be repeated. Satisfactory/No Credit grading only.

693 Independent Study (3) Directed research in topic of mutual interest. Prereq: Admission to doctoral program with concentration in accounting. May be repeated. Maximum 6 hours.

Business Law (216)

511 Business Law and Professional Responsibility (3) Legal framework and ethical implications of business transactions. Principles and practices in law of contracts, commercial transactions, real property, trusts, estates and professional responsibility. Prereq: 301 and admission to MAcc program or consent of instructor. Not available for students with credit for 401.

Information Management (558)

541 Advanced Database Systems (3) Illustrates and applies advanced database techniques including data modeling, database design, SQL, stored procedures, multi-user databases and web databases. Also covered are data security and control issues related to multi-user databases. In addition to MS Access, this course makes use of the Oracle database to introduce concepts and implement assignments. A database project is a major component of this course. Prereq: 341 or consent of the instructor.

542 Application Security and Controls (3) Introduces students to data security, systems controls, and privacy issues regarding Internet applications. Prereq: 541 or consent of instructor.

543 Systems Audit Security and Controls (3) Discusses information systems security, auditing/assurance, planning, and control issues. The course examines security and control issues primarily at the operating system level. Prereq: 541 or consent of instructor.

549 Enterprise Planning, Security and Controls (3) Examines the use of enterprise information systems to achieve strategic and operational advantage, to support managerial decision-making, and to achieve operational control. Prereq: 541 or consent of instructor.

Department of ECONOMICS

http://econ.bus.utk.edu

Robert A. Bohn, Head
M.N. Murray, Graduate Liaison

Professors
Bohn, R.A. (Head), PhD .........................................................Washington (St. Louis)
Chang, H.S., PhD .................................................................Vanderbilt
Clark, D.P., PhD .................................................................Michigan State
Herzog, Jr., H.W. (George A. Spiva Scholar), PhD ..................Maryland
McKee, M. (J. Fred Holly Chair of Excellence), PhD ............Carlton (Canada)
Murray, M.N. (Douglas and Brenda Horne Professor), PhD ......Syracuse

Associate Professor
Gauger, J.A., PhD ..............................................................Iowa State
Evans, M., PhD .................................................................Colorado
Gilpatrick, S., PhD ...........................................................Texas A&M
Mohnin, M., PhD ..............................................................York (Canada)
Munkin, M., PhD ..............................................................Indiana
Santore, R., PhD ...............................................................Ohio State
Vossler, C., PhD ...............................................................Cornell

Lecturers
Bueckman, D., PhD ..........................................................Tennessee
Munson, C., PhD ..............................................................Iowa State
Schuler, G., PhD ..............................................................Houston

Emeritus Faculty
Davidson, P. (J. Fred Holly Chair of Excellence Emeritus), PhD ........................................Pennsylvania
Moore, J.R. (Alumni Distinguished Service Professor Emeritus), PhD ........................................Cornell
Mohsin, M., PhD ..............................................................Texas

Adjunct Faculty
Bjornstad, David, PhD ......................................................Syracuse
Curlee, T.R., PhD ..............................................................Purdue
D’Urso, V.T., PhD .............................................................Massachusetts Institute of Technology
Schrizer, W.R., PhD ...........................................................Tennessee
Shelton, R.B., PhD .........................................................Southern Illinois
Vogt, D.P., PhD .................................................................Syracuse

MAJORS DEGREES
Economics ........................................................................MA, PhD

The Department of Economics offers graduate programs leading to the MA and PhD. The MA may be completed by either a thesis or non-thesis option, while the PhD requires successful completion of a dissertation. Applicants to these programs should contact the Director of Graduate Studies, Department of Economics, for further information.

ACADEMIC STANDARDS

A graduate student whose grade point average falls below 3.0 will be placed on probation. A student on probation will be dropped from the program unless his/her cumulative graduate grade point average is 3.0 or higher at the end of the probationary period. The probationary period is defined as the next semester’s coursework established by the degree program for full-time students and the next two semesters’ coursework as established by the degree program for part-time students.

STUDENT’S RIGHT TO PETITION

Graduate students in good academic standing have the right to petition the department for modification of departmental degree requirements and redress of grievances. Petitions must be in writing and addressed to the Director of Graduate Studies.

MASTER OF ARTS

Economics Major

Admission to the MA program is based on undergraduate academic performance and on scores from the general portion of the GRE. The student may choose either the thesis or non-thesis option.

REQUIREMENTS

Non-Thesis Option

Thirty hours of coursework at the 400 level or above. Of these, at least 24 hours (at least 18 hours of which are in economics) must be at the 500 level or above. Of the minimum 18 hours in economics at the 500 level or above, 12 hours must consist of 511, 512 and 513, 514, and the remaining six hours must be in one field of economics. Of the 30 hours, a maximum of nine hours in courses approved by the department may be taken in fields other than economics. Students electing the non-thesis option are required to pass a final comprehensive examination.

Thesis Option

Thirty hours of coursework at the 400 level or above, including at least 24 hours at the 500 level or above, six hours of which may be thesis hours. Of the remaining 18 hours at the 500 level or above, at least 15 hours must be in economics and must include 511, 512, 513, and 514. A maximum of six hours may be in an area other than economics.
DOCTOR OF PHILOSOPHY
Economics Major

Admission to the PhD program is based on promise of outstanding scholarship as demonstrated by previous academic performance, by scores achieved on the general portion of the GRE, and by recommendations.

REQUIREMENTS

The program requires a minimum of 48 hours of coursework beyond the bachelor’s degree or 24 hours beyond the master’s degree, at least 24 hours of 600 Doctoral Research and Dissertation, and successful completion of the following:

Students are required to complete the following core requirements:

- Economic Theory: Microeconomic theory and macroeconomic theory by a qualifying exam taken not later than the beginning of the fourth semester of study.
- History of Economics: Completion of 515 with a grade of B or better, or by qualifying examination.
- Quantitative Methods: Completion of 581, 582 and 583 with grades of B or better, or by qualifying examination.
- Students failing a qualifying examination must retake the examination the next time offered. A qualifying examination may be taken a third time only with approval of the department. Failing a qualifying examination for a third time will result in dismissal from the doctoral program.
- Students are required to demonstrate competence by comprehensive examination in at least two fields of specialization in economics. Students failing a comprehensive examination must retake the examination the next time offered. A comprehensive examination in a specific field may be taken a third time only with approval of the department.
- Students are required to complete with a grade of B or better two elective courses in economics at the 500 level or above, outside the core subject areas and outside the fields of specialization.
- Students are required to complete a doctoral dissertation and to defend it successfully before the faculty.

Environmental Policy Minor

The program is designed to give master’s and doctoral level graduate students an opportunity to develop an interdisciplinary specialization in environmental policy. While administered through the Political Science Department, the program is coordinated by a committee of representatives from the following participating departments and programs: Agricultural Economics; Botany; Civil and Environmental Engineering; Ecology and Evolutionary Biology; Economics; Forestry, Wildlife and Fisheries; Geography; Management; Planning; Political Science; and Sociology.

Students may request admission to the minor following admission to a graduate program in one of the participating departments. Students in good standing in one of these programs may apply for admission to the minor in environmental policy. The coordinating committee will consider the admission of interested students. Applicants should have a background in both natural and social sciences evidenced by prior coursework or experience.

REQUIREMENTS

One course in environmental studies from the student’s major discipline and one course in quantitative methods are required. These requirements may be fulfilled before or after admission to the minor. All students admitted to the minor will be required to register for at least three hours of Economics 579, Environmental Policy Research Workshop, and to complete successfully the following:

- Ecology and Evolutionary Biology 520 or Plant Sciences 414 or Geography 433 or an equivalent course approved by the coordinating committee.
- Six hours of coursework outside the major discipline approved by the coordinating committee.

Doctoral students seeking a minor in environmental policy must also complete, in addition to above, a policy–relevant dissertation approved by the coordinating committee.

GRADUATE COURSES

Economics (283)

400 Special Topics (3) Topics vary. Prereq: Determined by department. May be repeated.
413 Macroeconomic Fluctuations (3) Analysis of historical data, methods of analyzing macro-economic fluctuations, theoretical explanations of cycles, and role of monetary and fiscal policies in aggregate economy. Major writing requirement. Prereq: Intermediate Macroeconomics or consent of instructor.
462 Economics of Resources and Environmental Policy (3) Economic analysis of environmental policy and allocation of resources. Benefits and costs of development of natural resources and impacts of growth on environment. Major writing requirement. Prereq. 201.
471 Public Finance: Optimal Government Functions and Expenditure Analysis (3) Problems of collective consumption, external effects, public investment, social decision making. Major writing requirement. Prereq: 201.
472 Public Finance: Taxation and Intergovernmental Relations (3) Analysis of individual taxes and of tax systems, non-tax sources of revenue, fiscal federalism. Major writing requirement. Prereq: 201.
482 Introduction to Mathematical Economics (3) Application of basic mathematical tools: calculus, matrix algebra, etc. to major topics of economic theory. Prereq: Intermediate Microeconomics with B or better and Calculus.
500 Thesis (1-15) P/NP only.
502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.
511-512 Microeconomic Theory (3,3) Theory of consumer choice and demand, theory of revealed preference, attributes of goods and implicit prices, market demand, labor supply, individual behavior under uncertainty, theory of firm, theory of production and cost, market structures, derived demand and factor pricing, introduction to welfare economics, market failure and theory of second best, pure exchange.
513-514 Macroeconomic Theory (3,3) Dynamic general equilibrium models, endogenous growth theory, credibility of monetary policy, budget deficits and fiscal policy, unemployment, inflation, investment, asset pricing, overlapping generations models, real business cycle, search theory, and open-economy macro models.
577 Environmental Economics and Policy Management (3) Interdisciplinary perspective on goals of sustainable economic development and environmental quality. Development of decision-making tools and conflict resolution.


582-583 Elements of Econometrics I-II (3,3) Elementary econometric concepts and techniques. Least squares and maximum likelihood estimation, specification and econometric problems, statistical inference, generalized least squares, simultaneous equation models, applications of concepts to economic problems. Prereq: Introductory statistical methods.

600 Doctoral Research and Dissertation (3-15) P/NP only.

621 International Economics (3) Comparative advantage, trade migration, commodity composition of trade, protectionist devices, protectionist arguments, trade liberalization, U.S. trade policy, exchange rate determination, balance of payments adjustment, multinational corporations, and international capital flows. Prereq: 512 and 514.

622 International Finance (3) Analysis of macroeconomic adjustment in open economy, open economy monetary and fiscal policies, international policy coordination, integration of world capital markets, liberalization of non-market economies and the international monetary system. Prereq: 512 and 514.

623 Economic Development: Theories and Policies (3) Principal theories explaining economic behavior in developing countries and policies and strategies used to promote development. Prereq: Undergraduate degree in economics or consent of instructor.

631 Industrial Organization I (3) Standard models of imperfect competition, oligopoly, and asymmetric information. Topics include pricing with market power and strategic decision making. Prereq: Consent of instructor.

632 Industrial Organization II (3) Economics of regulation and antitrust. Topics include public utility regulation, consumer product regulation, occupational safety regulation, environmental regulation and antitrust legislation. Prereq: Consent of instructor.

651 Monetary Theory (3) Study of money, credit, and liquidity as related to real output determination, interest rates, employment, and prices. Prereq: 513.

652 Topics in Monetary Theory (3) Advanced monetary models, issues in monetary policy, open economy monetary theory and policy. Student participation. Prereq: 651.

661 Regional and Urban Location and Development Theory (3) Theory of industrial and agricultural location and human migration. Economic basis for land-use patterns, central places, and urban form. Spatial inequalities and payments, international policy coordination, integration of world capital markets, liberalization of non-market economies and the international monetary system. Prereq: 512 and 514.

662 Methods of Regional and Urban Analysis (3) Theory of regional/urban economic structure and growth. Regional income and product accounts, shift and share analysis, economic base studies, and regional/urban input-output models. Theory and problem solution.


672 Public Finance: Taxation and Intergovernmental Relations (3) Theory of taxation; tax incidence and tax efficiency; policy analysis of U.S. tax structure at federal, state, and local levels. Theory of fiscal federalism and intergovernmental relations.

677 Environmental and Natural Resource Economics (3) Alternative paradigms for allocating and valuing environmental, balance of payment, issues related to market failure and differences between renewable and nonrenewable resources.

678 Economics of Environmental Policy (3) Topics in environmental policy analysis. Consideration of alternative policy instruments, defining policy objectives and role of risk in decision-making process.

682 Advanced Topics in Cross-Section Econometrics (3) Models with limited dependent variables, panel data analysis, nonparametric estimation, selection models and duration models. Prereq: 582-583 or equivalent.

683 Time Series Econometrics (3) Univariate and multivariate time series modeling of economic data-AR, MA, ARMA, VAR; models of non-stationary time-series unit roots, cointegration and error correction models; time series models of heteroskedasticity-ARCH, ARCH-M, GARCH; exogeneity and causality. Prereq: 582-583 or equivalent.

690 Workshop (3) Advanced topics in economics. Student participation. Prereq: Consent of instructor. May be repeated. Maximum 9 hours.

693 Independent Study (1-3) Directed research on topic of mutual interest to faculty and student. Variable title for transcript purposes. Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

Department of
FINANCE

http://bus.utk.edu/finance

James W. Wansley, Head
Phillip R. Daves, Doctoral Program Advisor

Professors
Black, H.A. (James F. Smith Professor), PhD ......................... Ohio State
Boehm, T.P. (AmSouth Scholar), PhD .................................. Washington University (St. Louis)
DeGennaro, R.P. (SunTrust Professor), PhD .......................... Ohio State
Dethardt, M.C. (Castagna Professor), PhD ............................ Georgia Tech
Philippatou, G.C. (Distinguished Chair Professor of Banking and Finance), PhD .......................... George Washington
Shrieves, R.E. (Voigt Professor), PhD ..................................... UCLA
Wachowicz, Jr., J.M. (AmSouth Scholar), PhD ....................... Illinois
Wansley, J.W. (Clayton Home Chair of Excellence), PhD ........ South Carolina

Associate Professors
Auxier, A.L. (Flaskerud Investments Teaching Scholar), PhD ................ Iowa
Collins, M.C. (Home Federal Faculty Fellow), PhD ....................... Georgia
Daves, P.R., PhD ............................................................. North Carolina
Murphy, D.L., PhD .......................................................... Florida

Assistant Professor
Woidtke, T., PhD .............................................................. Tulane

Instructors
Murphy, S.P., MBA ................................................................ Loyola University
Sexton, L.S., MBA .............................................................. Tennessee

MAJOR DEGREES
Business Administration .................................................. MBA, PhD

MASTER OF BUSINESS ADMINISTRATION

Business Administration Major · Finance Concentration

The curriculum offers courses for those interested in careers in corporate financial management, security analysis and investments, banking and financial institutions, and real estate. Minimum course requirements are three courses: 511 plus two from the following: 512, 525, 532, 581, and 599 (Torch Fund only).

DOCTOR OF PHILOSOPHY

Business Administration Major · Finance Concentration

Minimum course requirements for the concentration: Finance 641, 651, 652, 653, and 654.

GRADUATE COURSES

Finance (349)

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

511 Strategic Management for Creation of Financial Value (3) Strategic issues in corporate finance, investments, and capital markets: how firms can employ financial strategies to create value. Use of derivatives, risk management, real options, fixed income securities, venture capital, initial public offerings and financial restructuring. Prereq: Business Administration 511, 512, and 513, or consent of instructor.

512 Problems in Financial Management (3) Readings and cases that apply finance theory to real-world investment, financing, and asset management problems. Prereq: 511 and Business Administration 511, 512, 513, and 514, or consent of instructor.
525 Investment Analysis and Portfolio Management (3) Investment process, portfolio applications. Asset allocation decision in global setting; organization and functioning of financial markets; equity and bond valuation; asset valuation models; equity and bond portfolio management; options, forwards and futures contracts; evaluation of portfolio performance; and review of alternative economies and emerging markets. Prereq: 511 and Business Administration 511, 512, 513, and 514, or consent of instructor.


551 Financial Management of a New Enterprise (3) Financial issues associated with formation, control, and long-term planning of new enterprise. Acquisition of venture capital. Prereq: 511 and Business Administration 511, 512, 513, and 514, or consent of instructor.

581 Real Estate Investment and Finance (3) Financial and market analysis used to make real estate investment decisions. Effects of a variety of financing options on rate of return on income-producing properties. Effect of various financing options on consumer’s decisions to purchase. Relationship between primary and secondary mortgage markets and impact of those markets on cost and availability of funds for real estate lending. Effects of government intervention (taxation, subsidization, and regulation) in both real estate and mortgage markets. Prereq: 511 and Business Administration 511, 512, 513, and 514, or consent of instructor.

599 Special Topics in Finance (1-3) Topics vary. Prereq: Consent of instructor. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.

600 Doctoral Research and Dissertation (3-15) P/NP only.

641 Seminar in Finance (1-3) Capital markets, utility theory, asset pricing, theory of the firm, capital structure, dividend policy. Prereq: Consent of instructor. Satisfactory/No Credit or letter grade.

651 Seminar in Corporate Finance (1-3) Recent theoretical and empirical developments in micro-finance literature. Topics vary. Prereq: 641 and consent of instructor. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.

652 Seminar in Asset Pricing and Markets (1-3) Recent theoretical and empirical developments in finance. Topics vary. Prereq: 641 and consent of instructor. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.

653 Seminar in Financial Institutions (1-3) Theoretical and empirical studies of financial institutions. Topics: modeling banking firm, efficiencies in banking, bank lending arrangements and asymmetric information, international competitiveness, and deposit insurance. Prereq: 641 and consent of instructor. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.

654 Special Topics (1-3) Recent developments in finance. Topics vary. Prereq: 641 and consent of instructor. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.

**HUMAN RESOURCE DEVELOPMENT PROGRAM**

http://bus.utk.edu/hrd

Michael L. Morris, Program Liaison

**Associate Professors**

Kupritz, V., PhD .................................................... Virginia Tech
Morris, M.L., PhD, CFLE ................................................ Tennessee
Stout, V.J., EdD .......................................................... Tennessee

**Assistant Professors**

Bartley, S.J., PhD .......................................................... Tennessee
Lim, D.H., PhD ............................................................ Illinois
Pierce, R.H., PhD .......................................................... Ohio State

**Lecturer**

Mackey, D.L., PhD .......................................................... Tennessee

**MAJORS**

Human Resource Development ........................................ MS
Business Administration .................................................. PhD

The human resource development program integrates occupational education, training, career development, and organizational development. The curriculum goal of the program centers around producing organizational effectiveness through a guiding framework that focuses on developing human resource skills and understanding of organizational culture, systems and structures, and decision-making; individual, group, organizational learning; high performance teams; organizational change, communication processes; and analysis, action, measurement of economic outcomes. Human resource development required (core) courses and human resource electives are offered in diverse formats enabling working professionals to obtain the master’s or doctoral degree.

**MASTER OF SCIENCE**

**Human Resource Development Major**

The Master of Science degree with a major in human resource development provides a flexible graduate program for professionals wishing to pursue in-depth study within and across subject areas of human resources.

**ADMISSION**

Applicants for admission should request information and application forms from both the Office of Graduate Admissions (218 Student Services Building) and the Human Resource Development Program (408 Stokely Management Center, The University of Tennessee, Knoxville, Tennessee 37996).

Applicants are to submit an application for admission to Graduate Admissions. Additionally, applicants are to submit an application, three letters of reference from individuals familiar with their potential for success in academic work, and a statement describing personal career objectives directly to the Human Resource Development Program. Applicants must hold a bachelor’s degree from an accredited institution and present evidence of ability to do graduate work, including a GPA of 3.0 on a 4.0 scale for the last two years of undergraduate work. Any student below this level of academic quality must justify admission via other exceptional credentials. If the applicant has prior work experience in human resource development, a reference letter should also be provided by the work supervisor. Applicants without an undergraduate degree in an area related to human resource development, previous HR employment experience, or a statistical background may be required to complete additional course work as part of their program. Recent Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) scores are required of all applicants. Deadline: New students are admitted in fall semester only. Applications must be received by March 1.

**REQUIREMENTS**

The human resource development master’s degree program is a 39 hour non-thesis program. All students must take the program core of 18 hours consisting of Human Resource Development 510, 556, 557, 559, 561, and 563. In addition to the program core, all students must complete Management 521 and six hours of 400 and/or 500 level courses in human resource management. For the remaining 12 hours, students will select four out of the five following courses: Human Resource Development 511, 517, 518, 519, or 520.
DOCTOR OF PHILOSOPHY
Business Administration Major · Human Resource Development Concentration

ADMISSION
Applicants for admission should request information and application forms from both the Office of Graduate Admissions, 218 Student Services Building, and the Human Resource Development Program, 408 Stokely Management Center, The University of Tennessee, Knoxville, Tennessee, 37996.

Applicants are to submit an application for admission to Graduate Admissions. Additionally, applicants are to submit an application, three letters of reference from persons familiar with their potential for success in doctoral work, a statement describing personal career objectives, and a sample of written work directly to the Human Resource Development Program.

Deadline: New students are admitted in fall semester only. Applications must be received by the Graduate Admissions Office and Human Resource Development Program by March 1.

Applicants must hold a master’s degree from an accredited institution and present evidence of ability to do PhD work, including having maintained a graduate GPA of 3.3 on a 4.0 scale or better. Applicants without a graduate degree in an area related to human resource development may be required to complete additional course work as part of their program. If the applicant has prior work experience in human resource development, human resource management, or a related occupational area, a reference letter should be provided by the work supervisor. Recent Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) scores are required of all applicants. Any person whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL).

REQUIREMENTS
The Doctor of Philosophy degree with a major in business administration and a concentration in human resource development is for graduate students who seek careers in higher education or as managers/administrators of human resources. The curriculum (60 hours) is designed to enable students to achieve professional objectives, develop needed competencies, and gain desirable experiences and understanding of human resources. Students not possessing a master’s degree before acceptance to the program may be required to complete additional course work before enrolling into any courses associated with the doctoral program. Students must be in residence full time for one year; must maintain an overall 3.0 grade point average with no more than one grade below B in the Human Resource Development courses, research core, and business core; students who did not complete a thesis in their master’s program must complete a predoctoral research project prior to beginning dissertation work; and must pass a comprehensive examination; and must pass a final oral examination on their dissertation research. Detailed information regarding the PhD concentration program of study may be obtained from the program liaison. Course equivalencies and substitutions must be approved by the student’s doctoral committee.

Note: For latest update, check the homepage of the Human Resource Development Program through the College of Business Administration’s Web site.

GRADUATE COURSES

Human Resource Development (529)

Course Requirements

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Human Resource Development Core</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>2Human Resource Development Seminars</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>3Research Core</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>4Business Core</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Dissertation</td>
<td></td>
<td>24</td>
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<tr>
<td>PTotal</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

1 Human Resource Development 602 (fall 1st Year), 603 (spring 1st Year).
2 Students consult with doctoral advisor and committee to select 3 courses from: Human Resource Development 605, 606, 607, 608, 609, 613.
3 Statistics 531-532 or 537-538 or equivalent; Statistics 579 or Industrial/Organizational Psychology 627 or equivalent; Marketing 612.
4 Marketing 611; Management 571; Industrial/Organizational Psychology 586.

1.6.1
510 Collaborative Strategies in Human Resource Development (3) Examines the strategies for collaboration and teambuilding within organizational systems. The course assists human resource professionals understand the processes associated with teambuilding including defining types of teams, rewarding and evaluating team performance, operating principles and communication within teams. The primary focus of this course will be creating the high performance team. Prereq: 563.

556 Organizational Development Strategies (3) Overview of the roles, strategies, and challenges of organizational development with a focus on the dynamics of organizational change and the internal integration of organizational culture in a global context. Coreq: 510.

557 Design Strategies (3) Design methodology for business and industry interventions; development of instructor-based, technology-based, and self-directed training for training and development and consulting. Coreq: 510.

559 Evaluation Strategies (3) Evaluation strategies for professional settings. This course examines the importance of evaluation, how to conduct appropriate evaluations, instrumentation and analysis strategies, how to assess the return-on-investment, and guidelines for creating an evaluation report. Prereq: 557.


563 Organizational Communication Strategies (3) Students investigate organizational communication theory, purposes, channels, practices, styles, approaches, skills, and tools. Process improvement strategies span internal, and external communication and target oral, written, and nonverbal communications that occur in face-to-face, technology-mediated, and blended organizational communication contexts.

600 Doctoral Research and Dissertation (3-15) P/NP only.

602 Proseminar I in Human Resource Development (3) Basic thought, concepts, and issues required for advanced graduate study in human resource development. Must be taken during first year of study in program. Consent of instructor for non-HRD students. 

603 Proseminar II in Human Resource Development (3) Basic thought, concepts, and issues required for advanced graduate study in human resource development. Must be taken during first year of study in program. Consent of instructor for non-HRD students.

605 Seminar in Organizational Theory and Environmental Context (3) Organizational structure and basic systems influencing individual, group, and organizational behavior with an emphasis on environmental context impacting worker performance and opportunities for learning transfer. Ecological approach to organizational effectiveness is addressed. Prereq: 602 and 603.

606 Research in Human Resource Development (3) Theory and application of qualitative approaches to social science and human resource development research. Emphasis is on ethnographic methods to obtain in-depth information about behaviors and beliefs of people in natural settings. Use of methods: structured interviews using heuristic elicitation methodology, participant observation and case studies. Prereq: 602 and 603.

607 Seminar in Organizational Communication Processes (3) Students study how the elements and complexities of organizational communication lead to potential miscommunications. This course involves analysis of contemporary and leading-edge organizational communication systems and processes. Students address prevention and minimization of destructive system and process complexities, and maximization of constructive elements; and explore organizational and individual accountability for creating, sustaining, and improving organizational communication systems, processes, and environments. Prereq: 602 and 603.

608 Seminar in Work/Life Interface Issues (3) Interface of work/life topics: how does work and life issues interconnect and influence each other from a psychosocial perspective? The goal of the course will be to help human resource professionals better understand and address the critical linkages between work and life to encourage personal and professional well-being. Prereq: 602 and 603.


611 Internship in Human Resource Development (3) Field experience in relevant organizations. Prereq: Consent of instructor. May be repeated. Maximum 6 hours. Satisfactory/No Credit grading only.

613 Seminar in Selected Topics (3) Topics in human resource development. May be repeated. Prereq: 602 and 603.

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (Interdepartmental)

http://bus.utk.edu/iosyc

David J. Woehr, Liaison and Director Committee

James, L.R., Management
Judge, W.Q., Management
Ladd, R.T., Management
Rentsch, J.R., Management
Rush, M.C., Management
Schumann, D.W., Marketing and Logistics
Woehr, D.J., Management

MAJOR

DEGREE

Industrial and Organizational Psychology ................................. PhD

The doctoral program is designed to prepare students for personnel, managerial, and organizational research; for university teaching; and for consulting relationships with industry. The program emphasizes a scientist/practitioner model in applying and conducting research based on accepted theory, organizational behavior, psychology, management, and statistics. The degree program is administered by a committee appointed by the Dean of Graduate Studies on recommendations from the Management Department Head and the Program Director.

It is intended that students entering the Industrial/Organizational Psychology program will represent widely different undergraduate and graduate backgrounds including psychology, business administration, engineering, science, and liberal arts. The first-year program provides the opportunity to take courses that will assist the students in attaining a reasonable level of sophistication in areas of deficiency.

DOCTOR OF PHILOSOPHY

Industrial And Organizational Psychology Major

ADMISSION

Applicants for admission should request information and application forms from both the Office of Graduate Admissions (218 Student Services Building) and the Director, Industrial and Organizational Psychology Program, (408 Stokely Management Center, the University of Tennessee, Knoxville, Tennessee 37996-0545).

Two separate applications must be completed: one Graduate Application for Admission (apply for major in industrial and organizational psychology) and one application for admission to the Industrial and Organizational Psychology program. Deadline: New students are admitted in fall semester only, and applications must be received by Graduate Admissions by February 1.

The master's degree in Industrial and Organizational Psychology is generally not required of individuals pursuing a doctoral degree.
At least one year of college mathematics and one course in statistics are required. Ordinarily, an undergraduate grade point average of 3.7 or above is required with no evidence of special weakness in mathematics and physical sciences.

Test scores on each section of the general portion (verbal and quantitative) of the Graduate Record Examination (GRE) are required. Customarily, those students admitted to the program have performed at or above the 69-79th percentile on the general tests. (This corresponds to a raw score of approximately 600 on each of the tests.)

REQUIREMENTS

The PhD with a major in industrial and organizational psychology can be completed with a minimum of 90 semester hours in the major. Students must be in residence full-time for one year; must maintain an overall 3.0 grade point average with no more than one grade below B in the Industrial/Organizational Psychology, General Psychology, and Research core; must complete an applied research project prior to beginning dissertation work; must pass a comprehensive examination; and must pass a final oral examination on their dissertation research.

Course Requirements

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Industrial/Organizational Psychology Core</td>
<td>9</td>
</tr>
<tr>
<td>2Research Core</td>
<td>12</td>
</tr>
<tr>
<td>3General Psychology Core</td>
<td>9</td>
</tr>
<tr>
<td>4Industrial/Organizational Psychology Seminars</td>
<td>9</td>
</tr>
<tr>
<td>5Approved Electives</td>
<td>9</td>
</tr>
<tr>
<td>Supervised Practicum, Internship, or Field Training (690)</td>
<td>15</td>
</tr>
<tr>
<td>Ethics (635 or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>Dissertation (600)</td>
<td>24</td>
</tr>
</tbody>
</table>

Total 90

1Industrial and Organizational Psychology 567, 568, and 569.
2Statistics 537 and 538 or equivalents, 579, 679 or equivalent, 605 or equivalent.
3One course in each of the following areas: biological bases of behavior, cognitive bases of behavior, history, and systems of psychology.
4600 level Industrial/Organizational Psychology courses, from a program committee approved list.
5Courses supporting the student’s course of study.

GRADUATE COURSES

Industrial and Organizational Psychology (568)

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is complete. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

525 Research in Industrial/Organizational Psychology (1-3) Available only to students admitted to program or by prearrangement with program director. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.

567-568 Proseminar in Industrial/Organizational Psychology (3,3) Basic thought, concepts, and issues required for advanced graduate study in industrial and organizational psychology. Must be taken during first year of study in program. Consent of instructor required for non-program students.

569 Applied Measurement for Industrial/Organizational Psychology (3) Basic techniques for collection and evaluation of individual and organizational data using both classical and modern psychometric techniques. Relevant statistical models: reliability analysis, and exploratory and confirmatory factor analyses.

600 Doctoral Research and Dissertation (3-15) P/NP only.

605 Advanced Research Methods in Psychology (3) Critical analysis of new and evolving techniques for psychological research; new statistical and psychometric methods.

610 Individuals in Organizations Seminar (3) Bridging principles and processes which link individual attributes with more macro organization concerns: culture, climate, and group decision-making.

611 Seminar in Organizational Leadership (3) Current theories, concepts, and issues associated with psychology of organizational leadership. Prereq: 567-568 or consent of instructor.

612 Seminar in Work Motivation (3) Current theories, concepts, and issues associated with psychology of work motivation. Prereq: 567-568 or consent of instructor.

613 Seminar in Performance Appraisal (3) Current issues, problems, and research in performance appraisal and criterion development; applications in compensation. Prereq: 567-568 or consent of instructor.

614 Seminar in Employee Selection (3) Current issues, concerns, and methods used in employee selection. Prereq: 567-568 or consent of instructor.

615 Seminar in Organizational Training and Development (3) Current issues, problems, and research in training and development. Prereq: 567-568 or consent of instructor.

625 Topics in Organizational Psychology (3) Topics vary. May be repeated. Maximum 9 hours.

626 Topics in Industrial Psychology (3) Topics vary. May be repeated. Maximum 9 hours.

627 Structural Equation Models in Organizational Research (3) Issues related to analysis of organizational data using structural equation and related techniques.

628 Personality Assessment (3) Review of key domains of social cognition: measurement systems which use individual differences in social-cognitive biases as basis for measuring personality.

635 Ethical and Professional Issues in Industrial/Organizational Psychology (3) Issues involved with ethical practice in research, academic, organizational, and consulting situations.

Department of MANAGEMENT

http://bus.utk.edu/mgt

William Q. Judge, Interim Head

Professors

James, L.R. (Pilot Oil Chair of Excellence in Management), PhD .......... Utah
Judge, W.Q., PhD .......................................................... North Carolina
Ladd, R.T., PhD ........................................................... North Carolina
Miller, A. (William B. Stokely Professor of Management), PhD ........ Washington
Neel, C.W., PhD .......................................................... North Carolina
Rentch, J.R., PhD .......................................................... Maryland
Rush, M.C., PhD .......................................................... Akron
Stahl, M.J. (Distinguished Professor of Management), PhD .......... Rensselaer Polytechnic Institute

Woehr, D.J., PhD ..................................................... Georgia Institute of Technology

Associate Professor

Elenkov, D.S., PhD .................................................. Massachusetts Institute of Technology

Assistant Professor

Smith, A.D., PhD ............................................................. North Carolina

Lecturers

Anderson, J.C., MIM .................................................... Thunderbird
Aitchley, E.K.P., PhD .................................................... Tennessee
Ensor, W.A., MBA ....................................................... Canisius
Hic, W.L., MA ............................................................. Tennessee
McIntyre, M.D., PhD ................................................... Tennessee
Naumova, I.Y., PhD ..................................................... Kanzan State
Neubert, R.L., PhD ...................................................... Tennessee

Emeriti Faculty

Dewhirst, H.D., PhD ..................................................... Texas
Fowler, O.S., PhD ......................................................... Georgia
Maddox, R.C., PhD ....................................................... Texas

MAJOR DEGREES

Business Administration .................................................. MBA, PhD
MASTER OF BUSINESS ADMINISTRATION

Business Administration Major · Operations Management Concentration

Minimum course requirements: 540, 541, and one course from the following: Management Science 526, 551, Statistics 566, Industrial Engineering 522, 526, or an applicable course approved by designated faculty.

DOCTOR OF PHILOSOPHY

Business Administration Major · Management Concentration

Minimum course requirements are:

- For operations management — 541 and 542; two semesters of 640 (may be repeated for credit); one additional semester of approved doctoral seminar work.
- For strategic management — 610, 611, 612, 613.

Environmental Policy Minor

The department participates in a program designed to give graduate students an opportunity to develop an interdisciplinary specialization in environmental policy. See Department of Economics for program description.

GRADUATE COURSES

Management (625)

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

511 Organizational Theory: Integrated Structure and Behavior (3) Cases, group projects, discussion; organizational theories, organizational effectiveness; contextual factors of organizations: environment, size, technology; organizational structure configurations, organization design; social influences on organization effectiveness: motivation, leadership, group behavior, intergroup relations, organization change and development.

521 Human Resource Management (3) Personnel functions and human resources management. Community relations, recruiting, selection, training, performance evaluation, wage and salary administration, legal framework as it affects personnel.

531 Management of Technology-Based Organizations (3) Role of technology and innovation in formulation and implementation of strategy. Management of research and development function and coordination with other functions. Management of scientists and engineers.

540 Logistics and Operations Management (3) Analysis of methods and models for understanding supply chain flows and processes. Introduction to managerial strategies and techniques applicable to design of systems in logistics and operations processes. Prereq: Business Administration 511, 512, and 513 or consent of instructor. (Same as Logistics 510.)

541 Operations Management (3) Techniques applicable to design of systems in operations planning and control in manufacturing and service industries. Modeling real-world systems through problem definition, supporting data structure design, model design, solution, implementation, and maintenance.

551 Management of New Ventures (3) Integration of various functional disciplines and their application to general management of ventures formed both within larger corporations and independently. Preparation of a venture plan, case analysis.

571 International Management (3) Analysis of environment of international business firms and impact of internal and external factors on managerial decisions.

593 Directed Independent Study (1-3) Topic of mutual interest. Available only by prearrangement with supervising faculty member. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.

595 Selected Topics in Current Management Issues (3) In-depth consideration of current issues. Managerial impact of emerging topics. Prereq: Consent of instructor.

600 Doctoral Research and Dissertation (3-15) P/NP only.

610 Seminar in Advanced Organization Theory (3) Analysis of functioning of complex organizations. Classical and open systems models, organization growth and change, organizational effectiveness and design of complex organizations.

611 Seminar in Strategic Management I (3) Analysis of concepts and research in strategic management.

612 Seminar in Strategic Management II (3) Analysis of concepts and research in strategic management.

613 Seminar in Strategic Management III (3) Review and analysis of important books and monographs in strategic management. Understanding evolution of thought and emergence of distinct paradigms.

Department of MARKETING AND LOGISTICS

http://ml.bus.utk.edu

Robert B. Woodruff, Head
Lloyd M. Rinehart, Graduate Liaison (Logistics)
D.W. Schumann, Graduate Liaison (Marketing)

Professors
Barnaby, D.J., PhD ....................................................... Purdue
Cadotte, E.R., PhD .......................................................... Ohio State
Davis, Jr., F.W., PhD ....................................................... Michigan State
Mentzer, J.T. (Bruce Chair of Excellence in Business), PhD ....... Michigan State
Schumann, D.W. (William J. Taylor Professor in Business), PhD ....... Missouri State
Woodruff, R.B. (Proffitt’s, Inc. Professor of Marketing), DBA ........ Indiana

Associate Professors
Dabholkar, P.A., PhD ..................................................... Georgia State
Foggin, J.H., DBA .......................................................... Indiana
Gardial, S.F., PhD .......................................................... Houston
Holcomb, M.C., PhD ....................................................... Tennessee
Kahn, K.B., PhD .......................................................... Virginia Tech
Moon, MA, PhD ............................................................ North Carolina
Reizenstein, R.C., PhD ..................................................... Cornell
Rentz, J.O., PhD ............................................................ Georgia
Rinehart, L.M., PhD ....................................................... Tennessee
Stank, T.P. (Dove Professor of Logistics), PhD ................. Georgia

Assistant Professors
Esper, T.L., PhD ......................................................... Arkansas
Flint, D.J., PhD ............................................................. Tennessee
Myers, M.B., PhD ......................................................... Michigan State
Saleh, F., PhD ............................................................. Texas A&M

Instructors
Collins, M.E., MBA ..................................................... Middle Tennessee State

Emeritus Faculty
Dicer, G.N., DBA .......................................................... Indiana
Mundy, R.A., PhD ........................................................ Penn State

MAJOR DEGREES

Business Administration ........................................ MBA, PhD

MASTER OF BUSINESS ADMINISTRATION

Business Administration Major

Logistics Concentration

Minimum course requirements: Logistics 510, 546, and 547.

Marketing Concentration

Minimum course requirements: Marketing 520 and 530.
DOCTOR OF PHILOSOPHY
Business Administration Major

Logistics Concentration
Minimum course requirements: Logistics 611, 612, 613, 614, 615.

Marketing Concentration
Minimum course requirements: 611, 612, 613, 614, 615, and 616.

GRADUATE COURSES
Logistics (632)
502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

510 Logistics and Operations Management (3) (Same as Management 540.)

546 Logistics and Supply Chain Strategy (3) Development of strategy for logistics systems and supply chain processes. Executive-level integration of logistics strategy with marketing, production, finance, and other decision areas. Prereq: 510 and Business Administration 511, 512, 513, and 514.


593 Independent Study (3-6) Directed research and study. Prereq: Consent of instructor. May be repeated.

599 Special Topics in Logistics (3-6) Seminar designed to study specific current problem areas in logistics. Topic announced prior to offering. Prereq: Consent of instructor. May be repeated.

600 Doctoral Research and Dissertation (3-15) P/NP only.

611 Theoretical Foundations (3) (Same as Marketing 611.)

612 Research Methods I (3) (Same as Marketing 612.)

613 Supply Chain Management Thought (3) Survey of concepts and research methods of interorganizational systems. Supply chains will be studied from multiple perspectives including the following: institutional design and structure, transaction cost economics, operations and logistics cost economics, exchange behaviors and strategies, supply chain relationship types, and evaluation of supply chain performance.

614 Evolution of Logistics Thought (3) Survey of concepts, frameworks, theory, research issues, and empirical research in content areas related to logistics and supply chain management. Conceptual foundations, issue controversies, and future directions.

615 Logistics Models (3) Analysis of contemporary models and methodologies in logistics research, topical coverage at discretion of instructor.

693 Independent Study (1-6) Directed research on subject of mutual interest to student and faculty. May be repeated. Prereq: Consent of instructor.

Marketing (632)
502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

510 Principles of Marketing Management for Non-MBA Students (3) For students from other disciplines interested in obtaining knowledge of marketing discipline at graduate level.

520 Marketing and Customer Value (3) Frameworks, techniques, and processes required for customer relationship management and demand planning in organizations. Twin problems of analyzing markets and customers and translating these analyses into actionable marketing strategies. Prereq: Business Administration 511, 512, and 513 or consent of instructor.

530 MBA Marketing Concentration (6) Product management: Complex, interdisciplinary nature of product development and product management. Strategic issues during product life cycle, from idea conception to product development to commercialization to eventual product dismissal. Integrated communications: Strategies and tactics associated with communicating value to customers. One-to-one marketing approaches, role of personal selling in communication mix, and advertising and promotions management. Global marketing management: Cross-national forces that enable firms to design and maintain competitive marketing and supply chain networks across multiple geographic locations. Prereq: 520 and Business Administration 511, 512, 513, and 514.

593 Independent Study (3) Directed research and study. Prereq: MBA Core and consent of instructor. May be repeated. Maximum 6 hours.

599 Special Topics Seminar (3) Topics vary: market forecasting, market segmentation, services marketing, marketing channels, and related issues. Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

600 Doctoral Research and Dissertation (3-15) P/NP only.

611 Theoretical Foundations (3) Theoretical foundations and frameworks common to business research. Historical and philosophical science perspectives. (Same as Logistics 611.)

612 Research Methods I (3) Research process: philosophical foundations, problem formulation, grounded theory, qualitative methods and analysis, measurement, sources of error, experimental design and analysis, and survey design and analysis. (Same as Logistics 612.)

613 Research Methods II (3) Examination of qualitative research theoretical foundations and methodologies. Application of qualitative research methods to theory building research. Topics include formulating research questions, designing qualitative research studies, sampling, data generation techniques, data analysis techniques, evaluating qualitative research, and writing qualitative research reports.

614 Contemporary Marketing Thought (3) Representative topics comprising content of marketing knowledge: macromarketing, markets, channels, and competitor behavior; marketing strategy; marketing mix tools; and ethical issues in marketing. Examination of research for contributions to advancing knowledge and opportunities for new research.

615 Consumer Behavior Research (3) Theoretical and quantitative research processes describing people in their roles as buyers, users, and evaluators of goods and services. Important research issues and practical applications related to consumer behavior.

616 Measurement (3) Measurement and measurement process: design and development of tools, process of testing, and determination of reliability and validity.

617 Special Topics (3) Topics vary: marketing strategy, advanced consumer behavior, research methodology, influence and persuasion theory and strategy, pricing issues, international marketing issues, and nonprofit organization marketing issues.

693 Independent Study (1-6) Directed research on subject of mutual interest to student and staff member. May be repeated.

Department of
STATISTICS, OPERATIONS AND MANAGEMENT SCIENCE

http://stat.bus.utk.edu
http://www.bus.utk.edu/mgmtsci

Robert W. Mee, Head
Mary Sue Younger, Graduate Liaison

Professors
Bozdogan, H. (Toby and Brenda McKenzie Professor in Business), PhD .................................................................Illinois
Gilbert, K.C., PhD ......................................................................Tennessee
Guess, F.M., PhD .................................................................Florida State
Mee, R.W., PhD ......................................................................Iowa State
Noon, C.E., PhD ......................................................................Michigan
Parr, W.C., PhD ...................................................................Southern Methodist
Srinivasan, M.M. (The Ball Corporation Professor of Management), PhD ...........................................................Northwestern

Associate Professors
Bowers, M.R., PhD ...............................................................Clemson
Edirisinghe, C.P., PhD ...........................................................British Columbia
Leitmaker, M.G., PhD .............................................................Kentucky
MANAGEMENT SCIENCE

MASTER OF SCIENCE
Management Science Major

The MS program in management science is designed as preparation for a career in the application of quantitative techniques for the solution of complex problems. The program’s flexibility also makes it appropriate as preparation for doctoral study in management science.

Management science coursework will expose students to both the theoretical development of quantitative techniques and their application to managerial decision making. In addition to the development of sufficient mathematical maturity for creative use of quantitative skills, the program requires concentrated study in a supporting area.

Supporting areas are available in other departments of the College of Business Administration as well as in computer science, public administration, geography, health, and other areas, subject to approval by the Management Science Committee.

ADMISSION

The master’s program requires three applicant recommendation forms and the GRE or GMAT. Applications are encouraged from all majors, but a mathematics background equivalent to the completion of at least two years of college calculus and proficiency in a computer language is required. The program is designed to be completed in four semesters by full-time students. However, students may start the program in any semester and may pursue an MS in management science on a part-time basis.

DOCTOR OF PHILOSOPHY
Management Science Major

The PhD in management science is designed to prepare students for research related to the application of mathematical tools to complex decision making. Three primary objectives of the program are:

• to provide, through management science coursework, a thorough knowledge of common management science/operations research mathematical models and their uses;

• to provide sufficient advanced study in a supporting area to qualify the graduate for a joint faculty position in the supporting area and management science. The candidate may choose from the business functional areas (accounting, finance, marketing, management, and transportation and logistics) or other disciplines, (e.g., computer science, forestry, ecology, and public administration);

• to develop in the student, through coursework in mathematics, statistics and computer science, a high degree of mathematical maturity to enhance a potential career in management, research, or teaching.

ADMISSION

The doctoral program requires three applicant recommendation forms and the GRE or GMAT, in addition to the Graduate Council’s requirements.

REQUIREMENTS

A minimum of 48 semester hours of coursework taken for graduate credit (exclusive of thesis or dissertation) is required. Some of this may be the coursework from a master’s program although a master’s is not a prerequisite for the doctorate. The candidate must complete a minimum of 24 semester hours at the University of Tennessee, Knoxville, at least 6 of which must be
at the 600 level. Both of these requirements are also exclusive of thesis or dissertation credits. Entering students who have completed graduate studies in applicable fields will be granted course credits for work which is equivalent to required courses in the program.

The program includes approximately 16 to 20 semester hours of coursework in the applied area.

**Qualifying Examinations**

The student must demonstrate mastery of probability theory and statistical inference, Statistics 563, 564, by passing a written qualifying examination.

Mastery of 12 to 14 semester hours in mathematics coursework must be demonstrated by passing a written qualifying examination. Topics normally include numerical analysis, either Mathematics 471, 472, 453, and 571, or 571-572, and real analysis, Mathematics 445-446. Other options may be approved. In exceptional circumstances, the faculty will consider waiving the mathematics and/or statistics qualifying examinations.

These requirements generally are completed by the end of the first year of the program.

There is no foreign language requirement.

**Comprehensive Examination**

Prior to admission to candidacy for the degree, and normally after completion of the second year of the program, the student must pass a written comprehensive examination covering the theory of deterministic and stochastic management science models. Topics included in this examination are determined on an individual basis. Students will be expected to demonstrate an integrative ability that goes beyond simple mastery of course content.

**Research and Dissertation**

The student must complete 24 semester hours of Management Science 600: Doctoral Research and Dissertation, through which he/she is expected to make a significant contribution to the science. A final oral examination is conducted over the dissertation and such other segments of the program that the faculty committee deems appropriate. This effort, which is beyond the minimum 48 hours of coursework, normally is completed in the third year of the program.

**Academic Standards**

A graduate student in the College of Business Administration whose grade point average falls below 3.0 will be placed on probation. A student on probation will be dropped from the program unless his/her cumulative graduate grade point average is 3.0 or higher at the end of the probationary period. The probationary period is defined as the next semester’s coursework as established by the degree program for full-time students and the next two semester’s coursework as established by the degree program for part-time students.

**Prerequisites For Management Science Courses**

The management science program is interdisciplinary and students in other degree programs are encouraged to enroll in management science courses. Course prerequisites are designed to indicate the level at which courses are taught. Interested students whose prior coursework does not match the prerequisites are encouraged to seek the instructor’s guidance and consent to enroll.

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**STATISTICS**

**MASTER OF SCIENCE**

**Statistics Major**

The MS program in statistics provides students with the foundations in theory and practice required for careers in applied statistics. In addition to the education traditionally offered in such a program, the department offers a concentration in industrial statistics, which provides unique opportunities for experiences in practical applications of statistics. Through involvement in the University of Tennessee Practical Strategies for Process Improvement Institute and related programs, department faculty participates in a variety of consulting and research projects in industry. Students may supplement their classroom study with an industrial internship and participation in research projects dealing with industrial problems. Department faculty also collaborates with researchers from many academic disciplines. Statistics graduate students may gain consulting experience by working with faculty involved in these consulting activities. All students are encouraged to participate in supervised internship or consulting activities as part of their graduate program.

Individuals with undergraduate or graduate degrees in other disciplines are encouraged to enter the program. The candidate’s mathematics background should include differential and integral calculus of several variables. Individuals with limited mathematics background should seek departmental guidance regarding specific ways in which they may prepare themselves for the program by taking coursework as non-degree students. Requests for application forms and further information may be sent to the Director of Graduate Studies, Department of Statistics, Operations and Management Science, Stokely Management Center, University of Tennessee, Knoxville, Tennessee 37996-0532 or mleitnaker@utk.edu or http://stat.bus.utk.edu.

**ADMISSION**

Applicants for statistics must submit results of the Graduate Record Examination (GRE) general portion, although GMAT exam scores may be substituted. Applicants for the statistics program must have completed at least two years of college-level mathematics, including the calculus of several variables and matrix algebra, and be proficient in a computer language. Applicants whose native language is other than English must submit results of the Test of English as a Foreign Language (TOEFL).

**REQUIREMENTS**

A minimum of 33 credit hours must be completed for the master’s degree. Required of all students are 6 hours in statistical methods, 6 hours in statistical theory and 1 hour in statistical computing. Students must complete a minimum of 21 hours in approved statistics courses, exclusive of consulting, internship, independent study, or thesis.

**Thesis or Independent Study**

The thesis option for the master’s degree requires the student to complete 6 hours for the thesis. Alternatively, the non-thesis option requires a minimum of 3 hours for an independent study project.
Comprehensive Examination

Students must pass a two-part written comprehensive examination covering theory and methods. Upon failing either part of the examination, the student may retake it. The result of the second examination is final. For students writing a thesis, this examination must be passed before the thesis is defended.

INTERCOLLEGIATE GRADUATE STATISTICS PROGRAM

The intercollegiate graduate statistics program (IGSP) is a formal University of Tennessee academic program established to enable students to earn either a minor or an MS in statistics simultaneously with a master’s or doctoral degree in another department. Approved coursework taken to meet doctoral requirements in the student’s home department may also be credited toward the MS in statistics. Similarly, approved coursework in statistics taken to meet the requirements for a master’s or doctoral degree in another department may also count toward the minor in statistics. The program is open to graduate students in all departments, which have an approved minor, and/or MS joint major curriculum offered through the program. The program is administered by an executive committee, consisting of college representatives from all colleges with approved programs, with advisory input from the program faculty.

REQUIREMENTS

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Hours in Approved IGSP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s in home department, minor in statistics</td>
<td>9</td>
</tr>
<tr>
<td>Master’s in home department, MS in statistics*</td>
<td>24</td>
</tr>
<tr>
<td>Doctorate in home department, minor in statistics</td>
<td>15</td>
</tr>
<tr>
<td>Doctorate in home department, MS in statistics*</td>
<td>24</td>
</tr>
</tbody>
</table>

*The MS in statistics requires 33 hours.

Course options consist of courses in statistics, offered either by the Department of Statistics, Operations and Management Science or by other departments, which have been reviewed and approved by the IGSP Executive Committee. Students taking an MS in statistics must pass the two-part comprehensive examination covering statistical theory and methods. Students taking a minor in statistics in conjunction with a doctorate in another field must pass a written comprehensive examination in statistics, constructed and evaluated by the student’s examination committee. No formal comprehensive examination is required of students earning a statistics minor along with a master’s in another field beyond questions, which the home department wishes to include as part of the comprehensive examination for the master’s degree.

Procedures

- The student’s home department must have approved a program of courses with the Executive Committee. That program will specify the sequences of statistics courses, chosen from the IGSP approved list, that are considered appropriate by the home department. Students who wish to participate in this program should contact their college representative or the Chair of IGSP in the Department of Statistics, Operations and Management Science.

- The student’s graduate committee must include a member of the IGSP faculty. For students seeking doctoral degrees or the MS in statistics, the committee member must be a faculty member in the Statistics, Operations and Management Science Department.

- The student’s Admission to Candidacy form must contain all courses required for the chosen degree program set off in a group and labeled “Statistics courses required for the minor or MS in statistics.” Should the student not decide to apply for admission to the program until after completion of some of the courses, the student’s major professor should file a program change with the cooperating departments and assist the student in obtaining a Department of Statistics, Operations and Management Science faculty member to serve on the student’s graduate committee.

Successful completion of the statistics MS or minor is recognized by appropriate documentation on the student’s transcript. Students who do not complete the requirements of the minor or MS will still receive academic credit for the statistics courses they have successfully completed.

For information contact msyounger@utk.edu or http://www.bus.utk.edu/stat/igsp.

DOCTOR OF PHILOSOPHY

Business Administration Major · Statistics Concentration

This concentration provides students with a broad knowledge of the field of statistics, the ability to apply statistics in practical situations to problems of business and industry and the ability to develop new statistical methods; all of which takes place while students are exposed to coursework in the basic functional areas of business.

Minimum course requirements are: 592, 662, 663, 664, 691, and two courses chosen from 666, 673, 674, 679.

Graduate Certificate in Applied Statistical Strategies

The Department of Statistics offers a graduate certificate in applied statistical strategies. The program is designed for the part-time student, and several of the courses are offered through distance education.

The 12-credit certificate is available by completing two required courses, 571-572, and two electives selected from the following: 573, 575, 579, and 585 or 566 or other graduate statistics courses as approved by the Statistics Graduate Program Committee Chair.

GRADUATE COURSES

Management Science (627)

500 Thesis (1-15) P/NP only.
502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.
526 Advanced Applications of Systems Modeling and Simulation (3) (Same as Industrial Engineering 526.)
531 Mathematical Programming (3) Linear programming solution procedures, duality, sensitivity, and parametric analysis, linear-fractional, piecewise-linear, separable and integer programming, transportation linear programs. Prereq: Fundamentals of matrix algebra.

532 Stochastic Models in Management Science (3) Discrete-time Markov chains, Poison processes, continuous-time Markov chains, renewal theory, and queueing theory. Prereq: Statistics 563 and Mathematical Analysis or consent of instructor.

533 Computational Mathematical Programming (3) Computational aspects of mathematical programming models, in particular for large systems. Prereq: 531 and proficiency in computer language.

534 Management Science Methods in Business (3) Application of methods from 531, 532, and 533 to real world problems in business/industry.

551 Leveraging Information Through Descriptive and Prescriptive Modeling (3) Concepts and tools for emulating business operations (descriptive modeling) and for determining optimal operational or tactical strategies (prescriptive modeling). Visualization, optimization, and simulation concepts reinforced through hands-on experience with technologies: geographic information systems (GIS), spreadsheet-based models, simulation packages, and supply chain optimization software.

593 Management Science Problems (1-6) Directed study on subject of mutual interest.

600 Doctoral Research and Dissertation (3-15) P/NP only.

621 Network Flows (3) Treatment of network optimization algorithms, transportation and transshipment models and primal-dual and primal-basis tree methods. Prereq: 531 or equivalent.

631 Integer Programming (3) Theoretical and computational aspects of linear programming with integer variables, branch and bound, cutting plane, and group theoretic algorithms. Prereq: 531 or equivalent.

651 Nonlinear Optimization (3) Kuhn-Tucker theory in nonlinear programming. Solution procedures for constrained and unconstrained nonlinear programs, search techniques, quadratic programming, duality and sensitivity analysis. Prereq: 531 or equivalent, proficiency in computer language. (Same as Industrial Engineering 602.)

681 Special Topics (3) Prereq: 531, 532 and consent of instructor. May be repeated. Maximum 9 hours.

691-92 Management Science Seminar (1,1) Subjects selected from current literature. Satisfactory/No Credit grading only.

Statistics (962)


500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

531 Survey of Statistical Methods I (3) Univariate and bivariate data collection and organization, statistical estimation and hypothesis testing; analysis of relationships for categorical and numerical data, including Chi-square tests and simple linear and quadratic regression. Use of computing facilities required. Credit not given for both 531 and 537. Prereq: 1 year of undergraduate mathematics and 1 undergraduate statistics course.

532 Survey of Statistical Methods II (3) Multiple linear regression, including use of dummy variables; single and multiple factor analysis of variance and covariance; issues in experimental design and analysis. Use of computing facilities required. Prereq: 531.

537 Statistics for Research I (3) Principles and application of statistical methodology, integrated with considerable use of major statistical computing system. Probability and probability distributions, forming and testing hypotheses using parametric and nonparametric inference methods. Matrix-based simple linear regression and correlation. Credit not given for both 531 and 537. Prereq: 1 year of undergraduate mathematics and 1 undergraduate statistics course.

538 Statistics for Research II (3) General linear model as applied to multiple regression and analysis of variance. Diagnostic and influence techniques, One-way, factorial, blocking, and nested designs, preplanned versus post-hoc contrasts. Random factors and repeated measures. Prereq: 537 or 532.

561 Introduction to Computing for Data Management and Analysis (1) The University of Tennessee, Knoxville, computing environment for beginning statistics graduate students. Use of operating system commands, system editor, utility programs and SAS statistical package for data entry and editing, file management and statistical analysis. Use of UTCC computing facilities required. Coreq: 531, 537 or 571, or consent of instructor.


564 Theory of Statistical Inference (3) Introductory theory underlying common statistical procedures of hypothesis testing and estimation. Prereq: 563.

566 Statistical Techniques in Industrial Processes (3) Applications of control charts and other statistical techniques in industrial setting. Attributes and variables control charts, process capability analysis, aspects of sampling, statistical tolerancing, estimation of variance components, problems of measurement, special industrial applications. Prereq: 571 or equivalent.


571 Statistical Methods (3) Data collection strategies. Descriptive statistics. Probability distributions, simulation of random variables, sampling distributions. Estimation and hypothesis testing, regression, Chi-Square test for categorical data, simple design of experiments, nonparametric methods. Use of statistical software. Prereq: 1 year of calculus and a statistics course.


573 Design of Experiments (3) One-way ANOVA, multiple range tests, equal and unequal variances, transformations; factorial experiments, completely randomized designs, analysis of covariance, split-plot and nested designs, fractional factorials, sequential designs. Prereq: 571.

574 Data Mining Methods and Applications (3) Understanding and application of data mining methods. Data preparation; exploratory data analysis and visualization; cluster analysis; logistic regression; decision trees; neural networks; association rules; model assessment; and other topics. Applications to real world data. Use of standard computer packages. Prereq: 532 or 538 or 572 and consent of instructor.

575 Applied Time Series (3) Fundamental concepts of time series analysis: Box-Jenkins approach, stationary and nonstationary models, forecasting model identification, seasonal models, transfer function models, and spectral theory. Prereq: 538 or 572 or consent of instructor.

578 Categorical Data Analysis (3) Log-linear analysis of multidimensional contingency tables. Logistic regression. Theory, applications, and use of statistical software. Prereq: 1 year of graduate-level statistics, regression analysis and analysis of variance, or consent of instructor.


583 Special Topics in Applied Statistics (1-3) May be repeated. Maximum 9 hours.

585 Principles of Statistical Process Management (1-3) Statistical and other techniques applied to management of organizational processes. Prereq: Consent of department head.

587 Graduate Seminar (1) Directed readings and active participation in colloquium program of Department of Statistics and of student’s minor program. Prereq: Consent of statistics department director of graduate studies. May be repeated. Maximum 2 hours. Satisfactory/No Credit grading only.

592 Internship (1-6) Supervised off-campus experience in application of statistical principles and methods in business, industry, or government. Written and oral report. Prereq: 4 courses in graduate-level statistics or consent of statistics department director of graduate studies. May be repeated. Maximum 6 hours. Satisfactory/No Credit grading only.
593 Independent Study (2-6) Faculty directed readings and investigation of specified topic in probability or statistics. Written report and oral presentation. Prereq: 2 courses in statistics and consent of the statistics department director of graduate studies. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.

595 Statistical Consulting Practicum (1-6) Supervised experience helping on-campus researchers plan, manage data, and develop and perform analyses specific to designs and hypotheses. Discussion of activities in regular seminar meetings. Final written reports and/or detailed diaries. Prereq: 572 or 538. May be repeated. Maximum 6 hours.

600 Doctoral Research and Dissertation (3-15) P/NP only.

662 Computational Methods in Statistics (3) Up-to-date computational methods in statistics: open architecture interactive computational languages supplemented by other statistical packages with graphical capabilities. Statistical computing, numerical methods for linear models and generalized linear models, nonlinear statistical methods, matrix computations and special matrices, essentials of Monte Carlo simulation, and resampling techniques. Prereq: Knowledge of programming language and 572 or consent of instructor.


673 Advanced Topics in Design of Experiments and Linear Models (3) Experimentation for product and process improvement: response surface methodology and robust design methods; mixture experiments; optimal design topics; distribution theory and inference for linear models. Prereq: 573 or consent of instructor.


677 Statistical Modeling (3) Modern techniques of statistical modeling: predictive, likelihood, Bayesian, and information-based model selection and evaluation paradigms. Application of techniques in various types of models for both continuous and discrete data modeling problems. Interactive computational tools. Prereq: 564 and 572 or 538, or consent of instructor.

679 Multivariate Statistical Modeling (3) Modern information based techniques and model selection in multivariate analysis, informational tests of significance with multivariate data, multivariate analysis of variance, multivariate regression and variable selection, multivariate cluster analysis, common principal component model, factor analysis model, covariance structural models with latent variables, mixture-model cluster analysis. Prereq: Matrix algebra and 564, or matrix-based linear models with experience in interactive computing, or consent of instructor.

683 Special Topics in Statistics (1-3) Presentation of specialized topics in statistics. May be repeated. Maximum 6 hours.

691 Graduate Seminar in Applied Statistics (3) Reading of literature and discussion of open problems of importance to industry: design of experiments, modeling, process control, regression, and reliability. Prereq: Consent of instructor. Satisfactory/No Credit or letter grade.

693 Independent Study (1-6) Directed research on subject of mutual interest to student and faculty member. May be repeated. Maximum 6 hours.
The College of Communication and Information fosters among students and the larger community a sense of the legal and ethical responsibilities of access to information and the exercise of expression in a democratic society. Additionally, the college serves the professional goals of preparing students for careers in the communication and information professions.

The college includes four schools: School of Advertising and Public Relations, School of Communication Studies, School of Information Sciences, and School of Journalism and Electronic Media. Graduate concentrations are offered in advertising, electronic media, journalism, communication studies, information sciences, converging media, science communication, and public relations. These concentrations have a core curriculum.

The College of Communication and Information grew out of the School of Journalism, which was originally located in the College of Business Administration. The Department of Communication Studies became part of the College of Communications in 1997. The College of Communications merged with the School of Information Sciences in 2002 to create the new College of Communication and Information. The master’s program began in 1968 under Journalism and was changed to Communications after the School gained college status in 1970.

The doctoral program was initiated in 1974. A chair of excellence was established in 1987 to support a distinguished professorship in science, technology, and medical writing.

The College of Communication and Information offers the Master of Science for the Schools of Advertising and Public Relations, School of Information Studies, and School of Journalism and Electronic Media, and Communication Studies. The School of Information Sciences provides a program of study leading to the Master of Science degree for librarians and information professionals. The Doctor of Philosophy with a major in communication and information is offered with concentrations in the areas noted above. In addition, communication is available as a minor for students majoring in other departments. Required coursework will be selected after discussion with the major advisor and an advisor from the College of Communication and Information.

The MS programs in advertising/public relations and journalism/electronic media are accredited by the Accrediting Council on Education in Journalism and Mass Communication. The MS program in information sciences is accredited by the American Library Association and the National Council for Accreditation of Teacher Education. The college is a member of the Association of Schools of Journalism and Mass Communication, Broadcast Education Association, and the American Library Association.

For application forms and other information about the MS and PhD programs in communication and information, write to Associate Dean for Graduate Studies, College of Communication and Information, 420 Communications Building, the University of Tennessee, Knoxville, Tennessee 37996-0347 or go to http://excellent.com.utk.edu/gradstudies.
**Admission**

Applicants must meet admission requirements of the Graduate Council. In addition, they must complete the Graduate Record Examination, rating forms, and application forms as required by the College of Communication and Information. Minimum requirements for admission to full potential candidate status normally include a 3.0 (4.0 system) grade point average in undergraduate studies and scores at or above the fiftieth percentile in verbal, quantitative and analytical aptitude on the Graduate Record Examination. All application materials are screened by an admissions committee authorized by the faculty of the College of Communication and Information.

New students normally are admitted to the programs at the beginning of fall semester. However, under special circumstances, a student may be admitted at the beginning of spring semester in a temporary non-degree status. Applications for fall admission must be received by May 1. Applications for financial aid are due by March 1.

A baccalaureate degree in communication, information sciences, or a related field is recommended. Admission is possible with other baccalaureate degrees. However, all applicants without the appropriate background are required to take up to 18 semester hours of prerequisite and corequisite courses as determined by the department in which the student is enrolled.

Master’s students who have had no courses in their major area of concentration may expect to spend four or more full-time semesters in the program, including a media internship.

**Academic Standards**

A student in the College of Communication and Information whose graduate grade point average, not including incomplete grades, is below 3.0 at any time after the end of 12 hours of graduate credit will be placed on probation. A student on probation will be dropped from the program unless his or her cumulative graduate grade point average is 3.0 or higher at the end of the probationary period. The probationary period is defined as the next 12 semester hours of graduate coursework attempted that is specified in the student’s degree program. Exceptions to this policy may be made only with the approval of the Associate Dean for Graduate Studies of the College of Communication and Information on the recommendation of the student’s faculty committee.

**MASTER OF SCIENCE**

**Communication Major**

The Master of Science degree with a major in communication is intended for students who desire careers related to a variety of communication, information, or media fields, and those who seek a deeper understanding of the role of communication and information in organizations, media, and society. Program concentrations include advertising, communication studies, converging media, electronic media, journalism, public relations, and science communication. Both thesis and non-thesis options are available. See catalog listings for the School of Advertising and Public Relations, School of Communication Studies, and the School of Journalism and Electronic Media for information about these concentrations and the courses offered.

**REQUIREMENTS**

The MS program combines a cross-disciplinary core in theory and methods with a concentrated set of courses in a primary area and electives from outside the concentration. Both the thesis and non-thesis options require a minimum of 34 hours of approved graduate work. Orientation attendance is also required.

- Seven hours of core courses—Communication and Information 501 (Orientation, 1 hour), Communication and Information 540 (Theory, 3 hours), and one of the following research methods courses (Advertising 530, Communication Studies 505, Information Science 540, Journalism and Electronic Media 512, Public Relations 530), to be taken during the first two semesters of the student’s program, except with the written approval of the director of graduate studies of the college.
- Fifteen hours within a concentration. Primary concentrations include advertising, communication studies, converging media, electronic media, journalism, public relations, and science communication. Students may also construct their own coherent set of courses for a concentration, with the approval of the director of graduate studies for the college. At least six hours of the concentration must be at the 500 level or above. An internship, if needed, may be included in the concentration hours.
- Six hours for the thesis option, or nine hours for the non-thesis option, of approved electives.
- All students must take courses from at least two of the schools in the College of Communication and Information. The outside course may be included in the core, concentration, or electives.
- Six hours of thesis work, or a three-hour project.

Additional hours may be required for those who do not have academic prerequisites, and an internship may be required for those who do not have professional experience in the field that they wish to study. A course in communication law is a prerequisite. A student’s internship experience requires approval by his/her advisor, on the basis of three hours of credit for the equivalent of 15 weeks of full-time professional experience. This credit is to be included in the hour requirements for the MS program.

Students interested in subsequent entry into a doctoral program are advised to pursue the thesis option and to take additional courses in communication theory and research, subject to advisor’s approval.

After completion of the formal program of coursework and research for the thesis option, the student must pass an oral examination conducted by his/her graduate committee. The non-thesis option requires a written comprehensive examination and an oral defense of the project.

**DOCTOR OF PHILOSOPHY**

**Communication and Information Major**

The PhD with a major in communication and information is intended to prepare scholars for teaching, research, administration, and service in the fields of communication and information.

The program is interdisciplinary, consisting of a required core curriculum and recommended courses outside the college in the related social and behavioral sciences. The program is flexible and will accommodate a wide variety of career goals in com-
munications. New students may be admitted to the program at any time; however, core courses begin only in the fall semester. Orientation attendance is required.

The master’s degree is required for entry into the doctoral program. Students lacking academic or professional experience in communications will be required to take prerequisite courses. In general, however, the program may be completed within three academic years of full-time study beyond the master’s degree.

ADMISSION

The following are normally minimal requirements for admission to full potential candidate status:

• a 3.0 (4.0 system) grade point average in undergraduate studies, and 3.5 for graduate work in a master’s degree;
• at or above the fiftieth percentile in verbal, quantitative and analytical aptitude on the Graduate Record Examination;
• endorsement by at least three former teachers or professional colleagues; and
• a statement of the applicant’s goals and reasons for pursuing the doctorate. Personal interviews with members of the PhD Admissions Committee are recommended and may be required. Professional experience in some field of communications is a highly desirable criterion for admission.

REQUIREMENTS

A minimum of 87 hours of approved graduate work is required for the PhD:

• twenty-seven hours of core courses—Communication and Information 612, 620, 640, 641; 6 hours of statistics; and three of the following courses: Communication and Information 622, 632, 642, and 652.
• fifteen hours in a primary concentration (advertising, electronic media, information sciences, journalism, public relations, science communication, or speech communication) supplementing the core. Courses may be taken in one or more of the schools in the college.
• twelve hours in a secondary concentration (outside the College of Communication and Information).
• nine hours of electives.
• twenty-four hours of dissertation.

All courses require the approval of the student’s advising committee. Admission to candidacy must be attained at least two semesters prior to graduation and requires successful completion of a written comprehensive examination.

Each doctoral student’s progress will be reviewed annually by the Doctoral Committee of the College of Communication and Information. Results will be reported to the student by his/her program advisor, who will convey the committee’s recommendation concerning the student’s remaining in the program (non-binding) and suggestions for improvement in performance.

Planned course offerings in the College of Communication and Information for a full calendar year are available in the preceding November. This information is available from the Graduate Studies Office, 420 Communications Building, 974-6651. See also courses listed under Advertising, Public Relations, Journalism and Electronic Media, Information Sciences, and Communication Studies.

GRADUATE COURSES

Communication and Information (248)

501 Orientation to Graduate Study (1) Overview of the communication and information discipline. Orientation to resources needed for successful graduate study. Prereq: admission to program. P/NP only.

540 Communication Theory (3) Overview of theory-building process and theories in communication. Prereq: Consent of instructor or admission to the program.

600 Doctoral Research and Dissertation (3-15) P/NP only.

612 Fundamentals of Communication Research (3) Universal research process from defining ideas and problems to reporting results. Causal inference and relative strengths of various research designs. Fundamentals and specific applications of most common data-gathering and measurement techniques in communications research: experimental, survey, content analysis, historical and qualitative. Prereq: Consent of instructor or admission to program.

620 Seminar in Communication and Information Education (3) Role and scope of mass communication teaching unit, historical perspectives of curricular trends. Teaching methods and instructional objectives; classroom testing and measurement; design of professional curricula, research and extension; program evaluation; grants and contracts in research. Prereq: Consent of instructor or admission to program.


640 Communication and Information Theory I (3) Selected research hypotheses and theories in literature of mass communication theory. Prereq: Consent of instructor or admission to program.

641 Communication and Information Theory II (3) Selected topics in theory. Critical evaluation of extant theory, derivation of hypotheses, and advanced theory construction. Prereq: 640.

642 Qualitative Research (3) Theory and application of qualitative research methods to social science and communications research. Theoretical considerations underlying symbolic interactionism as translated into research strategies of participant observation, life history, interviewing, archival analysis, and case studies. Prereq: 612 or consent of instructor.

652 Mass Communication Law and Legal Research (3) Legal restrictions under which mass media operate. Finding, interpreting and analyzing sources of legal information. Prereq: 612 or consent of instructor.

School of

ADVERTISING AND PUBLIC RELATIONS

http://excellent.com.utk.edu/~advprt/

Ronald E. Taylor, Director

Professors
Hovland, R., PhD ......................................................... Illinois
Hoy, M., PhD .............................................................. Oklahoma State
Taylor, R.E., PhD ......................................................... Illinois

Associate Professors
Haley, E., PhD ................................................................. Georgia
McMillan, S., PhD ......................................................... Oregon
Morrow, M., PhD .......................................................... Georgia
Morrow, J.L., PhD ......................................................... Toledo
White, C.L., PhD .......................................................... Georgia

Assistant Professors
Blakeman, R., MA .......................................................... Southern Methodist
Fall, L.T., PhD .............................................................. Michigan State
Riechert, R.P., PhD ......................................................... Tennessee

MAJOR

DEGREES

Communication .......................................................... MS
Communication and Information ................................ PhD
The School of Advertising and Public Relations offers a concentration area for the master’s degree with a major in communication and participates in the interdisciplinary doctoral program.

GRADUATE COURSES

Advertising (012)

490 Special Topics (3) Topics vary: advanced media strategy, advanced creative strategy, direct marketing, and advertising and social issues.

500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when the student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

510 Advertising and Society (3) Analysis of advertising as institution in a free-enterprise democratic society and its relation to social, legal, cultural, and economic institutions.

520 Advertising and Communications Theory (3) Application of contemporary communications theories of attitude change, information-processing, and persuasion as applied to creative strategy decisions. Prereq: Consent of instructor or admission to program.

530 Advertising and Public Relations Research (3) Nature, scope, and application of research function to advertising and public relations decisions. Prereq: Statistics 531 or equivalent.

540 Advertising Decision Making (3) Analysis of decision-making in budgeting, creative strategy, media strategy, research, evaluation, and agency-client relationships. Advertising response functions. Prereq: Consent of instructor or admission to program.

590 Project (3) Capstone project under guidance of faculty. Application of principles from previous coursework. Satisfactory/No Credit grading only.

597 Independent Study (3) Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

Public Relations (841)

412 Opinion Writing (3) (Same as Journalism and Electronic Media 412.)

470 Public Relations Campaigns (3) Research, planning and communication, and evaluation of major public relations campaigns. Oral and written presentation of public relations project from inception to completion. Extensive out-of-class work. Prereq: 320, 370, or consent of instructor.

490 Special Topics (3) Topics vary. May be repeated. Maximum 6 hours.

500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when the student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

516 Seminar in Public Relations Issues (3) Topics vary. May be repeated. Maximum 6 hours.

525 Public Opinion (3) (Same as Journalism and Electronic Media 525.)

540 Public Relations Management (3) Theories of leadership and management and organizational structure and functions of public relations agencies and departments in public, private, and non-profit sectors. Analysis and management of problems in communication between organizations and their publics with emphasis on ethics and standards of the profession.

550 Public Relations Strategies (3) Strategic communication planning to achieve overall goals of organizations. Emphasis on decision-making, the budgeting process, including cost-benefit analysis of tactics, and managerial execution of public relations plans. Measurement and evaluation of effectiveness of communication programs.

561 Fund Raising and Proposal Writing (3) History, philosophy and practice of philanthropy in U.S. Sources of funds from foundations, corporations and public agencies. Research and preparation of fund-raising proposals.

590 Project (3) Capstone project under guidance of faculty. Application of principles from previous coursework. Satisfactory/No Credit grading only.

597 Independent Study (3) Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

598 Internship (3) Professional work in public relations supervised by communications manager with faculty approval. No retroactive credit for previous work experience. Prereq: Completion of core curriculum.

School of COMMUNICATION STUDIES

http://excellent.comm.utk.edu/~commstudies/

John W. Haas, Director

Professor
Julian, F.D., PhD .................................................... Tennessee

Associate Professors
Ambrester, M.I., PhD ........................................... Ohio
Glenn, R.W., PhD ................................................. Northwestern
Haas, J.W., PhD .................................................... Kentucky

Assistant Professors
Ambler, R.S., PhD ................................................. Ohio State
Halone, K.K., PhD ................................................ Oklahoma
Levine, K.J., PhD ................................................. Michigan State
Violanti, M.T., PhD ................................................ Kansas

MAJORS

DEGREES
Communication....................................................... MS

Communication and Information........................................... PhD

The School of Communication Studies offers a concentration area for the master’s degree with a major in communication and participates in the interdisciplinary doctoral program.

Graduate courses in communication studies also provide opportunities for students in a variety of disciplines to investigate how oral language can effect changes in the knowledge, the understanding, the ideas, the attitudes, or the behavior of other human beings.

GRADUATE COURSES

Communication Studies (250)

500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when students uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

505 Human Communication Research Methods (3) Understanding of wide array of data collection and analysis procedures used in human communication research.

520 Survey of Interpersonal Communication (3) Identifies and addresses theory and research in human communication.

525 Survey of Interpersonal Health Communication (3) Identifies and addresses theories and research concerning how people communicate about health.

540 Survey of Organizational and Team Communication (3) Identifies and addresses theories and research in human interactions in organizations and teams.

560 Special Topics in Communication Studies (3) Contemporary Topics. Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

580 Survey of Public Communication (3) Identifies and addresses theories and research in public discourse.

590 Project (3) Capstone project under guidance of faculty. Application of principles from previous coursework. Satisfactory/No Credit grading only.

591 Foreign Study (1-15) Independent study outside U.S. Prior to departure student must have plan of study approved by department head and supervising faculty member. Credit given only upon fulfilling all requirements set by department. May be repeated. Maximum 15 hours.

592 Off-Campus Study/Internship (1-6) Independent study outside traditional classroom setting: community involvement and/or work experiences. Credit given only upon fulfilling all requirements set by department. May be repeated. Maximum 6 hours.

593 Independent Study (1-6) Independent study by individual under direction of faculty member. Must obtain approval of faculty member and department prior to study.
The School of Information Sciences provides a program leading to the preparation of librarians and information professionals for work in all types of libraries and information centers. The program of study includes a graduate curriculum leading to the Master of Science degree. The program is accredited by the American Library Association. A PhD may also be pursued with a major in communication and information, concentration in information sciences.

The mission of the school is to educate people to live, work, and flourish in an information society through excellence in teaching, research, and public service in information sciences.

The plan for the future of the School of Information Sciences states that “The School of Information Sciences will be recognized nationally and internationally as an interdisciplinary program of excellence in the information sciences. Graduates of the school’s programs will be knowledgeable, skillful, and ethical users of information and information technology in their educational, professional, and personal endeavors. They will be well prepared for further study and inquiry, for leadership in the information professions, and for enlightened participation in a global information society. The school’s graduates will recognize their responsibilities to contribute new knowledge and to engage in lifelong learning in the field.”

The vision for the future of the school will be realized through

- excellent teaching
- innovative research
- distinguished service

To achieve distinction in teaching, research, and service, the school is committed to

- a forward-looking curriculum that embraces diversity in intellectual approaches to knowledge, skills, and values
- a highly competent and visible faculty
- a highly competent, effective staff
- an academically able and diverse student body
- extensive partnerships within higher education and professional communities in both private and not-for-profit sectors

- service to the State of Tennessee and to the region
- the exemplary use of state-of-the-art information technologies in both academics and administration
- exceptional support
- collaborative and inclusive governance

### ADMISSION

Applicants to the information sciences program must have a minimum undergraduate grade point average of 3.0 or a satisfactory graduate degree grade point average for admission as a potential candidate for the MS.

The verbal, quantitative and analytical aptitude portions of the Graduate Record Examination (GRE) are required of all applicants unless a graduate degree has been completed prior to application for admission. Applicants should take the GRE at least one semester in advance of application for admission and are expected to score 1500 points or better.

A personal data sheet and three recommendation forms (obtained from the School of Information Sciences) should be returned to the admissions office of the school. Foreign applicants are required to take the Test of English as a Foreign Language.

### MASTER OF SCIENCE

#### Information Sciences Major

The program leading to the Master of Science involves a total of 42 semester hours of graduate courses including 5 courses required of all students. Either a thesis or a non-thesis option is available, with 6 hours required for thesis credit. At least 36 hours must be taken in the School of Information Sciences, allowing up to 6 hours outside the school with a maximum of 6 from outside the university.

### REQUIREMENTS

#### Required Courses

Five courses are required of all students: 490, 520, 530, 560 and 580. (Students seeking licensure see track requirements below.) These courses address the evolving information environment; organization and representation of information; information access and retrieval; developing and managing collections; and principles and concepts of the information sciences. Three courses, 490, 520, and 530 are prerequisite to all courses for students enrolled in the MS program.

#### Individualized Curriculum Approach

Students, in consultation with their advisor, may wish to pursue a curricular focus to develop an individualized program of study. Graduates of the school have prepared themselves for a variety of careers, including positions as: corporate information specialist, public librarian, records manager/archivist, Web page designer, indexer/abstractor, online information retrieval specialist, medical or law librarian, reference librarian, youth services specialist, and many others. Students are encouraged to take advantage of the individualized curricular approach.

Whatever individualized curriculum is chosen, all students who complete the program receive a MS accredited by the American Library Association (ALA).

For those pursuing Tennessee Department of Education licensure as a school library information specialist, stipulated requirements apply. See following section.
Tennessee State Department of Education School Library Information Specialist Requirements

The Tennessee State Department of Education requires School Library Information Specialists to hold the master’s degree. The School of Information Sciences offers four tracks for school library information specialist endorsement.

Initial Endorsement for Non-Licensed Teachers with no Master’s Degree in Library or Information Sciences

For those students who do not hold the master’s degree, the requirements for initial endorsement include the five required courses plus 551, 567, 571, 572, 573, 585, and 595. In addition, students must complete two corequisite courses from the College of Education (five credit hours) which do not count toward the master’s degree requirements. Students pursuing the initial endorsement must follow the non-thesis option. Upon completion of the requirements, students will earn a master’s degree in information sciences and a Tennessee State Department of Education license as a School Library Information Specialist.

Additional Program Requirements Thesis Option

Students electing the thesis option will write a master’s thesis under close supervision of a thesis committee. Six hours of Thesis (Information Science 500) must be taken within the 42 hours required for graduation. (Students may register for more than 6 hours of 500, but only 6 hours will count toward graduation.) Students must be registered for Information Sciences 500 in the semester they complete and defend their thesis. The oral defense of the thesis (final comprehensive examination) substitutes for the written examination that is taken by non-thesis students. The writing of the master’s thesis serves as the culminating experience.

Non-Thesis Option

Upon completion of the program, all students who elect the non-thesis option must take and pass a written comprehensive examination. A culminating experience is also required which must be completed in one of the student’s last two terms with a grade of B or better (except as noted) selected from the following and approved by the student’s advisor: 590, 591, 592, 593; and 594, 595, 596, 599 that are Satisfactory/No Credit grading only.

FINANCIAL ASSISTANCE OPPORTUNITIES

Employment with the University of Tennessee Libraries may provide a work-study opportunity for selected students who wish to obtain experience in academic librarianship while pursuing the degree. Such students usually work at least 20 hours each week and thus may extend the period required for the degree. Similar opportunities exist with some other libraries and information agencies in the Knoxville area.

Work opportunities in a scientific-technical environment are available through subcontracts with Oak Ridge National Laboratory and the Department of Energy.

A limited number of graduate teaching assistantships are available through the school. Assistantships of this type carry a waiver of tuition and fees as well as a stipend and require that recipients work 10 hours per week in the school.

For application forms and information about financial aid and other information about the MS in Information Sciences, write to Admissions, College of Communication and Information, the University of Tennessee, Knoxville, 451 Communications Building, Knoxville, Tennessee 37996-034 or go to http://excellent.com.utk.edu/gradstudies.

GRADUATE COURSES

Information Sciences (560)

430 History of the Book (3) History of writing and various methods of bookmaking.
450 Writing About Science and Medicine (3) (Same as Journalism and Electronic Media 450.)
485 Introduction to Electronic Communications and Information Resources on the Internet (3) Exploration of worldwide information and communications resources: email, newsgroups, and world wide web. Discussion of information issues: copyright, censorship, privacy and access. Prereq: 485 or consent of instructor.
486 Advanced Electronic Communications and Information Resources on the Internet (3) Exploration of advanced information and communications issues, resources and tools: forms, scripting and search engines. Prereq: 485 or consent of instructor.
490 Information Environment (3) Generation, production, management, dissemination, and use of information. Roles of information in society, information seeking and user behavior, information industry, economics of information products and services, technological and organizational change, information professions, and issues.
500 Thesis (1-15) P/NP only.
502 Registration and Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.
520 Organization and Representation of Information (3) Principles of distinguishing, describing, and indexing intellectual works; current approaches: citation systems, descriptive cataloging, non-subject indexing, pre- and post-coordinate subject indexing, classification and categorization; authority control of index terms; standards.
521 Cataloging and Classification (3) Basic library-oriented cataloging and classification techniques, tools, and supporting operations. Descriptive cataloging, choice and form of non-subject entries, subject heading work, general classification, authority control, bibliographic utilities, online library catalogs.
522 Organization and Representation of Multimedia Information Resources (3) Principles and practices of description and access to information resources in nonprint media and/or non textual formats: visual, auditory, and electronic (including Internet) resources.

523 Abstracting and Indexing (3) Philosophies, standards, and procedures for manual and automatic document indexing, back-of-the-book indexing, vocabulary control, thesaurus construction, and abstracting.

530 Information Access and Retrieval (3) Media for information storage, logical and physical information structures, query logic and languages, search strategies and heuristics, user interfaces, evaluation of retrieval system performance. Search techniques for various types of databases including multimedia, full-text, numeric, bibliographic.

531 Sources and Services for the Social Sciences (3) Information sources in political science, sociology, psychology, geography, history, anthropology, business, and education.

532 Sources and Services for Science and Engineering (3) Information sources in engineering, physical and life sciences.

533 Sources and Services for the Humanities (3) Information sources in philosophy, religion, fine arts, performing arts, literature and language. Organization and management of regional collections.

534 Government Information Sources (3) Selection, acquisition, organization, and utilization of government information in variety of formats from legislative, judicial and executive branches of federal, state, local, and international government and intergovernmental agencies.

535 Advanced Information Retrieval (3) Bibliographic, non-bibliographic, full-text databases, e.g., non-bibliographic formula and structure databases, contents-page/full-text databases, patents, document delivery alternatives, evaluation, and testing.

537 Information Industry (3) Issues and trends concerning information industry: products and services. Standards, enabling technologies, choice of distribution media, entrepreneurial opportunities. Legal, ethical, and quality concerns.

538 Economics of Information (3) Costing and pricing of information; value of information and value added services; cost-benefit analysis and tradeoffs; policy issues related to economic aspects of information exchange and transfer.

539 Information Policy (3) Role of government in creation and exchange of information; review of key national and international policy areas relevant to information creation, production, and distribution; development of information policy for organizations.

540 Research Methods (3) Research methods in variety of information environments; primary and secondary research; research project design; research results interpretation; analysis of published research; techniques supporting research process.

550 Management of Information Organizations (3) Supervisory and management concepts, strategies, and techniques applicable to information professional work. WRITING WORKING IN LIBRARIES, ARCHIVES, RECORDS MANAGEMENT, AND OTHER INFORMATION ORGANIZATIONS.

551 School Library Media Centers (3) Planning, implementing, and evaluating school library programs. Curricular involvement, role of technology, site-based management, relationships with district and state services.

552 Academic Libraries (3) Mission, status, and history of academic libraries and academic librarianship in community colleges, colleges and universities; trends in higher education, information technology, and government’s impact on public, technical, and administrative services.

553 Corporate Information Services (3) Development and present status, scope and objectives. Information resources external to organization.

554 Public Library Management and Services (3) Development, roles, political environment, governance, organization, fiscal management, services, marketing, and performance evaluations.

555 Scientific and Technical Communications (3) Evolution of scientific and technical communication; current trends; role of formal and informal communications; major STI organizations and their roles.

557 User Instruction (3) Theory, strategy, design, and practice in providing instructional services and technology for end users of information and information systems. Includes practical experience.

560 Development and Management of Collections (3) Selecting and preserving variety of items (tangible and intangible) to meet needs of particular users; community analysis; policies and procedures; evaluation; purchasing.

561 Contemporary Book Publishing (3) Creation, design, production, marketing, and distribution; various types of publishers.

563 Graphic Design and Media (3) Principles and practice in visual aspects of communications. Graphic design, typography, production techniques and publication design, as these apply to electronic information delivery systems.

564 Corporate Information Systems (3) Objectives and function elements of records systems, archival programs, management information systems and techniques within various types of organizations. Management of information internal to organizations.


566 Business Intelligence for Information Professionals (3) Principles and practices of gathering and synthesizing business intelligence: competitive intelligence, environmental scanning, and issues management; information evaluation and synthesis; role of strategic information in modern organizations.

567 Information Network Applications (3) Scholarly and community-based electronic communications. National and international standards, tools, resources; identification, analysis, evaluation, and management of tools and resources; construction of local technologies as developed and applicable.

569 Media and Technology Production Techniques (3) (Same as Instructional Technology 569.)


572 Resources for Young Adults (3) Critical survey of books and related materials for young adults; personal, vocational, and recreational needs and interests. Evaluation, selection, and utilization for school and public libraries.

573 Programming for Children and Young Adults (3) Philosophy and objectives of public and school library services for children and young adults. Reading, listening, and viewing guidance for individuals and groups. Program planning, implementation, and evaluation. Prereq: 571 or 572.

574 Adult Materials and Services (3) Popular informational and recreational materials and services to meet adult interests in variety of formats. Development of specialized collections.

580 Foundations of Information Sciences and Technologies (3) Definitions of information, information sciences, and information technology; theories of information, information representation, retrieval, and transfer; standards and technologies for information processing and distribution; research front; bibliometrics and infometrics; relationships with other disciplines.

582 Library Automation (3) Computer-based applications and systems for libraries including MARC, bibliographic utilities, retrospective conversion, circulation systems, online catalogs, computer-based reference services, acquisitions and serials control, systems planning and implementation.

583 Information Systems (3) Systems concept, defining system, analysis and design of information systems. Selecting and using information systems to support various activities. User involvement in the development process.

584 Database Management Systems (3) Defining data needs, data structures, role of operating systems in data management, file organization, database management systems, logical data models, internal data models, database administration and evaluation. Design and implementation of application using database management system.

585 Information Technologies (3) Evolution, trends, capabilities, and limitations of technologies applied to information capture, storage, preservation, access, and distribution.

586 Information Retrieval Systems (3) Historical perspective on information retrieval research; statistical and probabilistic retrieval techniques; cognitive user modeling; expert intermediary systems; associations, relations and hypertext.

588 Human-Computer Interaction (3) Survey of human-computer interaction and introduction to human and technological factors of importance to design of usable information systems. Basic phenomena of human perception, cognition, memory, and problem solving, and relationship to user-centered design. Methods and techniques for interaction design and evaluation.


590 Problems in Information Sciences (3-6) Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

591 Supervised Readings in Information Sciences (3) Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

592 Seminar in Information Sciences (3-6) Prereq: Consent of instructor. May be repeated with consent of advisor. Maximum 6 hours.

593 Independent Study (3-6) Prerequisite: Consent of advisor. Maximum 6 hours.
School of
JOURNALISM AND ELECTRONIC MEDIA
http://excellent.comm.ukt.edu/~jem/

David L. Smith, Director

Professors
Ashdown, P.G., PhD ........................................ Bowling Green
Bates, B.J., PhD ................................................. Michigan
Bowles, D., PhD .................................................. Wisconsin
Caudill, C.E., PhD ............................................. North Carolina
Littmann, M. (Chair of Excellence), PhD .................. Northwestern
Moore, B.A., PhD ............................................. Ohio
Swan, N.R., PhD ............................................... Missouri
Teeter, Jr., D.L., PhD .......................................... Wisconsin

Associate Professors
Foley, D.J., MSJ .................................................. Northwestern
Harmon, M., PhD ............................................. Ohio
Heller, R.B., MA ................................................ Syracuse
Smith, D.L., MA ................................................ San Francisco State

Assistant Professors
Clark, N., PhD .................................................. Florida
Kaye, B., PhD .................................................. Florida State
LePre, L., PhD .................................................. Florida
Luther, C., PhD ................................................ Minnesota

Instructors
Hufford, B.L., MEd ........................................... Bowling Green
Legg, J.R., MA ................................................ Colorado

MAJOR

Communication ........................................... MS
Communication and Information .................. PhD

DEGREES

The School of Journalism and Electronic Media offers concentration areas for the master’s with a major in communication and participates in the interdisciplinary doctoral program.

GRADUATE COURSES

Journalism and Electronic Media (592)

400 Mass Communication Law and Ethics (3) Emphasis on legal issues affecting print and electronic media, including libel, privacy, copyright, free press-fair trial, governmental regulations of advertising, electronic media and public relations. Also includes ethical standards and practices. Prereq: Consent of instructor. (Same as Legal Studies 400.)

412 Opinion Writing (3) Analysis of editorial positions and practices. Writing editorials/columns for newspapers, magazines, corporate publications, and electronic media (radio, television, cable, Internet), with emphasis upon study and use of rhetorical devices and logic. Prereq: Consent of instructor. (Same as Public Relations 412.)

414 Magazine and Feature Writing (3) Techniques of writing features and in-depth articles for mass circulation and specialized magazines or newspapers. Organizing and presenting material, with attention to problems in areas such as business, science, agriculture, and the humanities. Prereq: 203 or consent of instructor.

415 Magazine Industry Workshop (3) Introduction to the magazine industry including management, design, writing and editing, and interactivity. Analysis of print and electronic format magazines. Planning new products for the marketplace. Prereq: 414 or consent of instructor.

430 Public Affairs Reporting (3) Reporting (including “database” reporting) and writing about courts, government and public agencies. Event and issue-oriented journalism of politics and public affairs. Prereq: 315.

433 Editing and Layout for Print/Web (3) Editing and layout for newspapers, magazines and online publishing. Prereq: 203 or consent of instructor.

440 Corporate Video (3) Examination of the special requirements of business, industrial, educational and medical uses of video. Includes management, budgeting, planning, producing, and evaluating projects. Students learn digital video production and non-linear editing. Prereq: 435 or consent of instructor.

444 Journalism as Literature (3) Study of writers from the 17th century to the modern era whose works have endured as both journalism and literature. An emerging genre called literary journalism will be examined as a means of cultural reporting with a personal narrative style. Prereq: Consent of instructor.

450 Writing About Science and Medicine (3) Writing workshop to analyze examples of successful science writing and write series of articles for general public based on scientific journals, news conferences, technical meetings and interviews. Prereq: Consent of instructor. (Same as Information Sciences 450.)

451 Environmental Writing (3) Writing for news media (including the Internet) on such environmental issues as sprawl, forests, air pollution, energy, and invasive species. Students hear presentations from and interview experts in environmental science and reporting. Exemplary environmental writing is analyzed. Prereq: Consent of instructor.

455 Media and Society (3) Media processes and effects on society. Major theories/research are introduced and applied to current issues. Prereq: 200 and 275 or consent of instructor.

456 Science Writing as Literature (3) Survey of important science writing for the general public across the spectrum of science, engineering, and medicine. Works by authors such as Arthur C. Clarke, Stephen J. Gould, and Richard Selzer will be analyzed for literary qualities in a quest to understand some science writing succeeds. Prereq: Consent of instructor.

457 Media and Fiction (3) Media production and portrayal of various social groups based on gender, class, and race/ethnicity. Effects of media on public perceptions and attitudes toward these groups. Discussion of historical and legal implications of media effects.


470 Cable, Broadband, and Interactive Digital Media (3) History and structure of cable television and other broadcast delivery systems (DBS, Internet, etc.). Development of digital broadcasting, interactive television, and other broadband media systems and digital technologies. Regulatory, policy, programming, and management issues arising from new media and digital technologies. Prereq: 275 or consent of instructor.

475 Sports Writing (3) Writing sports stories, features and columns. Sports writing is considered from the standpoint of sports reporters, sports information specialists and others with an interest in writing about sports.


488 Web Publishing (3) Cross-disciplinary approach to design and production of on-line publications. Emphasis on researching, planning, site content and design, and the economic, legal and ethical issues involved in online publishing. Prereq: Senior standing and consent of instructor. Prereq: Consent of instructor.

491 Foreign Study (1-15) Advance approval of hours and topics by advisor required for registration. May be repeated. Maximum 15 hours.

500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when the student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

510 International Communication (3) Studies the development and impact of international and trans-national media systems. Traces history of efforts to reach beyond national borders, and the implications for individuals, societies, global cultures, and political economies. Comparative analysis of media (print, broadcast, cable, satellite, Internet), media practices, and flow of information throughout the world. Prereq: Consent of instructor or admission to program.

512 Mass Media Research Methods (3) Applications of communication research techniques for management. Gathering and analysis of data for assessing media audiences and message impacts. Prereq: Consent of instructor or admission to program.

520 Political Communication (3) Relationships among mass media, public relations and government and their roles in democratic society. Governmental public relations, political campaigns, coverage of military, executive, legislative and judicial branches of government, special interest groups and public access to government information.

525 Public Opinion (3) Role of press in developing and influencing public consensus. Social theories of public opinion and analysis of media's response. (Same as Public Relations 525.)

535 Publications Management (3) Problems in management, production, market analysis, and design. Techniques of writing, editing, and presenting comprehensive articles and other material; regional and specialized magazines. Individual editorial projects. Prereq: 485 or consent of instructor.

550 Writing And Editing Projects (3) Specialized writing or editing interests: agriculture, politics, labor, finance, science, technical, general publications. Prereq: Consent of instructor.

551 Seminar in Science, Society, and the Mass Media (3) Investigation of interplay between scientific community and mass media: how scientific information reaches public and impact of journalism on scientific practice. Prereq: Consent of instructor.

552 Seminar in Health Communication (3) Methods, problems, and issues of communication in health field. Media’s reporting of health issues. Setting of media’s “health agenda”; strategic uses of media in social marketing efforts; public communication of complex social/medical issues. Prereq: Consent of instructor.

553 Seminar in Risk Communication (3) Interaction of scientists, journalists, and public on scientific, technological, and medical risks; analysis of methods for enhancing public understanding. Prereq: Consent of instructor.

555 Seminar in Media Economics and New Technology (3) Electronic and print media ownership, finance and corporate structure. Roles of new technologies and marketing techniques in changing media content and function in future. Prereq: Consent of instructor or admission to program.

560 Advanced Web Publishing (3) Electronic research and publishing. Social, legal and ethical challenges surrounding online publishing. Project planning and storyboarding techniques for designing and creating site on Web. Prereq: 488


570 Advanced Media Audience Analysis (3) Various techniques used by media companies and consultants in audience research. Deciding which method to use, interpreting results, and applying research to management decision making. Prereq: 302 or consent of instructor.

580 Seminar In Visual Communication (3) Behavioral aspects of communication with images. Theories of psychological effect in color, shape, texture, and other design elements.

585 Advanced Electronic Media Management (3) Financial management of broadcast, cable, and Internet operations: budgeting, financial planning, accounting, and related techniques. Theoretical perspectives in organization and management of commercial and non-commercial operations. Prereq: 485 or consent of instructor.

590 Project (3) Capstone project under guidance of faculty. Applications of principles from previous coursework. Satisfactory/No Credit grading only.

593 Seminar In Journalism And Electronic Media Issues (3) Contemporary topics in communications. Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

597 Independent Study (3) Prereq: Consent of instructor.

598 Internship (3) Full-time (30-40 hours per week) work experience in news, production, or sales and management with non-university professional organization. Educational experience beyond that available at university. Final term paper. No retroactive credit for previous work experience. Prereq: Senior or graduate standing, completion of core curriculum and at least 15 hours of Journalism and Electronic Media courses, GPA 3.0 or better, and consent of unit head.
College of Education, Health, and Human Sciences

John W. Koontz, Interim Dean
Lynn C. Cagle, Associate Dean, Professional Licensure and Outreach
Thomas W. George, Associate Dean, Academic Affairs, Personnel, and Student Services
Shirley W. Hastings, Associate Dean, Extension

http://cehhs.utk.edu

Departments

- Child and Family Studies
- Consumer Services Management
- Educational Administration and Policy Studies
- Educational Psychology and Counseling
- Health and Exercise Science
- Instructional Technology and Educational Studies
- Nutrition
- Sport and Leisure Studies
- Theory and Practice in Teacher Education

Facilities for Research and Service

- Academic Enrichment Program
- Appalachian Collaborative Center for Learning
  Assessment and Instruction in Mathematics
- Appalachian Rural Systemic Initiative
- Center on Deafness
- Center for Literacy Studies
- Center for Physical Activity and Health
- Child Development Laboratory
- Community Health Research Group
- Cornerstone
- Educational Interpreting Program
- Educational Opportunity Center
- Family Life Project
- Gerber Grant Project
- Gradkids
- High School Equivalency Program
- Institute for Assessment and Evaluation
- Instructional Services Center
- Least Restrictive Environment for Life Project
- Math and Science Regional Center
- Nutrition Institute
- Orientation to Deafness Program
- Pre-College Upward Bound Program
- Project Impact
- Project Wave
- Regional Rehabilitation Continuing Education Program
- Rehabilitation Counselor Education in Deafness Program
- Rehabilitation Counselor Education Program
- Small Animal Research Lab
- Southeastern Regional Interpreter Training Consortium
- Talent Search Program
- Technology Enhanced Curriculum Lab
- Tennessee Career Information Delivery System
- Tennessee’s Early Intervention Systems
- THEC Minority Teacher Education Project
- Tourism Institute
- UT-TIE
- Urban Impact Project
- Veterans’ Pre-College Program

The College of Education, Health, and Human Sciences was created in 2002 through a merger of the former College of Education and the former College of Human Ecology. The merger of these two colleges, both with rich histories and exemplary records of achievement, resulted from a recognition of complementary institutional missions and a belief that the two colleges, as one, would become more effective in dealing with the complex challenges facing families, schools, and communities in the 21st Century.

The union of Education and Human Ecology to form the College of Education, Health, and Human Sciences honors its past independent accomplishments but is now focused on an interdependent future. The College of Education, Health, and Human Sciences is a people-centered college that is intent on enhancing significant aspects of the human condition and, with...
its disciplines located at the intersection of many of societies' greatest challenges, is positioned to make a significant difference through its programs of study, research, and outreach.

The College of Education, Health, and Human Sciences holds accreditation with the National Council for Accreditation of Teacher Education and the American Association of Family and Consumer Sciences. Among its accredited programs are the following: Community Counseling and School Counseling by the Council for Accreditation of Counseling and Related Educational Programs; Education of the Deaf and Hard of Hearing by the Council on Education of the Deaf; Rehabilitation Counseling by the Council on Rehabilitation Education; School Psychology by the American Psychological Association and the National Association of School Psychologists; Sport Management (Graduate Level) by the NASSM/NASPE Sport Management Program Review Council; Dietetics by the American Dietetics Association; Recreation and Tourism Management by the National Recreation and Park Association/American Association for Leisure and Recreation.

Teacher Education

Postbaccalaureate students who desire to become teachers (i.e., pre-kindergarten-grade 12) must make application to the College of Education, Health, and Human Sciences’ Teacher Education Program and complete the equivalent of an undergraduate minor in education before enrolling in required graduate courses. Information on admission to Teacher Education and prerequisite undergraduate courses is available through the Undergraduate Catalog, the College’s Student Services Center (Claxton Complex A332) or at http://cehhs.utk.edu/main.html.

Title II, HEA Compliance Report

Per requirements of Title II of the Higher Education Act, the College of Education, Health, and Human Sciences reports the following pass rates on State required licensure tests for the 2001-2002 Academic Year: the University of Tennessee 95%; State of Tennessee 92%.

GRADUATE PROGRAMS OF STUDY

Graduate study in the College of Education, Health, and Human Sciences prepares students for teaching, research, and public service in schools, colleges, universities, and agencies or managerial positions in government, business, and industry. The college offers programs leading to completion of the Master of Science degree, Educational Specialist degree, Doctor of Education degree, and Doctor of Philosophy degree. Additionally, the college makes available Graduate Certificate programs and various minors.

MINORS

Minors are available in gerontology through the Department of Health and Exercise Science and in nutrition through the Department of Nutrition.

GRADUATE CERTIFICATE PROGRAMS

Three certificate programs are available in the college. The certificate in urban education is available through the Department of Theory and Practice in Teacher Education and the Department of Consumer Services Management offers a certificate in services management and a certificate in tourism development.

MASTER OF SCIENCE (MS)

- Child and family studies major with concentrations in child and family studies; early childhood education (Department of Child and Family Studies)
- College student personnel major (Department of Educational Administration and Policy Studies)
- Consumer services management major with concentrations in hospitality and tourism management; retail and consumer sciences (Department of Consumer Services Management)
- Counseling major with concentrations in mental health counseling; rehabilitation counselor education; school counseling (Department of Educational Psychology and Counseling)
- Educational administration major with a Leadership 21 concentration (Department of Educational Administration and Policy Studies)
- Educational psychology major with concentrations in adult education; applied educational psychology (Department of Educational Psychology and Counseling)
- Exercise science major with concentrations in exercise physiology; biomechanics/sports medicine (Department of Health and Exercise Science)
- Health promotion and health education major (Department of Health and Exercise Science)
- Instructional technology and educational studies major with concentrations in cultural studies of educational foundations; curriculum; instructional technology (Department of Instructional Technology and Educational Studies)
- Nutrition major with concentrations in nutrition science; public health nutrition (Department of Nutrition)
- Recreation and leisure studies major with concentrations in recreation and leisure administration; therapeutic recreation (Department of Sport and Leisure Studies)
- Safety major with concentrations in emergency management; safety management (Department of Health and Exercise Science)
- Sport studies major with concentrations in sport management; sport studies (Department of Sport and Leisure Studies)
- Teacher education major with concentrations in art education; early childhood special education; education of the deaf and hard of hearing; elementary education; elementary teaching; English education; foreign language/ESL education; mathematics education; modified and comprehensive special education; reading education; science education; secondary teaching; social science education (Department of Theory and Practice in Teacher Education)

Refer to the specific department for information on the above majors.

MASTER OF PUBLIC HEALTH (MPH)

- The MPH is offered through the Department of Health and Exercise Science.
SPECIALIST IN EDUCATION (EDS)

- Educational administration major with a concentration in educational administration (Department of Educational Administration and Policy Studies)
- Instructional technology and educational studies major with concentrations in curriculum; instructional technology (Department of Instructional Technology and Educational Studies)
- School counseling major (Department of Educational Psychology and Counseling)
- School psychology major (Department of Educational Psychology and Counseling)
- Teacher education major with concentrations in elementary education; English education; foreign language/ESL education; mathematics education; reading education; science education; social science education; special education

Refer to the specific department for information on the above majors.

DOCTOR OF EDUCATION (EdD)

- Educational administration and policy studies major with concentrations in educational administration and policy; higher education administration (Department of Educational Administration and Policy Studies)
- Educational psychology and counseling major with a concentration in collaborative learning (Department of Educational Psychology and Counseling)
- Teacher education major with concentrations in literacy, language, and ESL education; teacher education (Department of Theory and Practice in Teacher Education)

Refer to the specific department for information on the above majors.

DOCTOR OF PHILOSOPHY (PhD)

Education Major

- Counselor education concentration with specializations in career development; rehabilitation; group process (Department of Educational Psychology and Counseling)
- Cultural studies of educational foundations concentration with specializations in philosophy of education, cultural studies, sociology of education, and history of education (Department of Instructional Technology and Educational Studies)
- Curriculum, educational research, and evaluation concentration with specializations in curriculum, educational research, and evaluation; educational application of technology (Department of Instructional Technology and Educational Studies)
- Early childhood education concentration with specialization in early childhood special education (Department of Theory and Practice in Teacher Education)
- Educational administration and policy studies concentration with specializations in educational administration and policy; higher education administration (Department of Educational Administration and Policy Studies)
- Educational psychology concentration with specializations in adult education; applied educational psychology (Department of Educational Psychology and Counseling)
- Exercise science concentration with specializations in biomechanics/sport medicine; exercise physiology; physical activity and population health (Department of Health and Exercise Science)
- Instructional technology concentration (Department of Instructional Technology and Educational Studies)
- Literacy, language, and ESL education concentrations with specializations in literacy; language education; ESL education (Department of Theory and Practice in Teacher Education)
- School psychology concentration (Department of Educational Psychology and Counseling)
- Sport studies concentration (Department of Sport and Leisure Studies)
- Teacher education concentration with specializations in elementary education, mathematics education, science education, social science education (Department of Theory and Practice in Teacher Education)

Refer to the specific department for information on the above concentrations.

Application Process

Individuals seeking admission to the Doctor of Philosophy degree in Education must first be admissible to the University of Tennessee, Knoxville, (see the Graduate Studies: Admission Requirements section of this catalog) and then admitted to a concentration within the PhD with a major in Education. Prospective students are encouraged to make application at least six-months before anticipated matriculation or one year in advance for School Psychology (i.e., Deadline: January 1.) An online application process is available at http://www.cehhs.utk.edu/departments.html.

Admission Criteria

An applicant seeking admission to the PhD with a major in education should earn GRE scores equal to or higher than the 50th percentile for both the Verbal and Quantitative subtests of the GRE (minimum 1070-total points, based on October 1998-September 2001 norms for the Verbal and Quantitative subtests). An applicant scoring less than the 50th percentile on the Quantitative subtest will be expected to earn a sufficiently higher score on the Verbal subtest to equal or exceed the 1070-point total. Applicants are expected to submit a minimum score of 4.0 points on the Analytic Writing. Non-native English speaking applicants and applicants who took the GRE prior to October 2002 should consult the faculty staffing the concentration of interest for details regarding the GRE minimum scores.

Additional information on admission criteria (e.g., GRE, letters of reference, writing samples, etc.) is available at http://web.utk.edu/~Cecehhsstu/admiss_info/default.html and in the academic department in this catalog.
Course Requirements

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<th>Requirement</th>
<th>Hours Credit</th>
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<tr>
<td>Core Requirements</td>
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<tr>
<td>Seminar in Primary Concentration</td>
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<tr>
<td>Philosophy of science or history/philosophy of education</td>
<td>3</td>
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<tr>
<td>Theoretical Foundations and/or Applications</td>
<td>3</td>
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<tr>
<td>Trans-college Seminar: two consecutive semesters (Education 601)</td>
<td>2</td>
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<tr>
<td>Concentration</td>
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<tr>
<td>Specialization</td>
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<tr>
<td>Cognate</td>
<td>8</td>
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<tr>
<td>Dissertation</td>
<td>24</td>
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*Select one from Philosophy 446 or 546 or courses identified in the addendum to PhD guidelines or Cultural Studies in Education 607.

1 Select one: Learning and Curriculum Theory (Educational Psychology 515, 609 or Psychology 560); Administrative/Leadership Theory (Educational Administration and Supervision 513, 680, or Educational Administration and Policy Studies 514); Group Dynamics (Counseling 554); Instructional Technology (Instructional Technology 573 or 575).

2 Minimum 15 credit hours selected from a concentration.

3 Minimum 9 credit hours selected from a specialization.

4 Minimum 6 credit hours selected from outside the college (not to include research courses).

Note: Please refer to the academic department for additional information on course requirements.

Residency

The residency requirement for students in the PhD with a major in education is three consecutive semesters of full-time enrollment.

Contact Information

Additional information on the PhD with a major in education is available in the academic department sections of this catalog, through the college’s Student Services Center, Claxton Complex A332, or at http://web.utk.edu/cehhsstu/.

DOCTOR OF PHILOSOPHY (PhD)

Human Ecology Major

- Child and family studies concentration (Department of Child and Family Studies)
- Community health concentration (Department of Health and Exercise Science)
- Hospitality and tourism management concentration (Department of Consumer Services Management)
- Nutrition science concentration (Department of Nutrition)
- Retail and consumer sciences concentration (Department of Consumer Services Management)

Refer to the specific department for information on the above concentrations.

Application Process

Individuals seeking admission to the PhD with a major in human ecology must first be admissible to the University of Tennessee, Knoxville, (see Graduate Studies: Admission Requirements section of this catalog) and then admitted to a concentration within the PhD with a major in human ecology. Prospective students are encouraged to make application at least six-months before anticipated matriculation. Applications are reviewed February 1, June 1, and November 1.

Overview of Program

A major challenge of the doctoral program is to draw upon basic research generated by the natural sciences, humanities, and social sciences so as to provide a holistic perspective that contributes to the improvement of both individuals and families. The PhD is a research degree granted only to individuals who demonstrate proficiency in conducting original research. Course requirements are determined by each student’s faculty committee and are based on the needs and interests of that particular student, as well as department and college requirements. Further information is available in the specific department sections of this catalog and online at http://cehhs.utk.edu/.

GRADUATE COURSES

Education (289)

540 Topics in Improvement of Instruction (1-3) Special conferences, workshops, and inservice programs. May be repeated. Maximum of 6 hours. Satisfactory/No Credit or letter grade.

574 Analysis of Teaching for Professional Development (2) Strategies to document and analyze effectiveness of teaching and of professional development. Study and application of various approaches. Coreq: 575.

575 Professional Internship in Teaching (1-8) Intensive teaching and teaching-related experiences in professional settings in public schools. Enrollment limited to postbaccalaureate students in professional year program. Prereq: Admission to Teacher Education program. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

576 Practicum in Classroom Teaching (1-8) Teaching and teaching-related experiences in elementary and secondary school settings. Specific hours and school level assignment determined by licensure or certification requirements. May not be used for probationary licensure year. May not be used toward degree requirements. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

589 Field Experience (1-3) Application of curricular and instructional principles, methods, and materials in schools. Prereq: Program prerequisites and consent of instructor. May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

591 Clinical Studies (4) Group and individual seminar activities during full-time internship. Application and evaluation of professional core competencies. Completion and presentation of portfolio and analysis of teaching project. Coreq: 575.

Human Ecology (520)

500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses University facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

Department of

CHILD AND FAMILY STUDIES

http://cfs.he.utk.edu

Vey M. Nordquist, Head

Professors

Barber, B., PhD .......................................................... Brigham Young
Blanton, P., EdD .......................................................... Tennessee
Cunningham, J., PhD ..................................................... Michigan State
Fox, G., PhD .............................................................. Michigan
Moran, J., PhD ............................................................ Oklahoma State
Nordquist, V., PhD ....................................................... Tennessee
Twardosz, S., PhD ....................................................... Kansas

Associate Professors

Malia, J., PhD ............................................................ Iowa State
Smith, D., PhD ............................................................ Oklahoma State
Tegano, D., PhD .......................................................... Virginia Tech
The Department of Child and Family Studies offers graduate programs leading to degrees, majors, and concentrations in:

**Master of Science**
- Child and family studies major
- Child and family studies concentration
- Early childhood education concentration

**Doctor of Philosophy**
- Human ecology major
- Child and family studies concentration

The Department of Child and Family Studies provides both master’s and doctoral degrees. Our graduate programs are based on the model of the empirically-based professional or social scientist. Graduate students learn to conduct research on child development, family studies, and educational environments in accordance with established standards of scientific inquiry and evaluation. Child and family studies graduate programs seek to produce researchers, scholars, and educators who are capable of independent investigation of family and developmental processes. Students also receive training in how to conduct scientifically based assessments of prevention, intervention and educational strategies. Many opportunities exist in child and family studies for graduate students to become involved in research on children, youth, and families. The central premise of graduate programs in child and family studies is the idea that scientific inquiry provides the most effective means to improve the welfare of children, youth and families.

A cornerstone idea for child and family studies graduate programs is development in context, or the perspective that human development is best understood in terms of interconnections among families, neighborhoods, schools, communities, cultures, and international environments. A more specific focus within this development in context perspective is an emphasis on children, youth, and families at risk. Together, these two themes, development in context and children, youth, and families at risk, are the foundations upon which our graduate curriculum options are structured.

**ADMISSION**

A completed file for review includes a departmental application, Graduate Record Examination (GRE) scores for the general section, and completion of three Graduate Rating Forms by individuals who can attest to the applicant’s potential for graduate education. Forms may be obtained from the department or departmental link on the college Web site.

Admission to the program is contingent upon faculty evaluation of GRE scores, undergraduate/graduate GPA, rating forms, work experience, and the match between student’s goals and department’s foci. Prerequisites for admission to the master’s program are nine semester hours of upper-division undergraduate social science.

Prerequisites to the doctoral program are a master’s degree from a regionally accredited institution or equivalent, completion of the 12-hour foundation core in the child and family studies master’s program, 3 hours of computationally-based, graduate-level statistics, and completion of a thesis as part of the master’s degree.

**MAJORS**

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    - Child and Family Studies Concentration
    - Early Childhood Education Concentration

- **DOCTOR OF PHILOSOPHY**
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Early Childhood Education Concentration

REQUIREMENTS

The early childhood education concentration is designed for students seeking a MS along with initial teacher licensure in early childhood education (pre-K through grade 4). At the University of Tennessee, Knoxville, students interested in the MS with a major in child and family studies (early childhood education concentration) must apply for admission to graduate study through the procedures outlined above. Application for admission to the fifth-year licensure program in child and family studies, early childhood education is a separate procedure and is described in the Undergraduate Catalog. Admission to the fifth-year licensure program does not include admission to the child and family studies master’s program with a concentration in early childhood education. The course of study (36 hours) for the child and family studies major with a concentration in early childhood education includes: 12 credit hours in the child and family studies foundation courses (including completion of a research project in Child and Family Studies 569); 18 credit hours in the early childhood education core; 3 credit hours of computation- or consumer-based graduate statistics (Statistics 531, 537; Social Work 605; or Educational Psychology 550); 3 credit hours in early childhood education specialization elective; and a written comprehensive examination.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Credit</th>
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<tbody>
<tr>
<td>12</td>
<td>1</td>
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</tbody>
</table>

Total 36

1 Child and Family Studies Foundation Courses .......................... 12
2 Early Childhood Education Core (includes licensure) ................. 18
3 Computation- or Consumer-base Statistics ............................. 3
4 Early Childhood Education Specialization Elective ..................... 3

DOCTOR OF PHILOSOPHY

Human Ecology Major + Child and Family Studies Concentration

The department supports a doctoral program leading to a PhD with a major in human ecology. Two themes are highlighted: the integration of human development and family studies and concentration in a selected area of study. A doctoral program that is concurrently specialized and integrative in nature reflects the complexity of the disciplinary subject matter, provides a broader context to formulate theoretical questions, and broadens the empirical literature for addressing these questions. The PhD is primarily a research degree. A core component of the program focuses on the development of expertise in research methods and statistics so that graduate students are capable of advancing knowledge in their field of study.

REQUIREMENTS

- Completion of the foundation courses in the master’s program: 510, 511, 550, and 570.
- Completion of the doctoral core: 640 and 634.
- Minimum of 18 credits of additional coursework in child and family studies.
- Statistics 538 or Social Work 660.
- Three credits of advanced statistics.
- Complete six credits of supervised research practica, Child and Family Studies 680 and 681.
- Complete three credits of either Child and Family Studies 633 or 660; and complete three credits from among Child and Family Studies 633, 660, 650, 670, or 691 for a total of 6 credits of doctoral level child and family studies research methods.
- Minimum 3 credits in specialized research methods.
- Completion of 2 credits of Child and Family Studies 572.
- Minimum of 6 credits in a cognate area.
- Minimum of 24 credits of 600.
- Minimum of 95 credits beyond the bachelor’s degree.

GRADUATE COURSES

Child and Family Studies (245)

500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

505 Development of Interpersonal and Supervision Skills (3) Refinement of interpersonal skills needed to work with families and other professionals. Supervisory training in others’ skill development, active listening, self-disclosure, relationship building, and negotiation. Skills adapted for use among family members.

510 Theory in Human Development (3) Theoretical models of human development: cognitive, social learning, and ecological theory; analysis, synthesis, and discussion of historical and contemporary relevance of models; application of theory to research, prevention, intervention, and education; critical reading and evaluation of theory-based research on human developmental processes.

511 Survey of Research in Child Development (3) Survey of human development research from conception through adolescence. Classic and contemporary empirical literature in domains of physical, cognitive, language, social, emotional, and moral development; biological basis of development; cross-cultural perspectives.

512 Survey of Research in Early Childhood Education (3) Current literature and issues in early childhood education. Prereq: 510 or equivalent or consent of instructor.

515 Children in Contemporary Society (3) Theory and research on environmental and developmental issues in contemporary family situations and educational environments for children from infancy through middle childhood. Implications for programs and policy.

522 Naturalistic Interventions for Parents and Teachers of Young Children (3) Common problems faced by parents and teachers; methods available to modify problem behavior.

525 Seminar on Play (3) Comparison and contrast of theoretical framework and research methodologies on play. Developmental perspective on play.

530 Families of Children with Disabilities (3) Developmental nature of families’ experiences in caring for handicapped children, especially during infancy and early childhood.


550 Theory and Research in Family Studies (3) Research in various major topics in family studies and application of theoretical models to understanding research.


564 Practicum in Human Development or Family Studies I (3) School and community programs. Education for human development and family living. Prereq: Consent of instructor. Satisfactory/No Credit grading only.

565 Practicum in Human Development or Family Studies II (3) School and community programs concerned with education for human development and family living. Committee approved and supervised written project. Satisfactory/ No Credit grading only.

566 Approaches to Family Intervention and Counseling (3) Various theoretical approaches for family intervention and counseling. Structural, strategic, experiential, and social learning schools of practice. Effects of intervention from perspective of their impact on family functioning and communication. Prereq: 562. (Same as Counselor Education 566.)

567 Family Violence (3) Theory and research on initiation, maintenance, and cessation of violent behaviors in intimate family contexts, and assessment of responses to violent family behaviors, perpetrators, victims, and family systems. Prereq: 550.


572 Professional Socialization (2) Behaviors and practices appropriate to a professional researcher and practitioner in the field of Child and Family Studies: understanding and working within the university environment, maintaining ethical standards, complying with human subjects protocols, making public presentations, and networking with peers.

574 Analysis of Teaching for Professional Development (1-2) Strategies to document and analyze effectiveness of teaching and of professional development. Study and application of various approaches. Coreq: 575.

575 Professional Internship in Teaching (1-8) Intensive teaching and teaching-related experiences in professional settings in public schools. Enrollment limited to post-baccalaureate students in professional year program. Prereq: Admission to Teacher Education program. May be repeated. Maximum 12 hours. Satisfactory/ No Credit grading only.

580 Special Topics in Human Development or Family Studies (1-3) Research, theory and current issues in child development or family studies: divorce, handicapped children, symbolic interaction, work and family, Piaget, mainstreaming children, theory and research in human sexuality, cognition. Prereq: Six graduate hours in major or consent of instructor. May be repeated with different topics. Maximum 9 hours.

581 Directed Study in Human Development or Family Studies (1-3) Individual learning experiences in specific topics in child development and early childhood education or family studies. Prereq: 6 graduate hours or consent of instructor. May be repeated with different topics. Maximum 6 hours.

591 Clinical Studies (1-4) Group and individual seminar activities during full-time internship. Application and evaluation of professional core competencies. Completion and presentation of portfolio and analysis of teaching project. Coreq: 575.

600 Doctoral Research and Dissertation (3-15) Pr/NP only.

610 Advanced Special Topics in Human Development or Family Studies (1-3) Study of research and theory related to current issues. Prereq: 12 graduate hours in major or consent of instructor. May be repeated with different topics. Maximum 6 hours.

620 Advanced Directed Study in Human Development or Family Studies (1-3) Advanced, in-depth individualized learning experiences in specific topics in child development, early childhood education, or family studies. May be repeated with different topics. Maximum 6 hours.


633 Survey Design and Analysis (3) Same as Sociology 633.

634 Advanced Survey of Family Theory and Research (3) Conceptualization, analysis, and critical assessment of pertinent conceptual and empirical literatures at advanced level for variety of contemporary family issues. Prereq: 570, master’s core. Required background: Six hours graduate-level statistics.

640 Advanced Theory in Human Development (3) Original conceptualizations of and current theoretical perspectives influencing field of human development and empirical evaluations of these perspectives. Prereq: 550, 510, 511 or consent of instructor.

650 Advanced Qualitative Research Methods (3) Techniques and data analysis in qualitative research in human development and family studies. Use of methods: in-depth interviewing, participant observation, and case studies. Prereq: Communication 642 or Psychology 613.


660 Experimental Design and Observation Methods (3) Experimental and quasi-experimental designs (group and time-series single-case) in natural and controlled settings as used in child and family research; observation methods used with these designs. Prereq: 570.

670 Secondary Analysis of Survey Data (3) Applied seminar in secondary analysis of survey data. Identification of data archives, accessing data, evaluation, and analysis of social science survey data. Nationally representative data sets relevant to study of families, youth, or children. SPSS analytic software. Prereq: 570 or equivalent; Statistics 532, 537 or equivalent.

680-681 Knox Area Family and Child Study (KAFACS) Research Practicum I, II (3, 3) Faculty-directed collaborative original research, including problem definition, instrumentation, data collection, data analysis, and report writing on a panel or sample of families and children in the Knox County area. Two semesters, 3 credits per semester. Prereq: 570.

691 Analytic Reasoning (3) Analysis of quantitative methods and measures used in human development and family research: validity, reliability, causality, and generalizability. Prereq: 570. Required background: Nine hours graduate coursework in child and family studies, and six hours graduate-level statistics.

Department of
CONSUMER SERVICES MANAGEMENT

http://csm.utk.edu

Nancy B. Fair, Head
Ann E. Fairhurst, Graduate Liaison

Professors
Costello, C., PhD .........................................................Tennessee
Fair, N., PhD .....................................................North Carolina State
Fairhurst, A., PhD ......................................................Oklahoma State
Jolly, L., PhD ...................................................Oklahoma State

Associate Professors
Kim, Y., PhD .................................................................North Carolina
Wise, D., PhD ..........................................................Texas A&M

Assistant Professors
Antun, J., PhD ...............................................................South Carolina
Chen, R., PhD ........................................................North Carolina State
Paffenberg, C., PhD ....................................................Tennessee
Salazar, J., PhD .........................................................Auburn
Young, A., PhD .........................................................Minnesota

MAJORS

CONSUMER SERVICES MANAGEMENT

Consumer Services Management ........................................ MS
Human Ecology ....................................................................PhD
The Department of Consumer Services Management offers graduate programs leading to degrees, majors, and concentrations in:

**Master of Science**
- Consumer services management major
  - Hospitality and tourism management concentration
  - Retail and consumer sciences concentration

**Doctor of Philosophy**
- Human ecology major
  - Hospitality and tourism management concentration
  - Retail and consumer sciences concentration

**Certificate Programs**
- Services management
- Tourism development

The Department of Consumer Services Management offers the master’s degree with a major in consumer services management and concentrations in hospitality and tourism management and retail and consumer sciences.

The programs in consumer services management prepare students for careers in industry and business, public and private agencies, and educational institutions. Master’s level work develops students’ technical skills in retail management, merchandising, hospitality management, tourism, and related consumer services. The advanced work undertaken for the doctoral degree focuses on building and applying research skills to advance the fields of retail and consumer sciences and hospitality and tourism.

Interested students should contact the department for more information or visit the department link on the college Web site.

**ADMISSION**

A complete file for review includes the Graduate Application for Admission file, Department of Consumer Services Management application, Graduate Record Examination (GRE) scores for the general section, and three Graduate Rating Forms completed by individuals who can attest to the potential for graduate education.

In addition to specified entrance requirements stipulated by the Graduate Council, admission to the master’s degree program with a major in consumer services management is dependent on completion of undergraduate courses that give the necessary background for success in the graduate program. For the concentration in hospitality and tourism management, students should have an adequate background in hotel and/or restaurant management and/or tourism management supported by coursework in food production, cost control, or lodging management. For the concentration in retail and consumer sciences, students should have an adequate background in retailing and/or consumer science supported by coursework in marketing and statistics.

Superior students deficient in one or more of the above requirements, may be admitted at the discretion of the department’s graduate faculty. Deficiencies may need to be addressed through undergraduate coursework.

**ACADEMIC STANDARDS**

- Evaluation of student progress will normally occur prior to enrollment for thesis hours (or the non-thesis option) and during the second semester of full time enrollment in the program. The review of the student will be undertaken by the faculty with consideration given to factors such as: GPA (minimum 3.0), portfolio evaluation, and demonstrated research capability.

- If progress or performance is deemed insufficient, the faculty may recommend probation with specific goals set for a specified time or termination.

**MASTER OF SCIENCE**

**Consumer Services Management Major**

**REQUIREMENTS**

The requirements for the major in consumer services management are listed below by concentration.

**Retail and Consumer Sciences Concentration (Thesis)**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Services Management ..............................................</td>
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<tr>
<td>Research Methods ..................................................</td>
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<tr>
<td>Statistical Methods ..............................................</td>
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<tr>
<td>Cognate Area .........................................................</td>
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<tr>
<td>Retail and Consumer Sciences Elective ..........................</td>
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<tr>
<td>Thesis .................................................................</td>
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<td><strong>Total</strong> .............................................................</td>
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1. Retail and Consumer Sciences 538, 541; Hotel, Restaurant, and Tourism 510, 532.
2. Retail and Consumer Sciences 562.

**Retail and Consumer Sciences Concentration (Non-Thesis)**

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<th>Hours Credit</th>
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<tr>
<td>Services Management ..............................................</td>
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<tr>
<td>Research Methods ..................................................</td>
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<td>Statistical Methods ..............................................</td>
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<tr>
<td>Cognate Area .........................................................</td>
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<tr>
<td>Retail and Consumer Sciences Electives ........................</td>
</tr>
<tr>
<td>Professional Paper/Project ......................................</td>
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<tr>
<td><strong>Total</strong> .............................................................</td>
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1. Retail and Consumer Sciences 538, 541; Hotel, Restaurant, and Tourism 510, 532.
2. Retail and Consumer Sciences 562.
3. Retail and Consumer Sciences 501.

**Hospitality and Tourism Management Concentration (Thesis)**

<table>
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<tr>
<th>Hours Credit</th>
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<tr>
<td>Services Management ..............................................</td>
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<tr>
<td>Tourism .............................................................</td>
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<tr>
<td>Research Methods ..................................................</td>
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<tr>
<td>Statistical Methods ..............................................</td>
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<tr>
<td>Cognate Area .........................................................</td>
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<tr>
<td>Hotel, Restaurant, and Tourism 547 ..............................</td>
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<tr>
<td>Thesis .................................................................</td>
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<td><strong>Total</strong> .............................................................</td>
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</table>

1. Retail and Consumer Sciences 538, 541; Hotel, Restaurant, and Tourism 510, 532.
2. Select either Hotel, Restaurant, and Tourism 523 or 524.
3. Retail and Consumer Sciences 562.

**Hospitality and Tourism Management Concentration (Non-Thesis)**

<table>
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<tr>
<th>Hours Credit</th>
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<tr>
<td>Services Management ..............................................</td>
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<tr>
<td>Tourism .............................................................</td>
</tr>
<tr>
<td>Research Methods ..................................................</td>
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<tr>
<td>Statistical Methods ..............................................</td>
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</table>

1. Retail and Consumer Sciences 538, 541; Hotel, Restaurant, and Tourism 510, 532.
Cognate Area ................................................................. 6
Hotel, Restaurant, and Tourism 547 .................................... 3
*Professional Paper/Project ............................................. 3

Total 36

1 Retail and Consumer Sciences 538, 541; Hotel, Restaurant, and Tourism 510, 532.
2 Select from Hotel, Restaurant, and Tourism 423, 435, 523, 524.
3 Retail and Consumer Sciences 562.
4 Retail and Consumer Sciences 501.

DOCTOR OF PHILOSOPHY
Human Ecology Major

REQUIREMENTS

The requirements for the doctoral degree are listed below by concentration.

Retail and Consumer Sciences Concentration

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Required Courses .............................................. 12</td>
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<tr>
<td>Research Methods ............................................... 2</td>
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<tr>
<td>Statistics ................................................................ 9</td>
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<tr>
<td>Cognate Area ....................................................... 0</td>
</tr>
<tr>
<td>Instructional Methods ............................................ 3</td>
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<tr>
<td>Electives .................................................................. 6</td>
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<tr>
<td>Total 76</td>
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The 12-credit hour certificate is available by completing the following courses: Hotel, Restaurant, and Tourism 523, 524, 435, 423.

GRADUATE COURSES

Hotel, Restaurant, and Tourism (514)

423 Marketing for Hospitality and Tourism (3) Marketing principles and practices specifically applied to the hospitality and tourism industry. Includes the analyses of various hospitality and tourism marketing strategies and the implications of those strategies. Develops the use of marketing tools as an integral part of the hospitality and tourism operation. Prereq: 210, 211, 224, 230 or consent of instructor.

435 Conventions and Meetings: Pursuit and Attainment (3) Discussion of types of conventions/meetings, roles of meeting planners, identifying decision makers, site selection, negotiating, budgeting, marketing and gaining commitment from group. Prereq: 210, 211, 390 or consent of instructor.

500 Thesis (1-15) P/NP only.

501 Professional Project (3-6) Application-oriented, capstone project to show competence in major academic area. Enrollment limited to hotel, restaurant and tourism students in non-thesis program. Prereq: Consent of instructor. May be repeated. Maximum 6 hours. Satisfactory/No Credit grading only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

510 Trends and Issues in Service Management (3) Examination of current and emerging trends and issues in the consumer product and services industry. Implications of trends and their managerial and strategic applications in services management. (Same as Recreation and Leisure Studies 510.)

523 Tourism Analysis (3) Trade theory and regional analysis methodologies applied to tourism and the service industry, including travel balance account, interregional transactions flow, economic impacts, environmental economics, demand theory and forecasting.

524 Tourism Destination Development (3) Relationship of economic theory and planning principles to tourism development. Includes the application of pre-feasibility analysis to tourism projects and the evaluation of various types of tourism and components of tourism.

532 Human Resource Management in Services Industry (3) Analysis of significant organizational processes and practices in management of human resources within consumer product and service industry.

534 Special Topics in Foodservice and Lodging Administration (1-3) Lecture/discussion format. Contemporary developments and trends in industry. Prereq: Consent of instructor. May be repeated.

535 Directed Study in Foodservice and Lodging Administration (1-3) Problems selected for study by student with guidance of faculty member. Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

537 Seminar in Foodservice and Lodging Administration (1) May be repeated. Satisfactory/No Credit grading only.

542 Advanced Hotel Administration (3) Strategic management of hotel organizations. Theoretical and applied literature on formulation and implementation of strategy: external and internal factors relevant for business and corporate level decisions. Consideration of role of marketing in hotel firms. Analysis of industry and case studies. Prereq: 531, 532.

547 Field Experience (3-9) Experience in food- or lodging-related industry or agency under supervision of faculty member. Prereq: Consent of instructor. Satisfactory/No Credit grading only.

600 Doctoral Research and Dissertation (3-15) P/NP only.

Retail and Consumer Sciences (865)

411 Entrepreneurship and Small Business Management (3) Concepts of entrepreneurship within single ownership and other business organizations; risk taking and risk management; management of small business; current issues and problems. Prereq: 210, Marketing 300, Accounting 202.
412 Direct Retail Methods (3) Use of direct selling methods to sell goods and services. Analysis of consumer and product/service types for integrated direct retail methods. Direct mail, catalogs, telemarketing, infomercials, and electronic commerce (internet). Prereq: 210, Marketing 300.

415 Retail Promotion (3) In-store promotional activities; development of retail promotion strategies; evaluation of retail promotions; supplementary focus on advertising and other methods to communicate in-store promotions. Prereq: 210, Marketing 300.

500 Thesis (1-15) P/NP only.

501 Professional Project (3-6) Application-oriented, capstone project to show competence in major academic area. Enrollment limited to retail and consumer sciences students in non-thesis program. Prereq: Consent of instructor. May be repeated. Maximum 6 hours. Satisfactory/No Credit grading only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

510 Retail Strategy and Decision Making (3) Strategy, strategic management and strategic process in retail sector. Analytical decision-making skills in retailing. Retail industry structure. International differences in retail systems. Prereq: Retail Management or equivalent.


538 Consumer Product and Service Development (3) Critical analysis of consumer product and service development process in services industry. Strategies for developing consumer products, services, programs, and service processes from conception to implementation and evaluation.

541 Consumer Analysis in Services Management (3) Analysis of consumer behavior in consumer products and services industry. Development of knowledge to positively impact services marketing organizations through marketing, environmental and product/services strategies based upon consumer behavior knowledge. Investigations of qualitative and quantitative methodologies to conduct elementary consumer research.

562 Research Methods (3) Fundamentals of science method, advancement of science, methodology and method of research. Issues and concepts of basic and applied research. Prereq: Statistics 531 or equivalent.

590 Research Seminar (1) Research topics in retail and consumer sciences. May be repeated. Satisfactory/No Credit grading only.

593 Directed Study (1-3) Individual problems in retailing and consumer sciences. Prereq: 9 hours retail and consumer sciences graduate coursework. May be repeated. Maximum 9 hours.

595 Special Topics in Retail and Consumer Sciences (1-3) Lecture, group discussion on specialized topics: retail industry structure, international trade, international retailing, consumer affairs, entrepreneurship, small business management, issues in retail management, issues in retail strategy, quality perception by consumers, product and service value, retailing to children, retailing and special populations, special research methods. Prereq: 9 hours graduate coursework. May be repeated. Maximum 9 hours.

600 Dissertation (3-15) P/NP only.

614 Theory in Retail Environment (3) Analysis and evaluation of theory in retail environment and its application to research in retailing. Prereq: 562 or equivalent.

615 Retail and Consumer Sciences Literature and Thought (3) Evaluation of retail and consumer sciences literature with emphasis upon research literature; development of scholarly thought, and identification of potential areas of further study. Prereq: 562 or equivalent.

616 Research Methods, Models and Measurement in Retail and Consumer Sciences (3) Quantitative and qualitative methods and analytical concepts in the research process. Formulation of models and measurement of consumer sciences constructs. Prereq: 562, Statistics 538 or equivalent.

625 Strategic Managerial Retailing (3) Decision-making orientation that integrates strategic framework components with preparation and analysis of specific retail case situations. Prereq: 510 or equivalent.

641 Retail Consumer Behavior (3) Theories and concepts from social science in relation to ultimate consumer’s behavior. Prereq: 541 or equivalent.

695 Advanced Topics in Retail and Consumer Sciences (3) Lecture, group discussion, individual research on advanced topics and research areas of current significance to retail and consumer sciences. Prereq: 9 graduate hours in consumer sciences. May be repeated. Maximum 9 hours.

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**Department of EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

[http://web.utk.edu/%7eeaps/](http://web.utk.edu/%7eeaps/)

**Olga Welch, Interim Head**

**Professors**

- Bogue, Grady, EdD .............................................. Memphis State
- Brewer, Ernest W., EdD ....................................... Tennessee
- McInnis, Malcolm, PhD ........................................ Florida State
- Mertz, Norma T., EdD ........................................... Columbia
- Petty, Gregory C., PhD ......................................... Missouri
- Ubben, Gerald C., PhD ........................................... Minnesota
- Welch, O., EdD ..................................................... Tennessee

**Associate Professors**

- Anfara, Vincent, PhD ............................................. New Orleans
- Norris, Cynthia, EdD ............................................. Tennessee

**Assistant Professor**

- Patterson, Faye E., EdD ......................................... Tennessee

**MAJORS**

- College Student Personnel .................................. MS
- Educational Administration ...................................... MS, EdS
- Educational Administration and Policy Studies ................ EdD

**DEGREES**

- Education ............................................................... PhD

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The Department of Educational Administration and Policy Studies participates in graduate programs leading to degrees, majors, and concentrations in:

- **Master of Science**
  - College student personnel major
  - Educational administration major
  - Leadership 21 concentration

- **Specialist in Education**
  - Educational administration major
  - Educational administration concentration

- **Doctor of Education**
  - Educational administration and policy studies major
  - Educational administration and policy administration concentration
  - Higher education concentration

- **Doctor of Philosophy**
  - Education major
  - Educational administration and policy studies concentration

The mission of the Department of Educational Administration and Policy Studies is to prepare entry-level and executive-level administrators for schools and colleges, and to prepare policy scholars to serve in these organizations and in state, regional, and national policy agencies associated with the educational and human service enterprise. The graduate degree programs in the department are designed to enrich the knowledge, skills and values requisite to effective leadership in educational practice settings. The department views leaders as stewards and servants of organizations; designers of the social and cultural climate in which we do our work; teachers who facilitate human growth and development; change agents who continually examine the effectiveness of their organizations; and conceptual provocateurs who challenge ideas and assumptions on which practice and policy are built.
The graduate programs in Educational Administration and Policy Studies focus on the preparation and development of administrative and instructional leaders who will serve in the diverse settings of schools and colleges, community and human service agencies, adult and continuing education organizations, and educational units of government.

FINANCIAL ASSISTANCE

The department offers a variety of scholarship and financial assistance opportunities for qualified students. Graduate assistantships are also available. For application forms and information about financial aid and other information about the graduate programs in Educational Administration and Policy Studies, write to the Department of Educational Administration and Policy Studies, The University of Tennessee, Knoxville, A325 Claxton Complex, Knoxville, Tennessee 37996-3430.

MASTER OF SCIENCE

The department offers the Master of Science with a major in college student personnel and the Master of Science with a major in educational administration.

College Student Personnel Major

The major in college student personnel (CSP) is a practitioner-oriented program that offers training in university administration. It is designed for individuals interested in entering higher education administration in those areas that serve students and lend support to the effective operation of higher education institutions. The program prepares students for a wide variety of positions including admissions, career planning and placement, academic advising, student activities, student records, residence life, development, alumni affairs, and athletics. Students in the program are encouraged to gain practical experience by participating in practica throughout the university as well as in local area colleges.

ADMISSION

Students are admitted to the college student personnel program each spring for matriculation in the fall. Prospective students must submit current GRE scores (within the last five years). In addition, the following information must be submitted to the departmental office by March 1: CSP Program Application Form (http://web.utk.edu/~collsp); 3 rating/reference forms; application to the Office of Graduate Admissions. It is recommended that all materials be submitted by February 15.

REQUIREMENTS

The college student personnel program requires a minimum of 36 hours including six hours of practicum experience. Students are required to complete either a thesis or problems in lieu of thesis as a culminating activity.

Educational Administration Major

The Leadership 21 concentration is offered under educational administration. In both content and process, the Leadership 21 curriculum is directed toward providing beginning practitioners with the best practice, knowledge and skills derived from the field and from research, and encourages transfer of these best practices into their work settings.

Leadership 21 Concentration

This concentration is designed to prepare school principals and supervisors for licensure in Tennessee and for success in their initial administrative assignments. Leadership 21 is an NCATE approved program that follows the Interstate School Leaders Licensure Consortium (ISLLC) Performance Standards and the National Policy Board for Educational Administration (NPBEA) recommendations for the knowledge, skills, and dispositions required today for school principals and administrators. The Leadership 21 program begins each year in the summer term. The four major themes of the program are as follows:

- Expansion of the knowledge base that forms the framework for leadership and a broader conceptualization of educational organizations
- Emphasis on the performance dimensions of the principalship and administration with particular attention given to the knowledge, skills, and dispositions underlying performance
- Integration of theory and practice
- Collaboration between universities and schools

ADMISSION

Applicants must complete the graduate and Leadership 21 application forms by March 15. A current GRE score is required for admission and a grade point average (GPA) of 2.7 or higher for undergraduat work or GPA of 3.2 or higher for prior graduate work is required. Applicants to the Leadership 21 concentration must possess a teacher license and three years teaching experience and must interview with an admission committee. Candidates for the educational administration major must possess leadership potential preferably demonstrated by previous leadership experience. Three rating forms must be provided with recommendations from three present or former employers that identify a candidate’s strengths, weaknesses, and leadership potential.

REQUIREMENTS

The MS with a major in educational administration requires a minimum of 36 hours of study including a site-based internship. A final comprehensive examination is required including the presentation of a professional portfolio. For licensure, students must pass an examination required by the State of Tennessee.

SPECIALIST IN EDUCATION

Educational Administration Major

The department offers a Specialist in Education degree with a major in educational administration. This degree is designed for those students who already possess a master’s degree. This degree may be used for the school administrator licensure (see admission and degree requirements under Leadership 21).

ADMISSION

Applicants must complete all applications forms by March 15. These include the School of Graduate Studies application and for those interested in licensure, the Leadership 21 application. A current GRE score is required for admission and a grade point average (GPA) of 2.7 or higher for undergraduate work or GPA of 3.2 or higher for prior graduate work is required. Three rating forms must be provided with recommendations from three present or former employers that identify a candidate’s strengths, weaknesses, and leadership potential.
REQUIREMENTS

Programs leading to the EdS with a major in educational administration require a minimum of 39 hours of study. A final comprehensive examination is required as is a culminating research paper or thesis depending on the program.

DOCTORAL PROGRAMS

DOCTOR OF EDUCATION

Educational Administration and Policy Studies

Major

DOCTOR OF PHILOSOPHY

Education Major

PROGRAM GOALS AND ACCENTS

Doctoral study in the Department of Educational Administration and Policy Studies is designed to prepare executive-level administrators in school, college, and human services settings and to prepare policy scholars for policy organizations related to education. The department offers the following degrees: Doctor of Education (EdD) and the Doctor of Philosophy (PhD) degree.

Doctoral study is designed (1) to accent the heritage of educational enterprise and its centrality to the strength of a democratic society, (2) to equip students with the disposition and skill to challenge the status quo and to engage in evaluative policy dialogue and scholarship regarding the role and performance of educational and workforce development/training organizations, (3) to link competence and conscience via the study of ethics and to exemplify in practice those values previously cited, (4) to emphasize involvement in and exposure to educational experiences with international import, and (5) to accent leadership as a conceptual, moral, and performing art built on reflective traffic between theory and practice.

The department places high value on community—a community of shared purpose and caring, of shared values and responsibility. The departmental Leadership Forum creates a regular and common opportunity for students and faculty to explore contemporary policy issues and to develop a community of scholarship. The Leadership Forum is an educational experience in which students, and faculty, learn to create and maintain community by holding competing impulses and ideas in balance—to revere heritage and to manage change, to honor access and to expect excellence, to insure rights and to call for responsibility, to respect competition and to esteem collaboration, to honor both service and profit motives.

ADMISSION

Students must submit the University of Tennessee, Knoxville, Graduate Application for Admission and the EAPS Application for Graduate Study. Admission applications must be accompanied by GRE scores from the past five years and three (3) letters of reference from those who know of the candidate’s leadership record and promise. An overall GPA of 3.3 in previous graduate study is required for admission to doctoral study, and an interview with the faculty may be required. Admissions decisions are made on a holistic basis to discern the candidate’s promise for doctoral study and to ascertain the match of the candidate’s educational goals with the resources and goals of the department.

REQUIREMENTS

The doctoral program involves approximately 48 semester hours beyond the master’s degree, completion of a comprehensive examination, completion of the residence requirement, and submission and defense of the doctoral dissertation. Core educational experiences in leadership and organizational theory, educational history/philosophy, ethics, and policy/research will be required of all doctoral students as outlined in the departmental Graduate Student Handbook and departmental brochures (Graduate Study in Educational Administration and Policy Studies). Core experiences are complemented by specialty study in two specializations (Educational Administration and Policy, Higher Education Administration) via selected courses in the college, in cognate work of departments outside the college, and in readings/independent studies/internship course experiences.

Admission to candidacy requires successful completion of a written and oral comprehensive examination as required by the School of Graduate Studies, and an overall GPA of 3.5 on all doctoral work is required to sit for the departmental comprehensive examination.

The department offers two School of Graduate Studies approved options for satisfying residence requirements: (1) full time enrollment in two consecutive semesters or (2) enrollment in the Leadership Forum (EAPS 606) for six consecutive semesters concurrent with enrollment in two 3-hour courses during those semesters.

GRADUATE COURSES

Educational Administration and Policy Studies (288)

455 Seminar in Student Leadership (1) Topics to be assigned. To develop knowledge and skills in leadership roles for resident assistants, student government leaders, student activities, and other student organizations. May be repeated. Satisfactory/No Credit or letter grade.

500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

503 Problems in Lieu of Thesis (2-3) May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

513 Administrative and Organizational Theory (3) Introduction to theoretical administrative and organizational foundations of management and leadership of educational programs and institutions.

514 Leadership Themes in Literature (3) Review and analysis of selected literature works—novels, biographies, poetry, plays, essays, personal letters and speeches, history—for lessons that enhance understanding of leadership role, values, and effectiveness.

515 Human Relations and Communication in Administration (3) Development and use of effective interpersonal communication skills and channels, intergroup relations, supportive work climates, personnel motivation, conflict management skills, and role of values, attitudes, and expectations in administration.

516 Research Methods (3) Descriptive, experimental, and quasi-experimental designs to help students without quantitative backgrounds to read and understand technical professional literature. Introduction to inferential statistics, needs assessments, and evaluation procedures.

518 Educational Specialist Research and Thesis (3) May be repeated. P/NP only.

523 Administration of Special Services (3) Legal, programmatic, and ethical responsibilities of educational administrators in design and implementation of special service programs within school settings. Special learner characteristics, program categories, service delivery models, and legal/ethical frameworks. Evaluation and full service delivery.

529 Politics and Public Relations in Education (3) School/community relations in political context of modern, complex society. Administrator and supervisory competencies: political, social, ethnic, cultural, and racial environments in which schools operate.
534 Program Evaluation in Education (3) (Same as Curriculum, Educational Research and Evaluation 534.)

535 Administrative Applications of Micro Computers (3) DOS, word processing, database management, spreadsheets, and computer communications. Review and development of specific administrative applications: scheduling, attendance, student record systems, and accounting.

536 Policy Issues in Higher Education Quality Assurance (3) Exploration of historic and contemporary approaches to definition and demonstration of quality in higher education and examination of contemporary policy issues related to quality assurance in colleges and universities.

537 Student Assessment in Higher Education (3) Outcome assessment in American higher education: origins of assessment policies, rationales for assessment policy and practice, constructs and outcomes typically assessed, methods for conducting assessment, and uses of assessment data. Philosophies, priorities, and values, recent assessment efforts in higher education.

542 The College Student and the Court (3) Legal precedent affecting student personnel services in public higher education. Student discipline, housing, dress, organizations, activities fees, tuition and related federal regulations.

543 American Higher Education in Transition (3) History, philosophy, purposes, functions, organizations and programs in American higher education.

544 School Finance and Business Management (3) For prospective building level administrators. Financial and logical management tasks and procedures in individual school setting.

548 Supervision and Personnel Administration (3) Basic supervisory and personnel concepts and related competencies at the micro-organizational level: interviewing, personnel planning, collecting and maintaining employee information, supervision of personnel, performance appraisal and staff development.

553 Strategic Planning (3) Processes for improving decision-making function through use of both quantitative and qualitative planning techniques. Policy analysis, CPM, PERT, Delphi.

554 Policy Issues in Educational Law, K-12 (3) Logical arrangement of case and statutory materials for public school administrators and teachers; problems concerning law and public education. Prereq: MS introductory core or consent of instructor.

560 Grant Writing and Project Management (3) Examines processes for identifying funding for research efforts, as well as writing grant proposals, negotiating with funding sources, implementing and maintaining funded programs, and closing out projects at the end of funding support.

570 Student Affairs Administration in Higher Education: Theory and Practice (3) Historical, philosophical and organizational perspective. Functional areas comprising field and major issues.

572 Student Development Theory and Practice in Higher Education (3) Theoretical framework of college student personnel services and practical application of theories of personal development, environment, applicable administrative theory, human development theory and evaluation assessment techniques.

574 The College Student (3) Critical examination of the characteristics and concerns of current college students in relation to the direction and provision of student services and student personnel administration.

577 Educational Statistics (3) Same as Educational Psychology 577. (Primary course is Educational Psychology 577.)

580 Internship in Educational Administration (3) Field experience in appropriate educational setting working directly with administrator. May be repeated up to 6 hours.

583 Educational Leadership—Principalship (3) Knowledge, skills and relationships for principals to be effective educational leaders. Simulation materials and field-based activities are used.

590 Special Topics (1-3) May be repeated.

592 Field Problems in Educational Administration and Supervision (3) Topic to be assigned. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.

593 Independent Study (1-3) Consent of instructor required. May be repeated. Maximum 9 hours. Satisfactory/No Credit or letter grading.

595 Seminar in School Leadership, K-12 (3) On-site study of quality school processes throughout the region. May be repeated. Maximum 6 hours. Satisfactory/No Credit or letter grade.

599 Internship in College Student Personnel (1-6) Prereq: Consent of instructor. May be repeated. Satisfactory/No Credit grading only.

600 Doctoral Research and Dissertation (3-15) P/NP only.

604 Seminar in Educational Administration and Policy Studies (1-4) Directed readings and research in educational administration. May be repeated. Maximum 6 hours. Satisfactory/No Credit grading only.

605 Advanced Seminar in Administrative Theory (3) Interdisciplinary seminar. Readings selected by faculty for research and scholarly value from early to current classic theoretical studies and current periodical literature in administrative and organizational theory.

606 Leadership Forum (2) Development of research, evaluation, policy analysis, and critical analysis of philosophical principles underlying American education. Continuous enrollment for 2 years, on-campus. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

610 Internship in Educational Administration (3) Opportunity for doctoral students and advanced graduate students to gain experience in performance of critical tasks of educational administration under supervision of practitioner and University representative. May be repeated at discretion of student’s committee. Maximum 12 hours. Satisfactory/No Credit grading only.

612 Modes of Inquiry (3) Various inquiry approaches to research in education: related philosophical, methodological and ethical considerations in research design and in the use of research findings. (Same as Educational Psychology 612.)

614 Statistics for Educational Administrators (3) An introductory statistics course that focuses on the application of statistical procedures to problems in educational administration. Included are: scales of measurement, hypothesis testing, and descriptive and inferential statistical techniques. Computer applications are explored.

615 Research Design (3) The foundations of designing, conducting, and evaluating quantitative, qualitative, and mixed-methods research and the philosophical assumptions underlying these approaches. Topics covered include: identifying a research problem, reviewing the literature, specifying a purpose, writing research questions and hypotheses, and collecting and analyzing data.

616 Research Methods (3) The techniques of multiple regression, analysis of covariance, and multivariate analysis as applied to problems in educational administration. Computer applications are explored. Prereq: 614.

617 Case Study Methods in Educational Research (3) Methods, techniques and strategies consistent with case study approaches to inquiry in educational and related settings. Prereq: 615.

619 Administration and Governance of Higher Education (3) Trends, structure and process of collegiate governance. Development of understanding of administrative theory and practice in higher education.

629 Seminar in Policy Issues in Education (3) Local, state, and federal education policy: theory analysis, development and implementation. Why education policy is changing rapidly, ways to follow and influence education policy, and conceptual frameworks to use for future understanding.

640 Policy Issues in College and University Law (3) Legal precedent affecting organizations, administration, and finance of higher education. Academic freedom, faculty termination, religion, tort liability, administrative law, academic due process and affirmative action in employment.

645 Curriculum and Instruction in Higher Education (3) Examination of teaching, learning and curriculum in higher education.

646 Personnel Administration (3) Personnel administration functions for professional and supporting staff in educational organizations. Recruitment, selection, placement, personnel policies, employee wage and salary administration, fringe benefits, collective negotiations, human relations, staff development, and staff evaluation.

650 Fiscal Policy Issues in Higher Education (3) Revenue sources, appropriation process, budget procedures, cost analysis, and fiscal management in public and independent colleges and universities.

656 Legal Issues in Education (3) School law; constitutional foundations as they relate to public education at state and local levels.

658 Conflict Management (3) Social conflict and its management. Causes of interpersonal, intergroup, and organizational conflict, skills and strategies used to manage conflict, conflict management models associated with different sectors of human activity, and current organizational practices for managing destructive conflict.

670 Values and Ethics in Educational Leadership (3) Examination of moral and ethical dimensions of the work of educational leaders.

680 Administration of Complex Organizations (3) Concepts and theoretical formulations to understand, analyze, evaluate, and change complex educational programs and organizations.

690 Special Topics (1-3) May be repeated.

693 Independent Study (1-3) May be repeated. Satisfactory/No Credit or letter grade.
Department of
EDUCATIONAL PSYCHOLOGY AND COUNSELING

http://web.utk.edu/%7Eedpsych/

R.S. McCallum, Head
William A. Poppen, Graduate Liaison

Professors
Brockett, R., PhD ..................................................... Syracuse
George, T., EdD .......................................................... Tennessee
Greenberg, K., PhD ..................................................... George Peabody
Huck, S., PhD .......................................................... Northwestern
Kronick, R., PhD .......................................................... Tennessee
McCallum, R.S., PhD ..................................................... Georgia
McClam, T., PhD .......................................................... South Carolina
Peters, J., EdD ........................................................... North Carolina State
Peterson, M., PhD ......................................................... Ohio State
Skinner, C., PhD .......................................................... Lehigh
Thompson, C., PhD ....................................................... Ohio State
Williams, R., PhD ......................................................... George Peabody
Woodside, M., EdD ...................................................... Virginia Tech

Associate Professors
Bain, S., PhD .......................................................... Southern Mississippi
Studer, J., EdD .......................................................... Toledo
Ziegler, M., EdD .......................................................... Columbia

Assistant Professors
Conwill, W., PhD ..................................................... Stanford
Diambra, J., EdD ........................................................ William & Mary
Paulus, T., PhD ........................................................ Indiana
Skinner, A., PhD ........................................................ Mississippi State

Research Professors:
Casell, J., PhD ........................................................ Kansas
Colvin, C., EdD ........................................................ Virginia
Mulkey, S., PhD ........................................................ Florida State

MAJORS DEGREES
Counseling ............................................................... MS
Educational Psychology ............................................... BS
School Counseling ................................................ EdS
School Psychology ................................................ EdS
Educational Psychology and Counseling ................... EdD
Education ............................................................... PhD

The Department of Educational Psychology and Counseling offers graduate programs leading to degrees, majors, and concentrations in:

Master of Science
   Educational psychology major
   Adult education concentration
   Applied educational psychology concentration
   Counseling major
   Mental health counseling concentration
   Rehabilitation counselor education concentration
   School counseling concentration

Educational Specialist
   School counseling major
   School psychology major

Doctor of Education
   Educational psychology and counseling major
   Collaborative learning concentration

Doctor of Philosophy
   Education major
   Counselor education concentration
   Educational psychology concentration
   School psychology concentration

EDUCATIONAL PSYCHOLOGY

ADULT EDUCATION PROGRAM

http://web.utk.edu/~adulted/

The adult education program is designed for those interested in providing learning opportunities for adults. It is intended for educators of adults in a wide range of settings such as adult literacy, continuing higher education, business and industry, government and community-based organizations, volunteer agencies, and professional and staff development programs. The program prepares individuals for such roles as program planner, instructor, trainer, and administrator. Degrees offered are the Master of Science and Doctor of Philosophy.

MASTER OF SCIENCE
Educational Psychology Major • Adult Education Concentration

REQUIREMENTS

The master’s program involves a minimum of 36 hours of coursework (except for the thesis option, which is 33 hours minimum). Programs typically consist of the following:

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tr>
<td>1</td>
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<td>3</td>
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<td>12+</td>
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</table>

1Educational Psychology 513, 520, 521, 522, 525.
2 Options could include: Educational Psychology 550; Cultural Studies in Education 560, 561; Curriculum, Educational Research, and Evaluation 580; Educational Administration and Policy Studies 516; Educational Psychology 530.
3This category will include coursework outside of educational psychology that provides a more specialized focus to the program or as a complement to current professional competencies. Some examples of possible supporting areas include: higher education, counseling, educational administration and supervision, cultural studies, sociology, psychology, human resource development, and agricultural and extension education.

Remaining Coursework

Remaining coursework can be taken in a combination of electives within adult education or coursework in related areas. Examples of courses in Educational Psychology that meet this expectation include: Educational Psychology 460, 504 (recent examples have included Multicultural Perspectives in Adult Education, Learning in the Workplace, and Writing for Professional Publication), 509, 510, 514, 515, 516, 523, 524, 527, 528, 529, 573, 574.

Comprehensive Examination/Thesis

Most students opt to write a comprehensive examination. This involves preparing written responses to questions from the student’s graduate committee. Typically, these are done in a take-home format. However, a thesis option is also available. The thesis is an original piece of research. Students who opt to write a thesis register for 6 hours of Educational Psychology 500. The final document is presented to the student’s graduate committee and discussed in an oral examination with the committee.
DOCTOR OF PHILOSOPHY
Education Major • Educational Psychology
Concentration • Adult Education Specialization

REQUIREMENTS

The PhD specialization in adult education involves a minimum of 79 hours of study beyond the master’s degree. This includes at least 55 hours of coursework and 24 hours of dissertation. These hours are distributed as follows:

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Concentration</th>
<th>15</th>
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<tbody>
<tr>
<td>Specialization</td>
<td>9</td>
<td></td>
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<tr>
<td>Research</td>
<td>15</td>
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<td>PhD Core</td>
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<td>Cognate</td>
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The concentration consists of courses selected from various areas within Educational Psychology and Counseling, which can include selected courses in adult education. Courses for the specialization are from adult education courses such as those listed under the master’s degree requirements and electives. To meet the research requirement, students take courses that provide them with knowledge and skills in both quantitative and qualitative research methods. The PhD core consists of a seminar in the specialization along with courses listed elsewhere in this catalog. At least 6 hours must be taken in a cognate area outside the College of Education, Health, and Human Sciences. Finally, dissertation hours are taken after all or most coursework is completed; once begun, students must register for a minimum of 3 hours until the dissertation is completed.

APPLIED EDUCATIONAL PSYCHOLOGY PROGRAM

http://web.utk.edu/~edpsych/grad/app_ed_psych/default.html

The applied educational psychology program is designed for individuals who seek to provide professional leadership in promoting and facilitating learning and/or its measurement. It offers two degree programs: Master of Science with a major in educational psychology and Doctor of Philosophy with a major in education (concentration in educational psychology, specialization in applied educational psychology).

MASTER OF SCIENCE
Education Psychology Major • Applied Educational Psychology Concentration

This master’s program focuses on concepts, principles, techniques and models of educational psychology as they are used to facilitate teaching and learning and the creation of effective classroom environments for learners of all ages. The program includes traditional themes in educational psychology (e.g., human development, learning principles, assessment, and psychoeducational intervention). It is unique in its focus on meeting the needs of nontraditional and underachieving learners from birth through adulthood through the use of cognitive education interventions.

The master’s program may be used as a stepping stone for entering a doctoral program in educational or school psychology or as an additional preparation for functioning in an educational role in schools, mental health centers, and business programs devoted to personal and professional development. The faculty members in the Department of Educational Psychology and Counseling are committed to the creation and study of environments that enhance learning potential and promote lifelong learning for people of all ages, abilities, and backgrounds.

REQUIREMENTS

Students complete 36 hours beyond the baccalaureate degree. A minimum of 24 hours must be at the 500 level or higher. At least 6 hours must be taken outside the department. Students must choose between thesis and non-thesis options. Thesis students take 6 thesis hours toward the 36-hour program in lieu of electives. Approved courses and an additional program requirement are listed below. Equivalent courses may be substituted with the consent of the program committee.

The courses related to human development help students explore the role of development in learning for more and less successful learners. The courses related to learning principles provide an opportunity to compare behavioral and cognitive learning theories in depth and other theories in comparison. Students may study characteristics of adult learners as well as children. The emphasis is on comparing individual and collaborative learning principles. Students will explore statistics and research from a conceptual perspective. The research courses provide an overview of assessment concepts, approaches, and issues. The courses related to intervention include exploration of approaches for meeting the needs of nontraditional and underachieving students, program development and facilitation of adult learning, self-management and reflective practice, and facilitation of group change.

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<tr>
<td>PhD Core</td>
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<tr>
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<tr>
<td>Cognate</td>
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</table>

1Core Requirements : 3
2Human Development : 6
3Learning Principles : 9
4Research and Assessment : 6
5Intervention : 6
6Thesis or Electives (non-thesis) : 6

Total : 36

1Educational Psychology 507. AEP/MS Colloquium Meetings (no credit, attendance required at three sessions per semester).
2Educational Psychology 510, 522; Psychology 511.
3Educational Psychology 515, 671; Psychology 560.
4Counselor Education 525 and either Educational Psychology 550 (required of non-thesis option students) or 577 (required of thesis option students).
5Educational Psychology 572, 573, 574.

DOCTOR OF PHILOSOPHY
Education Major • Educational Psychology
Concentration • Applied Educational Psychology Specialization

The applied educational psychology program provides study for students with varying interests in the areas of human learning and development or statistics and measurement. Doctoral students selecting the first area of emphasis focus on acquisition and participatory theories of learning and development and the role of the teacher/mediator of learning experiences. Doctoral students selecting the second area of emphasis focus on quantitative methods, research design, and test construction.

This program involves a community of learners in which beginning students, advanced students, and faculty members come together regularly to share with and learn from one
another. The cornerstone of this program is a seminar attended by all students (for their first three years) as well as the program’s faculty members. Collaboration on research projects, group trips to professional meetings, and social events also help to create the sense that “I belong; others care about me; and everyone benefits from the group’s array of skills, knowledge, background, and contacts.”

**REQUIREMENTS**

Regardless of his/her area of emphasis, each student completes 98 hours beyond the baccalaureate degree. These hours are distributed across the following categories:

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Concentration Core</th>
<th>Specialization</th>
<th>Research</th>
<th>PhD Core</th>
<th>Cognate</th>
<th>Dissertation</th>
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The concentration core provides a grounding in educational psychology, with required courses such as psychology of learning, theories of human development applied to education, and formal measurement. The specialization involves 12 hours of the doctoral seminar in applied educational psychology, 3 hours of facilitating group change, and 12 hours reflecting the student’s area of emphasis. For students with the learning/development emphasis, course options include (but are not limited to) mediated learning theory, educational applications of cognitive learning theories, collaborative learning, and seminar in cognitive science. For students with the statistics/testing emphasis, course options include (but are not limited to) survey design and analysis, categorical data analysis, applied multivariate methods, and scale construction.

To meet the 15-hour requirement in research, students can elect to take a full set of courses that deal with quantitative methodologies (e.g., experimental design, seminar in applied psychometrics) or they can elect to take a full set of courses that deal with qualitative methodologies (e.g., phenomenology, ethnography) or they can elect to take a mix of these courses.

The cognate requires a minimum of two courses outside the College of Education, Health, and Human Sciences. Many students set up their cognate to be psychology or statistics, although other cognates are possible.

The requirements/options for the PhD core are listed elsewhere in this catalog, as are the requirements for the 24 hours of dissertation.

**COUNSELING PROGRAMS**

The programs within the counseling area prepare individuals as professional counselors and counselor educators in community mental health, human service and rehabilitation agencies, educational institutions, and private practice, government, business and industrial settings. The courses of study focus on professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. The degrees offered are Master of Science with a major in counseling (concentrations in mental health counseling, rehabilitation counselor education, and school counseling); Specialist in Education with a major in school counseling; Doctor of Philosophy with a major in education (concentration in counselor education). Each degree leads to counseling licensure.

The mental health counseling and school counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The graduate program in Rehabilitation Counselor Education (RCE) is service oriented and is accredited by the Council on Rehabilitation Education (CORE): it leads to certification from the Commission on Rehabilitation Counselor Education (CRCC).

**MASTER OF SCIENCE**

**Counseling Major • Mental Health Counseling Concentration**

The master’s program in mental health counseling (60-semester hours) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program requires a 900-hour internship in the community during the second year to prepare students for practice. Students in the mental health counseling concentration complete a program of study, which includes core courses, clinical courses, and electives. A thesis option is available. Through careful selection of electives and individualized programming, students are able to develop the skills to work in settings that emphasize alcohol and drug abuse, services to children, youth, families, and the elderly, and career development, employment, and correctional counseling. Graduates of the program will receive endorsement for licensure as a licensed professional counselor with mental health service provider designation (LPC) and for board certification by the National Board of Certified Counselors (NBCC).

**REQUIREMENTS**

**Year 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
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<td>Counselor Education 431</td>
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<tr>
<td>Counselor Education 525</td>
<td>3</td>
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<td>Counselor Education 551</td>
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<tr>
<td>Counselor Education 550</td>
<td>3</td>
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<tr>
<td>Psychology 512</td>
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<tr>
<td>Counselor Education 500 or electives</td>
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</tbody>
</table>

**Year 1 Total** 30

**Year 2**

<table>
<thead>
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<th>Course</th>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Counselor Education 521</td>
<td>3</td>
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<tr>
<td>Counselor Education 535</td>
<td>3</td>
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<tr>
<td>Counselor Education 552, 553</td>
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<td>Counselor Education 559</td>
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<td>Psychology 672</td>
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</tr>
<tr>
<td>Counselor Education 651</td>
<td>3</td>
</tr>
</tbody>
</table>

**Year 2 Total** 30

**Total program hours** 60

**MASTER OF SCIENCE**

**Counseling Major • Rehabilitation Counselor Education Concentration**

The purpose of rehabilitation training programs is to ensure that skilled personnel are available to serve the rehabilitation needs of individuals with disabilities assisted through vocational rehabilitation (VR), supported employment and independent
living programs. The University of Tennessee, Knoxville, graduate concentration in rehabilitation counselor education is designed to prepare students for professional careers as clinicians in the field of rehabilitation counseling. The rehabilitation counselor education concentration is service-oriented and includes practica and internship experiences. Completion of the 2 year (16 month) program culminates in a Master of Science degree. The program is fully accredited by the Council on Rehabilitation Education (CORE).

Students may be admitted to the program either full-time or part-time. Full-time students admitted to the program follow a sequence of courses that facilitates degree completion in 16 months. The first (fall) and third (summer) semesters are didactic in nature, but the second semester adds an experiential component under Rehabilitation Counselor Education 547. The final (fall 2) semester is experiential, with students working full-time to fulfill the 600-hour requirement of Rehabilitation Counselor Education 549.

Students who are interested in working with people who are deaf or hard of hearing may choose the optional deafness focus area for their Rehabilitation Counselor Education master’s program. This allows individuals who have bachelor degrees in deafness related fields to expand their competencies to serve rehabilitation consumers who are deaf or hard of hearing. Interested students must have knowledge of American Sign Language. Contact Terry Osborne at the Center on Deafness (COD) for details: (865) 974-4147 (voice/TTY).

REQUIREMENTS

The following is the recommended course of study for full-time rehabilitation counselor education concentration students:

### Fall 1
- Counselor Education 431
- Rehabilitation Counselor Education 530, 543, 545, 592, 549 (second year students only)

### Spring 1
- Educational Psychology 550
- Rehabilitation Counselor Education 547, 532, 537, 579, 549 (second year students only)

### Summer 1
- Rehabilitation Counselor Education 533, 579, 570
- Counselor Education 554, 549 (second year students only)

### Fall 2
- Rehabilitation Counselor Education 549 (second year students only)

Students are admitted to rehabilitation counselor education classes upon program admission only. All rehabilitation counselor education courses, with the exception of Rehabilitation Counselor Education 549, are offered only one semester per year. Students who are admitted to the program must meet with an advisor each semester to plan their studies.

Program Contacts
- Dr. Amy L. Skinner, LPC, CRC, NCC Program Coordinator, askinner@utk.edu
- LeeAnn R. Grubbs, CRC, Instructor and Recruitment Coordinator, lgrubbs@utk.edu
- Terry Osborne, Instructor and Deafness-Focus Area Advisor, osborne@utk.edu

### MASTER OF SCIENCE

Counseling Major • School Counseling Concentration

The master’s program in school counseling (48 hours) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The purpose of the program is to develop graduates who will assume the major responsibilities of a counselor within elementary and secondary schools. Applicants for degrees in this field must present satisfactory evidence of academic ability, adequacy of personal characteristics and goals as determined by recommendations of employers, instructors, and colleagues, and by scores of the aptitude portion of the Graduate Record Examination. The program requires a 600-hour internship in a school site during the second year to prepare students for practice. Students enrolled complete a program that includes core courses, clinical courses, and electives. Those applicants who have not had teaching experience may be required to complete additional classes. Graduates will fulfill the license requirements for Pre-K-12 School Counseling in Tennessee and in most states of the United States although some states may have additional experience and testing requirements.

#### REQUIREMENTS

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education 431</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 525</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 550</td>
<td>3</td>
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<tr>
<td>Counselor Education 551</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 552, 553</td>
<td>6</td>
</tr>
<tr>
<td>Educational Psychology 550</td>
<td>3</td>
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</table>

#### Year 1 Total 24

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education 555</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 561</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 570</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology 510</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology 515</td>
<td>3</td>
</tr>
<tr>
<td>Theory and Practice in Teacher Education 470</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year 2 Total 24

#### Total Program Hours 48

### SPECIALIST IN EDUCATION

School Counseling Major

The Specialist in Education program in school counseling is a post master’s program designed to provide advanced training for school counselors and others with a master’s degree in a related area. Graduates must complete at least 60 hours beyond the bachelor’s degree. Applicants for degrees in this field must present satisfactory evidence of academic ability, adequacy of personal characteristics and goals as determined by recommendations of employers, instructors, and colleagues, and by scores of the aptitude portion of the Graduate Record Examination. The program can serve the educational needs of the following: experienced counselors whose original training predated many recent advancements in counseling; students holding a master’s degree in guidance but wanting additional training; individuals who wish to shift from one setting or level of counseling to another; and students from related areas who want to enter the school counseling profession.
Those applicants who have not had teaching experience may be required to complete additional classes. Graduates who desire to fulfill the license requirements for K-12 School Counseling in Tennessee and in most states of the United States are required to fulfill all the requirements for a licensure endorsement. (Students without a license in school counseling are required to complete those requirements before obtaining the EdS with a major in school counseling.)

For a student with a School Counselor License, the Specialist in Education program requires 22 semester hours beyond the master’s. The program is individualized and planned by the student and a faculty committee. A minimum of six hours is required from outside the counselor education program. Please refer to the current Graduate Catalog for general information on the EdS.

**REQUIREMENTS**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counseling Core</td>
<td>13</td>
</tr>
<tr>
<td>Courses outside the program area (6 hours of electives)</td>
<td>6</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total program hours</td>
<td>22</td>
</tr>
</tbody>
</table>

1 Counselor Education 504, 555, 570, 650, 659.

**DOCTOR OF PHILOSOPHY**

**Education Major • Counselor Education Concentration**

The doctoral concentration in counselor education at the University of Tennessee, Knoxville, is designed to prepare experienced counseling professionals to advance their careers in the education and supervision of counselors. The doctoral program is for those students who have completed a master’s degree in counseling or counseling-related fields who aspire to one of the following careers:

- college, university, or community college teaching positions in Counselor Education or related fields
- supervisory positions in schools, community agencies, state departments of education
- counseling positions in student development programs and counseling centers in higher education
- private mental health counseling/consultation practice employee assistance positions

The doctoral program requires a minimum of three full years of study beyond the master’s degree. The PhD concentration in counselor education will seek accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of the PhD concentration in counselor education will receive endorsement for licensure as professional counselors and/or licensure as school counselors, if licensure has not been received prior to entering the doctoral program.

**REQUIREMENTS**

Coursework for the program in counselor education includes the following:

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Specialization (not counselor education)</td>
</tr>
<tr>
<td>Cognate</td>
</tr>
</tbody>
</table>

**EDUCATIONAL PSYCHOLOGY AND COUNSELING**

**COLLABORATIVE LEARNING PROGRAM**

http://web.utk.edu/~edpsych/grad/collab_learning/default.html

The collaborative learning program addresses the advanced educational needs of professionals working in a variety of settings including business, government, higher education, and non-profit organizations. Participants study the collaborative learning process and engage in action research in the context of their own professional practices. The program offers the Doctor of Education with a major in educational psychology and counseling (collaborative learning concentration). A cohort of doctoral students is admitted every other year.

**DOCTOR OF EDUCATION**

**Educational Psychology and Counseling Major • Collaborative Learning Concentration**

**REQUIREMENTS**

Doctoral students in the collaborative learning concentration are expected to complete a minimum of 93 hours of graduate credit above the baccalaureate degree. Required is a two-year residency, defined as a minimum of 6-9 credit hours of course work in each of six consecutive semesters, including summer terms. These hours are distributed among the following categories:

- **Concentration Core in Educational Psychology (15 hours).**

  The concentration core consists of a minimum of one course in the area of Collaborative Learning and one course from each of the other specializations in Educational Psychology: Adult Education and Applied Educational Psychology.

- **Specialization Core in Collaborative Learning (24 hours).**

  The specialization core consists of four courses in the area of Collaborative Learning plus the doctoral seminar. Educational Psychology 630 Doctoral Seminar in Collaborative Learning is taken on a continuous basis, beginning with the first semester of the student’s residency and culminating at the end of the second year of residency, excluding summers. Three credit hours are awarded per semester for a total of 12 hours of credit.
• Related Studies (30 hours).
The related studies component incorporates three areas of study:
• Research Methods (12 hours).
This set of courses normally includes courses in qualitative and quantitative research methods and statistics. Educational Psychology 530, Methods of Collaborative Inquiry is required.
• Cognate (6 hours).
Courses taken in an area outside the major area of study.
• Supporting Area (12 hours).
Additional courses of the student’s choice that support his or her program emphasis.
• Dissertation Research (24 hours).
The focus of the student’s dissertation research is his or her own professional practice and therefore must involve some form of action research methodology.

SCHOOL PSYCHOLOGY
http://web.utk.edu/~edpsych/grad/school_psych/default.html.

The school psychology programs are based on a data-based decision making model and offer advanced training in psychological, educational, and professional foundations including training in assessment, research, consultation, and intervention. We offer two degree programs, the Specialist in Education and the Doctor of Philosophy. The school psychology programs are accredited or approved by the relevant bodies including the American Psychological Association (APA), the National Association of School Psychologists (NASP), the National Council for Accreditation of Teacher Education (NCATE), and the Tennessee Department of Education. Admission occurs once a year and materials are due by January 15.

SPECIALIST IN EDUCATION
School Psychology Major

Every school psychology student is expected to meet the University of Tennessee, Knoxville, school psychology training programs knowledge and skill requirements. Opportunities for students to meet these requirements will occur in the classroom and during field experiences. The school psychology faculty, along with current and previous students, practica and internship supervisors, and various other groups who help ensure quality control within our training programs have contributed to the development of our curricula. Various accrediting and curricula oversight agencies (i.e., NASP, SDE-Tennessee; the University of Tennessee, Knoxville, PhD Coordinating Committee; and the University of Tennessee, Knoxville, Graduate Admissions) have their own specific goals and objectives. The School Psychology Handbook, published by the Educational Psychology and Counseling Department describes how the University of Tennessee, Knoxville, school psychology training programs meet the goals and objectives of these various training groups. The University of Tennessee, Knoxville, program is designed to provide graded, sequential, and hierarchical training across the following areas: professional school psychology, consultation and intervention, assessment, research and statistics, psychoeducational core, and field experience and professional practice.

REQUIREMENTS

<table>
<thead>
<tr>
<th>Field and Practica Experiences by Semester</th>
<th>Years 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research in the Schools or with Children</td>
<td>(75 hours); Educational Psychology 655 (4-6)</td>
</tr>
<tr>
<td>Knowledge, Roles, and Functions</td>
<td>(75 hours); Educational Psychology 650; Supervised via 540 (fall); 655 (fall)</td>
</tr>
<tr>
<td>Introduction to consultation and intervention practices</td>
<td>(50 hours); Educational Psychology 650 supervised via 545</td>
</tr>
<tr>
<td>Develop consultation skills</td>
<td>(150 hours); Educational Psychology 546</td>
</tr>
<tr>
<td>Practice professional assessment skills (e.g., administration, interpreting, report writing)</td>
<td>(75 hours /semester); Educational Psychology 542</td>
</tr>
</tbody>
</table>

Total 425 hours structured field experience

Fourth Year, Fall and Spring

Educational Psychology 549 (9); knowledge and skill development and mastery (1200-1500 hours)

DOCTOR OF PHILOSOPHY
Education Major • School Psychology Concentration

Every school psychology student is expected to meet the University of Tennessee, Knoxville, school psychology training programs knowledge and skill requirements. Opportunities for students to meet these requirements will occur in the classroom and during field experiences. The school psychology faculty, along with current and previous students, practica and internship supervisors, and various other groups who help ensure quality control within our training programs have contributed to the development of our curricula. Various accrediting and curricula oversight agencies (i.e., APA, NASP, SDE-Tennessee; the University of Tennessee, Knoxville, PhD Coordinating Committee; and the University of Tennessee, Knoxville, Graduate Admissions) have their own specific goals and objectives. The School Psychology Handbook, published by the Educational Psychology and Counseling Department describes how the University of Tennessee, Knoxville, school psychology training programs meet the goals and objectives of these various training groups. The University of Tennessee, Knoxville, school psychology program is designed to provide graded, sequential, and hierarchical training across the following areas: professional school psychology, consultation and intervention, assessment, research and statistics, psychoeducational core, and field experience and professional practice.
REQUIREMENTS

1 Professional School Psychology .......................................................... 26
2 Consultation and Intervention ............................................................. 30
3 Assessment ......................................................................................... 27
4 Research and Statistics ........................................................................ 37-41
5 Psychoeducational Core ...................................................................... 48

Field and Practice Experiences by Semester Years 1-4
Research in the schools or with children (75 hours); Educational Psychology 655 (4-8)

First Year, Fall and Spring
Knowledge, roles and functions (75 hours); Educational Psychology 650 via 540 (fall); Educational Psychology 635 (spring)

Second Year, Fall
Introduction to Consultation and Intervention Practices (50 hours);
Educational Psychology 650 supervised via 545

Second Year, Spring
Develop Consultation Skills (150 hours); Educational Psychology 546

Third Year, Fall and Spring
Practice Assessment Skills (e.g., administration, interpreting, report writing—75 hours/semester); Educational Psychology 542

Total 425 hours Structured Field Experience

Fourth Year, Fall and Spring
Student Developed Plan (50-100 hours);
Educational Psychology 650 (3)

Total 475 hours Supervised Field Experience Prior to Internship

Fifth Year, Fall, Spring, and Summer
Practice, Development, and Mastery of Skills (2000 hours);
Educational Psychology 649 (9)

1 Educational Psychology 540, 635, 601(2), 650 (9), 649 (9).
2 Counselor Education 551; Group Processes and Change Option (3); Educational Psychology 515, 517, 545, 546, 516, 649 (9).
3 Educational Psychology 517; Counselor Education 525; Educational Psychology 541 (3,3); 542 (3,3); 649 (9).
4 Statistics 531; Statistics 532 or Cultural Studies in Education 561; Curriculum, Educational Research and Evaluation 561, 671; Educational Psychology 505, 655 (4-8), 600 (24).
5 Special Education 470; Psychology 420/565; Counselor Education 570; Psychology 461/561; Educational Psychology 690, 510, 650 (9), 649 (9); Family Studies Option (3); Curricula-Instruction Option (3); Social Basis of Behavior Option (3); Group Processes and Change Option (3).

GRADUATE COURSES
Counselor Education (255)

410 Sex Role Development: Implications for Education and Counseling (3) Theories and research: development of gender roles and their relevance to identity and behavior in socio-psychological, educational, and counseling settings. (Same as Women's Studies 410.)

431 Personality and Mental Health (3) Various perspectives of mental health with application to education and other social institutions. (Same as Educational Psychology 431.)

500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

503 Problems in Lieu of Thesis (2-3) May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

504 Special Topics (1-3) Instructor-initiated course offered at convenience of academic unit on topics of current interest. May be repeated. Maximum 15 hours. Letter or Satisfactory/No Credit grading.

518 Educational Specialist Research and Thesis (3) May be repeated. P/NP only.

521 Mental Health Consultation (3) Intended for advanced students in the helping professions, especially Mental Health Counseling. Its main goal is to prepare students for providing mental health consultation and collaboration in the field.

525 Formal Measurement in Education and Counseling (3) Principles of test construction and item analysis. Survey of standardized tests of intelligence, achievement, aptitude, vocational interest, attitudes and personality.

533 Ethical, Legal, and Professional Issues in Counseling (3) Professional practice issues in school and community counseling and related fields: education, research, standards of practice, credentialing, and policy. Prereq: Admission to counseling program or consent of instructor.

550 Foundations in School Counseling (3) History, philosophy, professional standards, counselor role in relation to school staff and mental health professionals, and ethics of profession.

551 Theory and Practice of Counseling (3) Philosophical bases of helping relationships; development of counselor and client self awareness; counseling theory/techniques.

552 Career Development: Vocational Theory, Research and Practice (3) Relationship of vocational theory, career development research and societal factors to life career roles.

553 Career and Educational Information Systems and Resources (3) Use of print and non-print materials: computer-based systems, for career and educational planning. Prereq: 552 or consent of instructor and Internet access account.

554 Group Dynamics and Methods (3) Theory and types of groups, descriptions of group practices, methods, dynamics, and facilitative skills, supervision of leadership skills. (Same as Psychology 567.)

555 Practicum in Counseling (3) Supervised practice and application of counseling skills with individual clients. Prereq: Admission to program, 431, 525, 551 and consent of instructor. May be repeated. Maximum 9 hours. (Same as Psychology 569.)

556 Orientation to Mental Health Counseling (3) Mental health counseling as profession: professional organizations, work settings, code of ethics, certification requirements, and role identity.

558 Internship in School Counseling (1-6) Supervised postpracticum employment at academic unit approved site. Prereq: 550 and consent of instructor. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

559 Internship in Mental Health Counseling (1-6) Supervised postpracticum employment at academic unit approved human services agency. Prereq: Admission to mental health counseling program, 555 and consent of instructor. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

561 Development and Operation of School Counseling Programs (3) Management of comprehensive school counseling programs to include needs assessment, program goals, resource identification, evaluations, and use of computer-based program management software. Prereq: 550.

565 Facilities of Technical Task Groups (3) Technical and social aspects of group dynamics in context of technical task groups. Application of counseling techniques to facilitation of workplace teams. Prereq: 551, 554, or consent of instructor.

566 Approaches to Family Intervention and Counseling (3) (Same as Child and Family Studies 566.)

570 Cross-Cultural Counseling: Theory and Research (3) Theory and research on issues and problems in counseling of clients from different cultural backgrounds in U.S. and abroad. (Same as Psychology 574.)

580 Case Management Process in Mental Health Counseling (3) Introduction and application of knowledge and skills of the case management process: assessment, planning, and service provision/coordination.

585 Seminar in Gerontology (1) (Same as Educational Psychology 585; Exercise Science 585; Health 585; Nursing 585; Public Health 585; Social Work 585; Sociology 585.)

593 Independent Study (1-3) May be repeated. Satisfactory/No Credit or letter grade.

600 Doctoral Research and Dissertation (3-15) P/NP only.

601 Professional Seminar (1) (Same as Educational Psychology 601.)

602 Directed Research (1-3) Instructor- or student-initiated group investigation of empirical and theoretical problems in educational and counseling psychology. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

604 Special Topics (1-3) Instructor-initiated courses offered at convenience of academic unit on topics of interest. May be repeated. Maximum 15 hours. Satisfactory/No Credit or letter grade.

625 Advanced Study in Personality (3) (Same as Psychology 625.)

635 Ethical, Legal, and Professional Issues in Psychology (3) (Same as Educational Psychology 635; Psychology 635.)

650 Seminar in Counselor Education (3) Professional issues related to role and function of counselor educator. Prereq: Admission to doctoral program in counselor education.
651 Reality Therapy and Grief Counseling (3) Seminar in theory & practice of reality therapy and grief counseling for advanced graduate study. Prereq: 551 or permission of instructor.

565 Practicum in Counselor Education (3) Supervised practice and application of counseling skills with clients. Prereq: Admission to counselor education program and consent of instructor. May be repeated. Maximum 6 hours.

659 Internship in Counselor Education (1-6) Supervised experience in departmentally approved counseling, teaching, supervision, or consultation internships. Prereq: Admission to counselor education doctoral program and consent of the instructor. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

660 Advanced Theory and Practice of Counseling (3) An in-depth exploration of theories of human nature and the practice of counseling. Prereq: Admission to the PhD program or permission of instructor.

665 Group and Systems Theory and Interventions (3) Exploration of group and family systems theory, preparation as practitioners in facilitation of counseling and task groups, and examination of counseling and psychotherapy interventions applicable to group dynamics. Prereq: Admission to the PhD program or permission of instructor.

670 Theory and Practice of Counseling Supervision and Consultation (3) Theory of counseling supervision and consultation, supervision of entry-level counselors, and agency consultation. Prereq: Admission to the PhD program or permission of instructor.

671 Personality and Vocational Assessment (3) (Same as Psychology 667.)

675 Theory and Practice of University Teaching In Counselor Education (3) Emphasis on teaching and learning theories and classroom applications in the preparation of future mental health, school, and rehabilitation counselors. Prereq: Admission to the PhD program or permission of instructor.

693 Independent Study (1-3) May be repeated. Satisfactory/No Credit or letter grade.

Educational Psychology (310)

431 Personality and Mental Health (3) (Same as Counselor Education 431.)

460 Self-Management in the Helping Professions (3) Applications of self-management strategies to career, social, emotional, and health domains for both helping professionals and their clientele. Prereq: Introductory course in psychology or consent of instructor. Satisfactory/No Credit or letter grade.

500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. Satisfactory/No Credit grading only.

503 Problems in Lieu of Thesis (2-3) May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

504 Special Topics (1-3) Instructor-initiated course offered at convenience of unit on topics of current interest. May be repeated. Maximum 15 hours. Satisfactory/No Credit or letter grade.

505 Quasi-Experimental and Single-Subject Design Research (3) History, theory and research design techniques used to examine cause and effect relationships during applied psychoeducational research. Focus on controlling threats to internal validity through research design.

507 Survey of Educational Psychology (3) Historical developments and current issues; analysis of concepts, principles, techniques and models as they are used to facilitate teaching and learning and the creation of effective educational environments.

509 Internship in Adult Education (3) Practical field experiences in selected settings under supervision of practitioner and departmental representative. Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

510 Psychological Theories of Human Development Applied to Education (3) Theory and research on emotional, social, and intellectual development over life span with applications to educational and therapeutic settings.

513 Reflective Practice in Education and Psychology (3) Concepts, theories and processes of reflective practice applied to educational settings.

514 Individual Study in Adult Education (3) Prereq: Consent of supervising instructor. Approval form must be completed in office of unit head. May be repeated. Maximum 6 hours.

515 Educational Applications of Behavioral Theories of Learning (3) Behavioral theories and research, conditioning, observational learning, and ethological learning as systems apply to student motivation, discipline and learning.

516 Educational Applications of Cognitive Learning Theories (3) Cognitive theory and research, social learning, attribution and information processing as applied to education.

517 Direct Assessment and Interventions for Academic Skills Deficits (3) Theory, techniques and procedures shown to prevent and remedy academic skills deficits: curriculum-based assessment and direct intervention procedures.

518 Educational Specialist Research and Thesis (3) May be repeated. P/NP only.

520 Survey of Adult Education (3) Historical development, philosophies of adult education agencies, associations, programs, issues, and literature illustrating process of adult education and diversity of continuing education. Prereq: Consent of instructor.

521 Program Development and Operation in Adult Education (3) Theories and methods from research to practice in planning and operating adult education programs. Prereq: Consent of instructor.

522 Adult Development (3) Theory and research in adult development and change over lifespan and its implications for adult learning in formal and informal contexts.

523 Post-Secondary Education for Adults (3) History, evolution, philosophy, structure and functions of post-secondary, sub-university institutions, their Programs and clientele. Prereq: Consent of instructor.

524 Continuing Professional Education (3) Theories and concepts supporting design and management of educational programs for adults in professions. Prereq: 520 or equivalent.

525 Characteristics of Adult Learners (3) Key characteristics of adult learners, current theory and research on adult learning, and implications for teaching and learning concepts.


527 Controversies in Adult Education (3) Controversies confronting the field of adult education; development of critical analysis skills by looking at controversies from different perspectives.

528 Psychology of Aging (3) Theory and research of aging and gerontology related issues: psychological and related physiological changes that occur in later life stages of human development. Implications for treatment programs and policy.

529 Facilitating Adult Learning (3) Theory, research, and practice related to working with adults in teaching-learning situations.

530 Methods of Collaborative Inquiry (3) Philosophical and theoretical frameworks for designing and conducting collaborative inquiry projects. Practice in conducting research.

540 Seminar in School Psychology (3) Essentials of theory and practice of school psychology as professional specialty. Consideration of history and current issues in school psychology.

541 Psychoeducational Assessment (3) Direct, psychometric and naturalistic assessment methods in learning environments. Prereq: Admission to school psychology program or consent of instructor, and Counselor Education 525 or equivalent. May be repeated. Maximum 6 hours.

542 Practicum in Psychoeducational Assessment (3) Application of assessment skills to clients in learning environments. Coreq: 541 or consent of instructor. May be repeated. Maximum 6 hours. Satisfactory/No Credit grading only.

545 Psychoeducational Consultation (3) Use of two and three-person models of consultation in educational and therapeutic settings based on behavioral, ecological, social learning and cognitive-behavioral theories.

546 Practicum in Consultation (3) Application of consulting skills to educational settings. Prereq: 545.

549 Internship in School Psychology (1-6) Supervised employment in unit approved school psychology internship sites. Prereq: Enrollment in school psychology program and consent of instructor. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

550 Statistics and Research Design: Conceptual (3) Consumer-oriented, conceptual treatment of statistics, research design, and quantitative basis of testing.

560 Discipline and Conflict Resolution (3) Applications of major models of discipline and conflict resolution strategies in development of constructive atmosphere for classroom learning.

569 Internship in Educational Psychology (3) Supervised employment in unit approved educational psychology internship sites. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.
572 Cognitive Education: Models and Approaches (3)
Models and approaches in field of cognitive education: research and theoretical support for various program components, critical variables of organizational learning that affect success of implementation.

573 Meeting Needs of Nontraditional and Underachieving Learners (3)
Exploration of students’ needs at any age and level of functioning who are not progressing up to their fullest potential. Causes of academic and motivational problems, and myriad approaches to overcome them. Learning to learn, cultural alienation, and personal world view and interaction with effective teaching and learning.

574 Facilitating Group Change (3)
Practical issues of group change. Analyses of group and individual experiences in all types of educational settings in relation to systems theory and collaborative learning theory. Needs of individuals and groups involved in change and roles of inside and outside change agents.

577 Educational Statistics (3)
Applications of descriptive and inferential statistics to educational and instructional problems. Use of Internet sites and computer programs to analyze data. Prereq: One year of college mathematics, or consent of instructor. (Same as Educational Administration and Policy Studies 577.)

585 Seminar in Gerontology (1)
Same as Counseling Education 585; Exercise Science 585; Health 585; Nursing 585; Public Health 585; Social Work 585; Sociology 585.)

593 Independent Study (1-3)
May be repeated. Satisfactory/No Credit or letter grade.

600 Doctoral Research and Dissertation (3-15)
P/N only.

601 Professional Seminar (1)
An introduction to doctoral study in Educational Psychology and Counseling that explores research requirements, the meaning of scholarship in academe, resources, survival strategies for students, and related topics. Prereq: Admission to a doctoral program in the Educational Psychology and Counseling Department. May not be used to meet the Educational Psychology 600 or Counselor Education 600 requirement. Satisfactory/No Credit grading only. (Same as Counseling Education 601.)

602 Directed Research (1-3)
Instructor- or student-initiated group investigation of empirical and theoretical problems in educational and counseling psychology. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

604 Special Topics (1-3)
Instructor-initiated courses offered at convenience of unit on topics of interest. May be repeated. Maximum 15 hours. Satisfactory/No Credit or letter grade.

609 Advanced Seminar in Curriculum and Learning (3)
Team-taught interdisciplinary seminar: trends, themes, and issues in curriculum and learning. Reading and discussions based on significant research and scholarly publications.

612 Modes of Inquiry (3)
Same as Educational Administration and Policy Studies 612.

620 Seminar in Adult Education (3)
Issues in adult education, theories and concepts, philosophical positions, research trends and methodologies. Prereq: 520 or equivalent.

621 Advanced Seminar in Program Planning (3)
Concepts, principles, and theories related to program planning in adult education. Prereq: 521 or equivalent.

622 Advanced Seminar in Adult Development and Learning (3)
Adult development and adult learning theory and research. Prereq: 522, 525, or equivalent.

630 Doctoral Seminar in Collaborative Learning (3)
Issues, theories, concepts and research in collaborative learning. Prereq: Admission to EdD in Educational Psychology and Counseling: collaborative learning concentration. May be repeated. Maximum 12 hours. Satisfactory/No Credit or letter grade.

635 Ethical, Legal, and Professional Issues in Psychology (3)
Same as Psychology 635 and Counselor Education 635.

640 Seminar in Applied Educational Psychology (2)
Issues, theories, concepts and research in applied educational psychology. Prereq: Admission to PhD in Education. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

649 Advanced Internship in School Psychology (1-9)
Supervised experience as school psychologist in unit-approved internship site for doctoral level students. Prereq: Enrollment in doctoral level school psychology program and consent of instructor. May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

650 Professional Practice in School Psychology (1)
Field setting to facilitate academic, social and interpersonal development of children and adults. School and mental health settings for intervention, consultation, prevention, and assessment services. May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

655 Research in Psychoeducational Studies (1)
Data analyses, collection, and interpretation. May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

662 Applied Research Design (3)
Planning of empirical investigations, collection of data, and drawing of inferences from evidence gathered. Prereq: 2-course sequence in statistics.

663 Scale Construction (3)
Development, pilot testing, and revision of attitude inventories, rating scales, and other paper-and-pencil techniques for assessing personality characteristics, and opinion. Prereq: Counselor Education 525, and two-course sequence in statistical analysis.

665 Analysis of Research in Instructional Technology (3)
Research on human learning, design of learning environments. Analysis of teacher behavior, text development, computer software design and video presentations.

668 Practicum in Instructional Planning (3)
Development and management of course or program of instruction in educational psychology. Prereq: 665, or consent of instructor.

669 Internship in Educational Psychology (1-6)
Supervised employment in unit approved educational psychology internship sites. May be repeated. Maximum 12 hours. Satisfactory/No Credit grading only.

671 Mediated Learning Theory (3)
Feuerstein’s theory of mediated learning experience and its connections to work of Piaget, Vygotsky and others. Implications for transformational learning and building of learning communities for learners of all ages. Prereq: Admission to doctoral program or consent of instructor.

673 Collaborative Learning (3)
Theories of collaborative learning and research related to facilitating collaborative learning in professional practice settings. Prereq: 513 and 671 or consent of instructor.

677 Advanced Educational Statistics (3)
Applications of parametric and nonparametric statistical inference to educational and instructional problems. Use of computer programs and internet sites in analyzing data. Prereq: 577.

690 Psychopathology of Childhood (3)
Descriptive and critical study of psychopathology of childhood and of systems of nomenclature applied to individuals with mental disorders: nomenclature provided in State Department of Education’s ‘Student Evaluation Manual and Diagnostic and Statistical Manual of Mental Disorders of American Psychiatric Association.

693 Independent Study (1-3)
May be repeated. Satisfactory/No Credit or letter grade.

Rehabilitation Counselor Education (857)

530 Orientation to Rehabilitation (3)
History, philosophy, legal and economic bases, current issues, and practices in public and private rehabilitation programs. Qualifications of service providers. Assessment, plan development, and implementation of services to people who have disabilities and vocational handicaps. Identification, mobilization, and utilization of rehabilitation resources.

532 Caseeload Management in Rehabilitation (3)
Techniques and procedures involved in management of caseloads in Federal-State vocational rehabilitation agencies, private rehabilitation companies, and public or private rehabilitation facilities. Analysis of appropriate industrial management models related to rehabilitation programs.

533 Job Analysis, Development, and Placement (3)
Determining employment-readiness of people with disabilities, identifying appropriate jobs for selected clients, and assisting clients in seeking, obtaining, and retaining employment. Job analysis, job modification and re-engineering, marketing, and employer-servicing techniques; legislation impacting job placement; supported work; and use of occupational information.

537 Vocational Evaluation: Clinical Methods (3)
Process, principles, and techniques used to assist individuals in determining and understanding their work behavior and vocational potential. Selection and use of occupational exploration programs and work samples; application of situational tasks, job tryouts, and simulated work experiences in vocational evaluation. Clinical interpretation of data through formal staff conference, vocational counseling, and report writing.

538 Disability Management (3)
Return-to-work issues in disability management programs: early intervention, quality services, and cost containment; standards and procedures for rehabilitation counselors/case managers in private sector rehabilitation.

541 Psychosocial Aspects of Disability (3)
Psychosocial impact of disability on person and family. Reaction to loss, coping with disability, and societal rehabilitation.

543 Medical Aspects of Disability (3)
Etiology and clinical symptoms related to disabling conditions served by special education and rehabilitation personnel. Restrictive measures to eliminate or minimize resulting handicaps. Skills necessary to communicate with lay and professional persons.