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 academic 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/~7Ecehhsstu/admiss_info/default.html and in the academic department in this catalog.
Course Requirements

Research Area ................................................................................................. 15

Core Requirements

- Seminar in Primary Concentration................................................................. 3
- Philosophy of science or history/philosophy of education ............................... 3
- Theoretical Foundations and/or Applications .................................................. 3
- Trans-college Seminar: two consecutive semesters (Education 601) .......... 2
- Concentration.............................................................................................. 15
- Specialization............................................................................................... 9
- Cognate ........................................................................................................ 8
- Dissertation................................................................................................... 24

1. Select one from Philosophy 446 or 546 or courses identified in the addendum to PhD guidelines or Cultural Studies in Education 607.
2. 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).
3. Minimum 15 credit hours selected from a concentration.
4. Minimum 9 credit hours selected from a specialization.
5. 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
Blyant, 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
Assistant Professors
Brandon, D., PhD ................................................................. Tennessee
Devereaux, M., PhD ............................................................ Tennessee
Hallam, R.A., PhD .............................................................. Delaware
Moran, M., PhD ................................................................. New Hampshire
Stolz, H.E., PhD ................................................................. Brigham Young
Wass, T., PhD .................................................................. Denver

MAJORS

DEGREES
Child and Family Studies ............................................. MS
Human Ecology ............................................................... PhD

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.

**MASTER OF SCIENCE**

**Child and Family Studies Major**

The Master of Science degree with a major in child and family studies provides a broad foundation for understanding how children develop and how families function in today’s society. All master’s candidates enroll in foundation courses which include theoretical and empirical surveys of the human development, child development, and family science literatures plus a survey of methods of discovery used in child and family research. All MS students are expected to engage in productive research culminating in a thesis or project. Students choose to concentrate either in child and family studies, leading to doctoral study or careers in community agencies serving children and families, or early childhood education, leading to an educator career in early childhood or school settings. The early childhood education concentration is ordinarily restricted to students currently enrolled in the undergraduate fifth-year licensure program at the University of Tennessee, Knoxville.

**Child and Family Studies Concentration**

**REQUIREMENTS**

The child and family studies concentration requires a minimum of 36 credits of coursework: 12 credits in foundation coursework; 24 credits in specialization; and 24 additional credit hours, selected with guidance of the student’s master’s committee (9 credit hours in child and family studies prefix courses; 6 credit hours in graduate electives, which may include child and family studies-prefix courses; 3 credit hours in Statistics 531, Statistics 537, or Social Work 605; and 6 credit hours of thesis research in Child and Family Studies 500). Students seeking the MS with a major in child and family studies must select a master’s committee chair and file a plan of study with the department head after 12 hours of graduate credit.

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Thesis Research (Child and Family Studies 500)</td>
<td>6</td>
</tr>
<tr>
<td>General Electives</td>
<td>6</td>
</tr>
<tr>
<td>Child and Family Studies Specialization Electives</td>
<td>9</td>
</tr>
<tr>
<td>Computation-based Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Child and Family Studies Foundation Courses</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

2. Statistics 531 or 537 or Social Work 605.
3. Three child and family studies prefix graduate courses; may not include directed study courses Child and Family Studies 581 or 620; may include only 3 credit hours of special topics courses 580 or 610.
4. Courses may be child and family studies prefix courses or may include courses from outside the child and family studies curriculum.
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 electives; and a written comprehensive examination.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Credit</th>
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<tbody>
<tr>
<td>12</td>
<td>2</td>
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<tr>
<td>18</td>
<td>3</td>
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<td>3</td>
<td>1</td>
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<td>3</td>
<td>1</td>
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<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

1 Child and Family Studies 510, 511, 550, and research project (Child and Family Studies 569).
2 Child and Family Studies 512, 574 (1), 575 (12), 591 (2).
3 Statistics 531 or 537 or Social Work 605 or Counselor Education 520.
4 Elected from list of courses with prior committee approval.

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: 502. (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) P/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, evaluating, 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 Practica (1-2) 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
Pfäffenberg, C., PhD ........................................ Tennessee
Salazar, J., PhD ............................................ Auburn
Young, A., PhD ............................................ Minnesota

MAJORS
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>Course Title</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services Management</td>
<td>12</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Statistical Methods</td>
<td>6</td>
</tr>
<tr>
<td>Cognate Area</td>
<td>6</td>
</tr>
<tr>
<td>Retail and Consumer Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services Management</td>
<td>12</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>Cognate Area</td>
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</tr>
<tr>
<td>Retail and Consumer Sciences Electives</td>
<td>9</td>
</tr>
<tr>
<td>Professional Paper/Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Course Title</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services Management</td>
<td>12</td>
</tr>
<tr>
<td>Tourism</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Statistical Methods</td>
<td>6</td>
</tr>
<tr>
<td>Cognate Area</td>
<td>6</td>
</tr>
<tr>
<td>Hotel, Restaurant, and Tourism 547</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</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>
<thead>
<tr>
<th>Course Title</th>
<th>Hours Credit</th>
</tr>
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<tbody>
<tr>
<td>Services Management</td>
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<td>Statistical Methods</td>
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</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses .............................................. 12</td>
</tr>
<tr>
<td>Research Methods .............................................. 2</td>
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<tr>
<td>Statistics ....................................................... 12</td>
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<tr>
<td>Cognate Area ................................................. 9</td>
</tr>
<tr>
<td>Instructional Methods ........................................ 3</td>
</tr>
<tr>
<td>Electives ......................................................... 21</td>
</tr>
<tr>
<td>Dissertation .................................................... 24</td>
</tr>
</tbody>
</table>

Total 86

1 Retail and Consumer Sciences 614, 615, 625, 641.
2 Retail and Consumer Sciences 590, 616.
3 Statistics 537, 538, 579, elective.
4 Cognate hours must include at least 3 hours at the 600 level.
5 Graduate level courses that will help develop students’ instructional capabilities.

Hospitality and Tourism Management Concentration

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses .............................................. 15</td>
</tr>
<tr>
<td>Research Methods .............................................. 5</td>
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<tr>
<td>Statistics ....................................................... 9</td>
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</tr>
<tr>
<td>Electives ......................................................... 21</td>
</tr>
<tr>
<td>Dissertation .................................................... 24</td>
</tr>
</tbody>
</table>

Total 86

1 Hotel, Restaurant, and Tourism 614, 615, 547, 523, 524.
2 Hotel, Restaurant, and Tourism 537, Retail and Consumer Sciences 616.
3 Statistics 537, 538, 579.
4 Cognate hours must include at least 3 hours at the 600 level.
5 Graduate level courses that will help develop students’ instructional capabilities.

CERTIFICATE IN TOURISM DEVELOPMENT

The Department of Consumer Services Management offers a graduate certificate in tourism development for students seeking continuing education and career advancement opportunities related to tourism in public and private sectors.

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, Marketing 300 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.
Department of
EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

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

DEGREES
College Student Personnel ...................................... MS
Educational Administration ..................................... MS, EdS
Educational Administration and Policy Studies ............. EdD
Education .......................................................... PhD

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.

MAJOR 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 undergraduate work or GPA of 3.2 or higher for prior graduate work is required. Applicants to the Leadership 21 concentration must possess a teacher licensure 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)

191
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

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 student services 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 advocacy, 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 .................................................................Ohio State
Kronick, R., PhD ..............................................................Northwestern
McCallum, R.S., PhD ....................................................Georgia
McClam, T., PhD ..............................................................South Carolina
Peters, J., EdD .................................................................North Carolina State
Peterson, M., PhD ............................................................Ohio State
Skinner, C., PhD .............................................................Indiana
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:
Cassell, J., PhD ...............................................................Kansas
Colvin, C., EdD ...............................................................Virginia
Mulkey, S., PhD .............................................................Florida State

MAJORS DEGREES
Counseling .................................................................MS
Educational Psychology ..............................................MS
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 course work (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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</thead>
<tbody>
<tr>
<td>Adult Education Core ........................................... 15</td>
</tr>
<tr>
<td>Research ............................................................ 3</td>
</tr>
<tr>
<td>Courses outside of Educational Psychology .................. 6</td>
</tr>
<tr>
<td>Departmental Electives ...........................................12+</td>
</tr>
</tbody>
</table>

1Educational Psychology 513, 520, 521, 522, 525.
2Options 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</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>15</td>
</tr>
<tr>
<td>Specialization</td>
<td>15</td>
</tr>
<tr>
<td>Research</td>
<td>9</td>
</tr>
<tr>
<td>PhD Core</td>
<td>10</td>
</tr>
<tr>
<td>Cognate</td>
<td>6</td>
</tr>
</tbody>
</table>

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.

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
The cornerstones of this program are seminars 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>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Core</td>
</tr>
<tr>
<td>Specialization</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>PhD Core</td>
</tr>
<tr>
<td>Cognate</td>
</tr>
<tr>
<td>Dissertation</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education 431</td>
<td>Counselor Education 521</td>
</tr>
<tr>
<td>Counselor Education 525</td>
<td>Counselor Education 535</td>
</tr>
<tr>
<td>Counselor Education 551</td>
<td>Counselor Education 525, 553</td>
</tr>
<tr>
<td>Counselor Education 554</td>
<td>Counselor Education 559</td>
</tr>
<tr>
<td>Counselor Education 555</td>
<td>Counselor Education 570</td>
</tr>
<tr>
<td>Psychology 512</td>
<td>Psychology 672</td>
</tr>
<tr>
<td>Counselor Education 500 or electives</td>
<td>Counselor Education 651</td>
</tr>
</tbody>
</table>

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- 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

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**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**

**Year 1**

<table>
<thead>
<tr>
<th>Course</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>
</tr>
<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>
</tr>
<tr>
<td>Educational Psychology 550</td>
<td>3</td>
</tr>
<tr>
<td>Theory and Practice in Teacher Education 470</td>
<td>3</td>
</tr>
</tbody>
</table>

**Year 1 Total** 24

**Year 2**

<table>
<thead>
<tr>
<th>Course</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>
</tbody>
</table>

**Year 2 Total** 24

**Total Program Hours** 48

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**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>9</td>
</tr>
<tr>
<td><strong>Total program hours</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

1 Counselor Education 504, 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

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 (not counselor education)</td>
</tr>
<tr>
<td>Specialization (not counselor education)</td>
</tr>
<tr>
<td>Cognate</td>
</tr>
</tbody>
</table>

1 Core........................................................................................................ 10
2 Research ................................................................................................. 15
Dissertation ............................................................................................... 24

Total 97

1 Counselor Education 553; Counselor Education 571 or 671 or Educational Psychology 541 or Counselor Education 625; Counselor Education 655, 660, 670, 675; Psychology 679 (6 hours); Counselor Education 672 or Psychology 573 or Social Work 530 or Educational Psychology 690; Sociology 543 or Social Work 532 or Sociology 465.
2 Seminar in Primary Concentration: Counselor Education 650; Philosophy of Science (3) (substitute Counselor Education 535); Theoretical Foundations and/or Applications (3); Department Seminar (1).
3 Nine hours quantitative research including a two-semester statistics sequence and six hours qualitative research.

**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.
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>Requirements</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Professional School Psychology</td>
<td>15</td>
</tr>
<tr>
<td>2Consultation and Intervention</td>
<td>27</td>
</tr>
<tr>
<td>3Assessment</td>
<td>24</td>
</tr>
<tr>
<td>4Research and Statistics</td>
<td>15</td>
</tr>
<tr>
<td>5Psychoeducational Core</td>
<td>33</td>
</tr>
</tbody>
</table>

Field and Practica Experiences by Semester Years 1-3
- Research in the Schools or with Children (75 hours); Education Psychology 655 (4-6)
- Knowledge, Roles, and Functions (75 hours); Educational Psychology 650; Supervised via 540 (fall); 635 (fall)
- Introduction to consultation and intervention practices (50 hours); Educational Psychology 650 supervised via 545
- Develop consultation skills (150 hours); Educational Psychology 546

Third Year, Fall and Spring
- Practice professional assessment skills (e.g., administration, interpreting, report writing) (75 hours /semester); Educational Psychology 542

Fourth Year, Fall and Spring
- Educational Psychology 549 (9); knowledge and skill development and mastery (1200-1500 hours)

Total 425 hours structured field experience

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

Supervised postpracticum
Intended for advanced students in the Principles of
Required for the student not may be repeated. Maximum 9 hours.
Instructor-initiated courses offered at convenience
Professional issues related to role
may be repeated. Satisfactory/No Credit or
prepare students for providing mental health consultation and collaboration
500 Thesis (1-15)
Field and Practica 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
Fourth Year, Fall and Spring
Student Developed Plan (50-100 hours); Educational Psychology 650 (3)
Fifth Year, Fall, Spring, and Summer
Practice, Development, and Mastery of Skills (2000 hours); Educational Psychology 649 (9)

1 Professional Psychology 540, 635, 601(2), 650 (9), 649 (9).
2 Counselor Education 551; Group Processes and Change Option (3); Educational Psychology 515, 517, 545, 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 Facilitation 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 Counseling 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.

655 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 determination 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 psychosocial 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.


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 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, an elementary course in statistics, or consent of instructor. (Same as Educational Administration and Policy Studies 577.)

585 Seminar in Gerontology (1) (Same as Counselor 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/NP 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 Counselor 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.


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 provision of services to people who have disabilities and vocational handicaps. Identification, mobilization, and utilization of rehabilitation resources.

532 Caseload 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-serving 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 own 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.
545 The Rehabilitation Interview (3) Interview as used in assessment and planning with people who have disabilities and vocational handicaps.

547 Practicum in Rehabilitation (3) Supervised experience in area of rehabilitation; application of concepts, principles, and skills. Prereq: Consent of instructor.

549 Internship in Rehabilitation Counseling (12) Supervised practice in rehabilitation counseling. Full time clinical experience for second-year students (600 clock hours required).

579 Special Topics (1-3) Prereq: Admission to graduate program. May be repeated. Maximum 9 hours. Letter or Satisfactory/No Credit grading.

592 Assistive Technology in Rehabilitation (3) Technology as applied to needs of school age and post-secondary age students/clients. Delivery of assistive technology services; software programs and assistive devices; delivery system; interdisciplinary evaluation/planning, and funding issues.

593 Independent Study (1-3) May be repeated. Satisfactory/No Credit or letter grade.

Department of

HEALTH AND EXERCISE SCIENCE

http://hes.utk.edu/grad/safety.html

Thomas W. George, Interim Head
Susan M. Smith, Graduate Liaison

Professors
Bassett, Jr., D., PhD ................................................. Wisconsin
Clarke, B., PhD ........................................................ Virginia Tech
Gorski, J., DrPH ....................................................... UCLA
Hamilton, C., DrPH .................................................. Oklahoma
Howley, E., PhD ....................................................... Wisconsin
Kozar, A., PhD .......................................................... Michigan
Liemohn, W., PhD .................................................... Iowa
Welch, H., PhD ........................................................ Florida

Associate Professors
Keel, M., PhD ........................................................... Tennessee
Pursley, R., PhD ....................................................... Iowa
Smith, S., EdD .......................................................... Tennessee
Thompson, D., PhD ................................................. Virginia
Zhang, S., PhD ........................................................ Oregon

Assistant Professor
Klein, D., PhD .......................................................... Arizona State

Emeriti Faculty
Kirk, R., HSD ............................................................ Indiana
Wallace, B., EdD ....................................................... Northern Colorado

MAJORS

Exercise Science .................................................. MS
Health Promotion and Health Education .............. MS
Safety ...................................................................... MS
Public Health ....................................................... MPH, MS-MPH
Education ............................................................. PhD
Human Ecology ..................................................... PhD

DEGREES

The Health and Exercise Science Department offers graduate programs leading to degrees, majors, and concentrations in:

Master of Science

Health major
  Health promotion and health education concentration
Safety major
Exercise science major
  Exercise physiology concentration
  Biomechanics/sports medicine concentration

Master of Public Health

Public health major
  Community health education concentration
  Gerontology concentration
  Health planning/administration concentration
  Veterinary public health concentration

Master of Science – Master of Public Health (Dual Degree)

Doctor of Philosophy

Education major
  Exercise science (exercise physiology or biomechanics/sports medicine) concentration
  Human ecology major
  Community health concentration

Gerontology Minor

An intercollegiate/interdisciplinary minor in gerontology gives the graduate student an opportunity for combining the knowledge and experience about aging in American society with his/her own major concentration.

Core courses and a practicum are offered by the College of Social Work and selected departments within the colleges of Education, Health, and Human Sciences and Arts and Sciences. A cross-listed seminar between contributing programs is designed to integrate experiences from different sources and to demonstrate the multi-faceted nature of working within an aging society.

REQUIREMENTS

Prior to earning more than one-half the total hours required for this minor, students must complete a Declaration of a Minor in the College of Education, Health, and Human Sciences form. Copies of this form are available in the Department of Health and Exercise Science.

Core Experience

Students must complete a core experience of 12 semester hours taken from at least three different departments including nine hours taken from outside the major department. Coursework needs to comply with the following framework:

- Coursework. 9 hours required. A variety of coursework may be taken toward satisfaction of this requirement. Courses which are offered on a regular basis include Health 406, 465, Health/Public Health 650, Nutrition 518, Public Health 523, Social Work 566, Sociology 415, Educational Psychology 504, 522, 525, 528.
- Applied practicum. 2 hours required. Students should register under practicum experiences in the home department of the supervising faculty.
- Health 585. 1 hour required. Cross-listed with participating departments.
- Successful completion of a written comprehensive examination covering subject matter of the minor.

Graduate Committee

At least one faculty member from the Gerontology Policy Committee who is qualified to work with graduate students, must serve on the graduate committee of each student who declares a gerontology minor.
Admission to Candidacy

When application is made for admission to candidacy, indication of the minor must be noted on the Admission to Candidacy form.

EXERCISE SCIENCE

Exercise Science is dedicated to promoting and integrating scientific research and education on the health benefits of exercise. Through a program of interdisciplinary graduate study, using both experimental and epidemiological methods, students gain a greater understanding of the role of exercise in the prevention of various cardiovascular, metabolic, and musculoskeletal disorders. The exercise science faculty offers graduate degrees (MS and PhD) in two specialties: exercise physiology and biomechanics/sports medicine.

The exercise physiology specialty involves the study of the acute and chronic effects of exercise on the human body. At the master’s level, students may choose from two tracks: (1) adult fitness/cardiac rehabilitation, or (2) applied physiology research. Students may elect to do internships in cardiac rehabilitation at several area hospitals, and are encouraged to take the ACSM Exercise Specialist® exam upon graduation. The PhD program requires course work in the life sciences, physiological chemistry, statistics and advanced topics in exercise physiology. Graduate students collaborate with an exercise physiology faculty member to perform research in the areas of physical activity assessment, metabolism, the health benefits of exercise, and body composition.

The biomechanics/sports medicine specialty involves the study of biomechanical implications to exercise and rehabilitation. This program area focuses on the mechanism, prevention, and rehabilitation of musculoskeletal injuries. The emphases in courses taught in this area include biomechanical as well as medical considerations related to exercise and/or rehabilitation. The PhD program requires course work in engineering mechanics, numerical analysis, statistics, and advanced topics in biomechanics. Graduate students work with biomechanics/sports medicine faculty to pursue research in the areas of biomechanics of lower extremity function, footwear biomechanics, core stability, flexibility, and the biomechanics of injury mechanism and prevention.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are available for qualified students who are graduates of accredited colleges or universities. These assistantships are open to students in the master’s and doctoral programs. Students interested in these opportunities should file their applications before February. Letters should be addressed to Graduate Assistantships Coordinator, Health and Exercise Science Department, The University of Tennessee, Knoxville, Tennessee 37996-2700.

ADMISSION

Applicants are required to complete the departmental application which will be sent to all persons upon their initial inquiry about the program. This is in addition to the Graduate Application for Admission. Applications from persons who have less than a 3.0 GPA will, in general, not be considered.

The following retention policy applies to all graduate students seeking a degree in the department:

- Graduate students are required to maintain an overall 3.0 GPA.
- Any student who falls below this standard will be advised in writing by the department head of the need to discuss the matter with his/her advisor.
- If a student’s overall GPA remains below 3.0 for a second semester, the student will have his/her degree status revoked.

MASTER OF SCIENCE

Exercise Science Major

Exercise Physiology Concentration

REQUIREMENTS

- Exercise Science 508 (or Health 590), 533, 565, 567, 635, 601 (1 hr seminar, 2 enrollments). Either Exercise Science 501 (project) or 500 (thesis)—must also take a statistics course approved by advisor). Electives approved by advisor from Exercise Science, Nursing, or Nutrition.

Biomechanics/Sports Medicine Concentration

REQUIREMENTS

- Exercise Science 508 (or Health 590), 513, 516, 531, 581 (1-3 hours), 601 (1 hour seminar, 2 enrollments).
- Either Exercise Science 501 (project) or 500 (thesis)—must also take a statistics course approved by advisor). Electives approved by advisor from Exercise Science, Sports Studies, or Biomedical Engineering.

DOCTOR OF PHILOSOPHY

Education Major • Exercise Science Concentration

REQUIREMENTS

- 15 hours in Exercise Science.
- 9 hours in an Exercise Science specialization: biomechanics/sports medicine, exercise physiology, physical activity and population health, or other area approved by committee.
- 3 registrations in Exercise Science 601.
- 6 hours in a cognate selected from outside the student’s major field. The cognate must be related to and supportive of the concentration and specialization.
- 15 hours in research methodologies or research experience.
- 24 dissertation hours.

NOTE: The above are viewed as minimum requirements and are subject to modification by the student’s committee.
HEALTH

MASTER OF SCIENCE
Health Promotion and Health Education Major

A graduate program is available leading to the Master of Science with a major in health promotion and health education (thesis and non-thesis options), requiring completion of 30 semester hours. The program emphasizes research skills development by those already employed in the health professions with each student completing a realistic health-related research proposal as a major developmental activity.

DOCTOR OF PHILOSOPHY
Human Ecology Major • Community Health Concentration

The community health concentration integrates the behavioral and natural sciences with public health, community health education, health promotion and the safety sciences to prepare scholars with an interest in improving the health of the nation.

REQUIREMENTS

- Minimum 21 hours of foundation courses: 610, 620, 6 hours of statistics, 3 hours of specialized research methods, and 6 hours of natural or behavioral sciences.
- Minimum 21 hours in primary specialization: 530, 540, 650, 655, 660 and 6 hours of electives.
- Minimum 12 hours in supporting specialization in a focused area: public health, safety, gerontology or a program approved by doctoral committee.
- Minimum 6 hours in a cognate area.
- Minimum 24 hours of dissertation.

PUBLIC HEALTH

Graduate study with a major in public health leads to the Master of Public Health (MPH). Four professional preparation concentrations are available: community health education, gerontology, health planning/administration, and veterinary public health. The veterinary public health concentration is open to graduate veterinarians or students enrolled in the College of Veterinary Medicine. Preparation for professional practice in improving community health emphasizes a population perspective, service-learning and application opportunities through rigorous internships. The MPH program is accredited by the Council on Education for Public Health. A minor in statistics is available to interested MPH students due to public health affiliation with the Intercollegiate Graduate Statistics Program.

Non-degree students must obtain permission from the MPH program director to register for 500-level public health courses. Prerequisite coursework assigned as a condition of admission to the MPH program must be completed promptly, with a grade of B or better, typically within the first semester or two of enrollment in graduate studies.

ADMISSION

A statement of the applicant’s educational and career goals and three rating forms are required. Request application packet from the department. Preferential consideration for admission to degree status shall be given to those with a minimum undergraduate grade point average of 2.8 and with at least one year of professional experience in a health-related occupation. As a restricted program, non-degree admission requires department recommendation. Deadlines for completed applications are 1 February for summer term, 1 April for fall semester, and 1 October for spring semester.

MASTER OF PUBLIC HEALTH
Public Health Major

The MPH is a non-thesis program requiring completion of 38 semester hours of course work including 9 weeks of field practice. The field internship provides a full-time experience with an affiliated health agency or organization offering one or more health programs. Of importance, field practice allows the student to apply academic theories, concepts, and skills in an actual work setting.

REQUIREMENTS

Students must complete all assigned prerequisite courses and 21 semester hours of the curriculum with a minimum overall GPA of 3.0 prior to placement in the field.

As an alternative to field practice, preparation of a master’s essay may be used to fulfill the professional skills development component of the curriculum. Approval must be received from the Public Health Academic Program Committee and is contingent on consent of major advisor, formal written proposal by the student, and completion of an additional research methods course. Written guidelines stipulating expectations and eligibility criteria are available.

Requirements include:

- Public Health Foundation courses (16 hours): 509, 510, 520, 530, 540, 555
- Internship (6 hours) 587, 588
- Concentration of Study (16 hours)

Recommended electives will be selected by the student in consultation with major advisor. A list of courses is available for each concentration: community health education, gerontology, health planning/administration and veterinary public health.

DUAL MS-MPH PROGRAM

Also offered is a coordinated dual program leading to the conferral of both the Master of Science with a major in nutrition (public health nutrition concentration) and the Master of Public Health. The dual program allows students to complete both degrees in less time than would be required to earn both degrees independently.

The program is designed to meet the needs of students who are interested in the benefits of majors in both nutrition and public health. Therefore, it accommodates the interests of students who plan a career in public health nutrition and want to acquire the knowledge and skills of the nutritionist and public health professional; plan a career in nutrition and want to acquire the knowledge and skills and the perspective of the public health professional; or plan a career in public health and want to acquire the knowledge, skills and perspective of the nutritionist.
ADMISSION

Applicants for the MS-MPH program must make separate application to, and be competitively and independently accepted by, the Department of Nutrition for the MS, Department of Health and Exercise Sciences for the MPH, and the Public Health Academic Program Committee.

Students who have been accepted by both departments may apply for approval to pursue the dual program anytime prior to, or after, matriculation in either or both departments. Such approval will be granted, provided that dual program studies be started prior to entry into the fourth semester of the MS and MPH programs.

REQUIREMENTS

A dual degree candidate must satisfy the requirements for both the MS (public health nutrition concentration) and the MPH degrees, as well as the requirements for the dual program. All candidates for the dual degree must successfully complete Public Health 555, two credits of Seminar in Public Health Public Health Public Health 509, and a minimum of 60 credits. The Department of Nutrition will award a maximum of 9 semester hours of credit toward the MS for successful completion of approved graduate level courses offered in the Department of Health and Exercise Science. The department will award a maximum of 11 semester hours of credit toward the MPH for successful completion of approved courses offered in the Department of Nutrition. All courses for which such cross-credit is awarded must be approved by the Public Health Academic Program Committee and the student’s graduate committee. A single block field experience (or public health internship) is required of all students and the analytical field paper incorporates public health nutrition and the student’s public health concentration.

Dual degree students who withdraw from the program before completion of the requirements for both degrees will not receive credit towards the MS or MPH for courses taken in the other program, except as such courses qualify for credit without regard to the dual program.

APPROVED DUAL CREDIT

MS courses to be counted toward the MPH program must include 10 semester hours of Nutrition 515 and 1 semester hour of Nutrition 509. MPH courses to be counted toward the Master of Science include Public Health 520, 530, and 540.

Gerontology Minor

Graduate students in Public Health may pursue a specialized minor in gerontology. This interunit/interdisciplinary minor gives the student an opportunity for combining the knowledge about aging in American society with his/her major concentration.

SAFETY

MASTER OF SCIENCE

Safety Major

Graduate study with a major in safety (thesis and non-thesis options) leads to the Master of Science. Graduate students may concentrate in safety management or in emergency management.

The graduate program contributes to the University of Tennessee, Knoxville’s, mission of health protection by preparing safety professionals with the knowledge and skills necessary to create and maintain safer human environments in the workplace (industrial and commercial), home, school, and community. The offering of all core classes and required concentration courses on an evening class schedule enables those working full-time in a safety-related field to pursue the MS with a major in safety on a part-time basis.

REQUIREMENTS

The MS program requires completion of 33 semester hours. Degree requirements include completion of the 18-hour core curriculum and completion of a concentration area (15 hours). Concentration course options include specific courses offered by the Human Resource Development Program, and Departments of Industrial and Information Engineering, Civil and Environmental Engineering, and Political Science (Public Administration) in addition to those offered by the Department of Health and Exercise Science. A list of courses is available for each concentration. Students may elect an internship experience with private industry or non-profit organizations to fulfill part of their course requirements. Curricular experiences will assist graduates in preparation for certified safety professional (CSP) examination.

GRADUATE COURSES

Exercise Science (347)

480 Physiology of Exercise (3) Functions of body in muscular work: physiological aspects of fatigue, training and adaptation to environment. Prereq: Biochemistry and Cellular and Molecular Biology 230 or 440. (Same as Biochemistry and Cellular and Molecular Biology 480.)

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

501 Special Project (3) Culminating experience for non-thesis major. Research study suitable for publication, or practicum requiring special written work. 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.

508 Research in Exercise Science (3) Research for writing of thesis and institutional review board proposals; presentation of research through free communications and poster presentations; calculation and interpretation of statistics related to common research designs used in research; and use of computer software.

509 Graduate Seminar in Public Health (1) (Same as Nursing 509; Nutrition 509; Public Health 509; Social Work 509.)

513 Biomechanics of Orthopedic Rehabilitation (3) Effect of physical activity on musculoskeletal tissue: flexibility development and measurement, surgical implications, and rehabilitation related research.

516 Therapeutic Exercise (3) Current research in therapeutic exercise: role of nervous system, soft tissue healing, proprioception, muscle activation patterns, and strength.

521 Analytic Epidemiology (3) Epidemiologic strategies for evaluating research questions concerning causes, prevention and treatment of morbidity and disability. Presentations by experts working with large population-based datasets. Research process: grant writing and protocol preparation. Prereq: Course in statistics or consent of instructor.

525 Epidemiology of Injury and Violence (3) Epidemiologic methods to describe magnitude and examine etiology of unintentional and intentional injury. Alternative approaches for preventing or controlling occurrence of injury and violence in both general population and high risk sub-populations.

533 Exercise Physiology (3) Physiology of human performance: acute and chronic effects of exercise on metabolic, cardiac, pulmonary, and skeletal systems. Prereq: Human physiology or general physiology, general chemistry. 2 hours and 1 lab.

541 Special Topics (1-3) Advanced study in selected areas of exercise science. May be repeated.

565 Advanced Physiology of Exercise (3) Systematic study of skeletal muscle and metabolism related to acute exercise and physical training: lectures, discussions of major scientific reviews, and appropriate laboratory experiments. Prereq: 480 or 533.


569 Clinical Exercise Physiology (3) Cardiac structure and function. Interpretation of 12-lead electrocardiograms, exercise considerations for cardiac and pulmonary patient. Prereq: 480 or 533, and 567.

570 Cardiac Rehabilitation Practicum (1-3) Supervised experience in hospital-based exercise programs for participants with cardiac and/or pulmonary disorders. Use of telemetry monitoring, leading safe exercise regimens counseling participants on safe exercise guidelines. Presenting educational class on topic applicable to participants. Prereq: 533 and 567, or consent of instructor. Coreq: 569. May be repeated. Maximum 6 hours.

581 Biomechanics Instrumentation (1) Kinematic, kinetic and muscle activity measurement of human movements using computerized videography, force platform, electromyography and other relevant instruments. May be repeated. Maximum 3 hours. Satisfactory/No Credit grading only.

585 Seminar in Gerontology (1) (Same as Counselor Education 585; Educational Psychology 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 Research Seminar in Exercise Science (1) Research topics in different aspects of exercise science. May be repeated. Satisfactory/No Credit grading only.

622 Directed Independent Research (3-6) Prereq: Doctoral student or consent of instructor. May be repeated. Satisfactory/No Credit or letter grade.

625 Mortality and Survival (3) Life table and other population-based approaches to understanding: individual and sociodemographic patterns and differentials in mortality, morbidity, and disability. Prereq: 2 graduate statistics courses or consent of instructor.

635 Physical Activity and Positive Health (3) Review of clinical, epidemiological, and experimental evidence concerning relationship and effects of exercise on health-related components of fitness. Prereq: Elementary statistics, 480 or 533 and 567 or consent of instructor. (Same as Public Health 635.)

661 Seminar in Exercise and Applied Physiology (1-3) Selected topics in exercise and environmental physiology. Prereq: 480 or 533. May be repeated with consent of instructor.

664 Research Participation in Exercise Science (1-6) Participation in research with faculty member whose interests coincide with those of student. Satisfactory/No Credit grading only.

681 Practicum (1-3) Intern experience in areas of major interest. May be repeated.

693 Independent Study (1-3) May be repeated. Satisfactory/No Credit or letter grade.

Health (442)

400 Consumer Health (3) Survey of major consumer health care providers and health care services; selecting, purchasing, evaluating and financing medical and health care services/products. (Same as Public Health 400.)

405 Alcoholism and Alcohol Education (3) Problems of alcoholism. Factors which make alcoholism serious health and safety problem. Various types of instructional/educational and intervention programs.

406 Death, Dying and Bereavement (3) Aspects of dying, death and handling of loss. Medical, financial, physical, legal and social implications of death.

420 Sex Education As It Relates to Human Sexuality (3) Exploration of science of human sexuality: Trends, issues, and content of sex education.

425 Women’s Health (3) Factors influencing women’s health and women consumers in nation’s health service delivery systems. Health problems/concerns of women and techniques for prevention, maintenance and/or correction. (Same as Women’s Studies 425.)

430 Suicide and Crisis Intervention (3) Factors which make suicide serious health problem. Assessment, intervention, and prevention techniques.

435 Substance Use and Abuse (3) Drug and alcohol abuse problems and suspected causes; pharmacology of drugs and effects on society; strategies for intervention and education.

465 Aging and Health (3) Aging process in health perspective as related to health promotion and wellness of aged.

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.

520 Sex Education and Human Sexuality (3) Advanced in-depth discussion of educational and health counseling theory, techniques, materials used in school, community, or health care facility.

530 Health Promotion and Health Education Program Development (3) Theories and principles of health promotion program development; methodology, marketing, public relations. Health education as vehicle for health promotion.

540 Evaluation in Health Promotion and Health Education (3) Evaluation principles and methodologies as related to health promotion products, processes and programs. Construction of instruments for use in assessing health education outcomes.

570 Special Topics (1-3) For graduate students, in-service teachers and other health professionals. Health/wellness or health promotion issues. May be repeated. Maximum 12 hours.

585 Seminar in Gerontology (1) Scope of gerontology as discipline and as related to other academic and professional disciplines. Speakers both internal and external to the University of Tennessee, Knoxville. Prereq: Consent of instructor. May be repeated. Maximum 3 hours. (Same as Counselor Education 585; Educational Psychology 585; Exercise Science 585; Nursing 585; Public Health 585; Social Work 585; Sociology 585.)

590 Research Methods in Health (3) Basic research techniques in variety of health settings. Development of research skills and problem identification for research topic. (Same as Public Health 590.)

593 Directed Independent Studies (1-3) Individual identification and study of health/wellness or health promotion problem/issue. Specific proposal to instructor before registration. May be repeated. Maximum 12 hours.

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

601 Internship/Research in Safety and Health (3-6) (Same as Safety 601.)

610 Critical Analysis of Writing and Research (3) Analysis of writing and research in health related areas.

620 Advanced Research Techniques in Health (3) Advanced theory and techniques of research design and methodologies in health discipline. Prereq: 590, 610.

650 Health Aspects of Gerontology (3) Knowledge and understanding of biological, psychological and sociological aspects of aging as related to health and wellness of individual. (Same as Public Health 650.)

655 Seminar in Nation’s Health (3) Comprehensive study of definition, determinants, resources and health status of nation. (Same as Public Health 655.)

660 International Health (3) Study of quality of health, health promotion and health services in countries throughout world. (Same as Public Health 660.)

Public Health (839)

400 Consumer Health (3) (Same as Health 400.)

410 Worksite Health Promotion (3) Foundations of health promotion programs delivered in worksite that revolve around issues relative to employees and management: theory, program design, implementation and evaluation from perspective of health promotion specialist. Prereq: 300.

493 Directed Independent Study (1-3) Individual in-depth study of selected issues. Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

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.
509 Graduate Seminar in Public Health (1) In-depth discussion of timely topics reflecting scope of public health as discipline and its interrelationship with many other academic and professional disciplines. Speakers both internal and external. May be repeated. Maximum 4 hours. Satisfactory/No Credit grading only. (Same as Exercise Science 509; Nursing 509; Nutrition 509; Social Work 509.)


520 Public Health Policy and Administration (3) Administrative considerations of community-based health care programs and public health practice. Health policy formulation, political environment and governmental involvement in health, legal responsibilities, and managerial concepts/techniques/ process.

521 Organization Theory and Health Care Delivery (3) Administrative and Organization theory related to health facilities; operation and management of community hospital. Case discussions and problem-solving exercises; managerial functions and skills.

523 Management in Extended Care Settings (3) Managerial concepts and theoretical foundations essential to supervision and administration of domiciliary healthcare facilities. Management and operation of health care programs for patients and clients in settings which provide activities of daily living and special psychosocial environmental needs. Programs for home health services, comprehensive medical rehabilitation, nursing homes, congregate living centers and similar type health programs. Prereq: 521 or consent of instructor.

525 Financial Management of Health Programs (3) Financial management concepts and practices applied to health services programs. Fundamentals of budgeting, costing, financing, rate setting, financial reporting and control. Opportunities to apply techniques. Prereq: 520 or consent of instructor.

530 Biostatistics (3) Application of descriptive and inferential statistical methods to health-related problems and programs. Microcomputer applications, use and interpretation of vital statistics and introductory research methodology preparatory for first course in epidemiology. Prereq: Introductory statistics or consent of instructor.

540 Principles of Epidemiology (3) Distribution and determinants of health-related outcomes in specified populations, with application to control of health problems. Historical origins of discipline, hypothesis formulation, research design, data and error sources, measures of frequency and association, etiologic reasoning, disease screening, and injury control. Prereq or coreq: 530.

542 Advanced Epidemiologic Methods (3) Nature, collection, analysis and interpretation of data pertaining to cohort and case-control studies, surveillance and surveys. Analytic methods: multiple logistic regression and survival analysis. Experience in critiquing professional literature. Prereq: 540 or consent of instructor.

550 Principles and Practices of Community Health Education (3) Theoretical foundations for community health education; opportunities for skill development in variety of educational processes; and introduction to community health analysis.

552 Community Health Problem Solving (4) Dynamics of community organization, community needs assessment, educational interventions, and application of program planning and evaluation techniques. Opportunity to practice skills in realistic setting. Prereq: 550 or consent of instructor.


560 Theories and Techniques in Health Planning (4) Overview of health planning concepts and methodologies; systems-oriented planning process. Major elements of planning: formulation and conceptualization of problem, plan design, evaluation and implementation. Health problems of institutions, communities and selected population groups, appropriate diagnoses, and programs for addressing needs.

580 Special Topics (3) Prereq: Consent of instructor. May be repeated under different topic. Maximum 6 hours.

585 Seminar in Gerontology (1) (Same as Counselor Education 585, Educational Psychology 585, Exercise Science 585, Health 585, Nursing 585, Social Work 585, Sociology 585.)

587-588-589 Internship (3,3,3) Internship (community health education, gerontology, or health planning/administration) in either approved organization or research setting under supervision of designated preceptor. Prereq: MPH major, one semester advance notice and consent of major advisor. 589: available only for approved extended placements. Satisfactory/No Credit grading only.

590 Research Methods in Health (3) (Same as Health 590.)

593 Directed Independent Study (1-3) Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

635 Physical Activity and Positive Health (3) (Same as Exercise Science 635.)

650 Health Aspects of Gerontology (3) (Same as Health 650.)

655 Seminar in Nation's Health (3) (Same as Health 655.)

660 International Health (3) (Same as Health 660.)

Safety (890)

443 Sports and Recreational Safety (3) Accident prevention and injury control in sports activities; philosophy of sports safety; human environmental factors and interrelationship in sports injury and control; risk-taking and decision solution strategies; and contributions of sports medicine to safety. 3 hours and 2 labs.

452 Safety Principles and Practices (3) General principles, practices, and procedures in occupational and community safety. Historic and present safety issues, problems and practices addressing safety of individuals and groups in work-site, school, community, transportation, and industrial settings. Prereq: Junior or Senior standing or consent of instructor.

460 Fire Risk Management (3) Development, implementation, and management of comprehensive fire safety program. Basic fire risk management concepts, interpretation of codes and exposure to basic fire analysis techniques. Prereq: Senior standing or consent of instructor.

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.

532 Behavioral Problems in Safety Education and Accident Prevention (3) Problems of behavior, causes of accidents, and application of principles of psychology in development of safe behavior in all segments of environment.

533 Problems and Research in Accident Prevention (3) Safety problems found in wide variety of accidents that occur in community; findings of current research in behavioral sciences as related to variation incidence of accidents.

534 Organization, Administration and Supervision of Safety Programs (3) National, state and local level programs; administrative, instructional, and supervisory aspects. Implementation of relevant programs.

535 Emergency Management (3) Civil and defense problems: tornadoes, floods, fires, mass civil disorders, and nuclear and personnel attack by alien enemies.

536 Safety Instrumentation (3) Selection, calibration, maintenance, and use of sampling instruments available to safety practitioner for evaluating exposures of workers to physical stresses and airborne contaminants.

537 Advanced Emergency Management (3) Advanced study in emergency and hazard mitigation, planning, response and recovery. Theory and practice in identification of appropriate emergency warning systems, hazard assessment, facility inspection, plan development and implementation. Prereq: 535.

572 Graduate Workshop in Safety (3) Special safety education programs. For advanced graduate students, teachers, supervisors, and administrators. May be repeated. Maximum 12 hours.

590 Special Topics (1-3) Advanced study in selected disciplinary or professional area of safety education/management. May be repeated. Maximum 12 hours.

593 Directed Independent Study (1-3) Individual identification and study of problem/issue in safety. Extensive reading and critical analysis of safety literature. Specific proposal to instructor before registration. May be repeated. Maximum 12 hours.

601 Internship/Research in Safety and Health (3-6) Field experience. Significant problem identified, researched, and reported in acceptable form. May be repeated. Maximum 6 hours. (Same as Health 601.)
Department of
INSTRUCTIONAL TECHNOLOGY AND
EDUCATIONAL STUDIES

http://ites.tennessee.edu/

Michael Waugh, Head

Professors
Counts, E., EdD ................................................................. Texas A&M
French, R., PhD ................................................................. Ohio State
Ray, J., EdD ................................................................. Tennessee
Thayer-Bacon, B., PhD ......................................................... Indiana
Waugh, M., EdD ................................................................. Georgia

Associate Professors
Connelly, M., EdD ................................................................. Virginia Tech
O’Bannon, B., EdD ................................................................. Memphis
Wright, H., PhD ................................................................. Toronto

Assistant Professors
Pfaffman, J., PhD ................................................................. Vanderbilt
Moyer, D., PhD ................................................................. Ohio State

Emeriti Faculty
Allison, C. B., PhD ................................................................. Oklahoma
Dessart, D., PhD ................................................................. Maryland
Myer, M., EdD ................................................................. Florida
Roeske, E., PhD ................................................................. Ohio State

MAJOR DEGREES
Instructional Technology and Educational Studies........................................ MS, EdS
Education ................................................................. PhD

The Department of Instructional Technology and Educational Studies offers graduate programs leading to degrees, majors, and concentrations in:

Master of Science
Instructional technology and educational studies major
Cultural studies of educational foundations concentration
Curriculum concentration
Instructional technology concentration

Specialist in Education
Instructional technology and educational studies major
Curriculum concentration
Instructional technology concentration

Doctor of Philosophy
Education major
Cultural studies of educational foundations concentration
Curriculum, educational research, and evaluation concentration
Instructional technology concentration

The mission of the Instructional Technology and Educational Studies Department is to prepare teachers, instructors, curriculum planners, educational technologists, instructional designers, theorists and researchers. For additional information, please visit our Web site.

ADMISSION

Individuals seeking admission to any of the degree programs in the Department of Instructional Technology and Educational Studies must first be admitted to the University of Tennessee, Knoxville (See the Graduate Studies: Admission Requirements section of this catalog). Following the submission of an application for graduate study at the University of Tennessee, Knoxville, individuals must make application to a specific degree program within the Instructional Technology and Educational Studies Department.

Applicants seeking master’s and Specialist in Education degrees may apply for admission at any time. Admission decisions related to these programs will occur throughout the calendar year and students may begin their coursework during any semester.

Applicants seeking admission to one of the PhD program concentrations in the department may apply at any time during the calendar year. However, admission decisions for doctoral applicants will be made only once per year, during the spring semester. Doctoral applicants admitted in the spring semester must matriculate during the fall semester of the same calendar year. Any PhD applicant who is unable to meet these expectations will be required to re-apply for admission at a later date.

Individuals who wish to pursue any of the PhD concentrations within the department must submit an application to the department no later than February 1 in the calendar year in which they intend to matriculate. PhD applicants admitted through this process will be notified by April 1.

Department-Specific Admissions Criteria

Each PhD applicant in ITES is required to submit a current set of GRE scores as part of his/her application. However, the ITES Department does not require MS or EdS applicants to submit GRE scores.

MASTER OF SCIENCE
Instructional Technology and Educational Studies Major

REQUIREMENTS
Instructional Technology and Educational Studies Major • Cultural Studies of Educational Foundations Concentration

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Studies in Education 590 (2), 591, 592.  Select two from the following courses: Cultural Studies in Education 511, 539, 544, 545, 549, or 550.</td>
<td>14</td>
</tr>
<tr>
<td>Select three courses in one of the following areas: Philosophy of Education (Cultural Studies in Education 526, 539, 544, 547, 548, 608, or 609); Sociology of Education (Cultural Studies in Education 545, 549, 648, or 652); History of Education (Cultural Studies in Education 511, 539, 546, 609, or 625).</td>
<td>9</td>
</tr>
<tr>
<td>Thesis Hours</td>
<td>6</td>
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</tbody>
</table>

Total 35

1 Cultural Studies in Education 590 (2), 591, 592. Select two from the following courses: Cultural Studies in Education 511, 539, 544, 545, 549, or 550.
2 Select three courses in one of the following areas: Philosophy of Education (Cultural Studies in Education 526, 539, 544, 547, 548, 608, or 609); Sociology of Education (Cultural Studies in Education 545, 549, 648, or 652); History of Education (Cultural Studies in Education 511, 539, 546, 609, or 625).
3 Select two courses from the following: Cultural Studies in Education 526, 560, 561, 625, or 660.
4 Instructional Technology and Educational Studies 500 or Instructional Technology and Educational Studies 503.

NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.
**Instructional Technology and Educational Studies Major • Curriculum Concentration (Thesis Option)**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Core</td>
</tr>
<tr>
<td>Concentration</td>
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<tr>
<td>Electives</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Thesis: Instructional Technology and Educational Studies 500</td>
</tr>
<tr>
<td><strong>Total Thesis</strong></td>
</tr>
</tbody>
</table>

1. Theory and Practice in Teacher Education 517.
2. Select one course in each of the following areas: Educational Foundations; Instructional Technology; Curriculum, Educational Research and Evaluation 534 or 558, 560, 588.

**NOTE**: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

**SPECIALIST IN EDUCATION**

**Instructional Technology and Educational Studies Major**

**REQUIREMENTS**

**Instructional Technology and Educational Studies Major • Curriculum Concentration (Thesis/Non-Thesis)**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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</thead>
<tbody>
<tr>
<td>Core</td>
</tr>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Research (maximum 3 hours per semester)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

1. Program Prerequisites
2. Concentration: 6 hours
3. Research (maximum 3 hours per semester): 6 hours

**Instructional Technology and Educational Studies Major • Instructional Technology Concentration (Thesis Option)**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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</thead>
<tbody>
<tr>
<td>Core</td>
</tr>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Thesis: Instructional Technology and Educational Studies 500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

1. Core: 9 hours
2. Concentration: 12 hours
3. Electives: 3 hours
4. Thesis: 6 hours

**Instructional Technology and Educational Studies Major • Instructional Technology Concentration (Non-Thesis Option)**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Core</td>
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<tr>
<td>Concentration</td>
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<tr>
<td>Electives</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

1. Core: 9 hours
2. Concentration: 12 hours
3. Electives: 9 hours
4. Research: 3 hours

**Instructional Technology and Educational Studies Major • Instructional Technology Concentration (Thesis/Non-Thesis)**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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</thead>
<tbody>
<tr>
<td>Core</td>
</tr>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Research (maximum 3 hours per semester)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

1. Must hold master’s degree in education or related field.
2. Select one course in each of the following areas: Curriculum, Educational Research, and Evaluation; Cultural Studies in Education.
3. These courses are required for students who do not have a major’s degree in a major in instructional technology: Instructional Technology 521, 570, 573, 575 (or approved substitutions). Electives (6 hours) taken outside the instructional technology concentration.

**NOTE**: To meet program requirements, students must select all courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.
DOCTOR OF PHILOSOPHY
Education Major

REQUIREMENTS

Education Major • Cultural Studies of Educational Foundations Concentration

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours Credit</th>
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</thead>
<tbody>
<tr>
<td>1Program Prerequisites</td>
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</tr>
<tr>
<td>2Departmental Core</td>
<td>12</td>
</tr>
<tr>
<td>3Concentration</td>
<td>16</td>
</tr>
<tr>
<td>4Specialization</td>
<td>9</td>
</tr>
<tr>
<td>5Research</td>
<td>15</td>
</tr>
<tr>
<td>Cognate</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation (Instructional Technology and Educational Studies 600)</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>

Students entering the PhD program with a concentration in cultural studies must possess a master’s degree in a related field of study. Instructional Technology and Educational Studies 601 (3). Select one course in each of the following areas: Cultural Studies in Education 607; Instructional Technology 521 or 679; Curriculum, Educational Research and Evaluation 534, 558, 675, or 676. Cultural Studies in Education 550, 590 (4), 591, 592, 609. Select three courses in one of the following areas: Philosophy of Education (Cultural Studies in Education 526, 539, 544, 547, 548, or 608); Sociology of Education (Cultural Studies in Education 545, 549, 648, or 652); History of Education Cultural Studies in Education 511, 539, 546, 609, or 625. Both qualitative and quantitative research methodologies must be included. Curriculum, Educational Research and Evaluation 520; Research Methods Electives (12).

NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

Education Major • Curriculum, Educational Research, and Evaluation Concentration

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Program Prerequisites</td>
<td>12</td>
</tr>
<tr>
<td>2Departmental Core</td>
<td>12</td>
</tr>
<tr>
<td>3Concentration</td>
<td>15</td>
</tr>
<tr>
<td>4Specialization</td>
<td>9</td>
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<tr>
<td>5Research</td>
<td>15</td>
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<tr>
<td>Cognate</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation (Instructional Technology and Educational Studies 600)</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>

Students entering the PhD program with a concentration in cultural studies must possess a master’s degree in a related field of study. Instructional Technology and Educational Studies 601 (3). Select one course in each of the following areas: Cultural Studies in Education 607; Instructional Technology 521 or 679; Curriculum, Educational Research and Evaluation 534, 558, 675, or 676. Required: Curriculum, Research and Evaluation 534, 623, 675. Electives (6): Curriculum, Educational Research and Evaluation 558, 560, or 588, 674. Both qualitative and quantitative research methodologies must be included. Curriculum, Educational Research and Evaluation 520; Research Methods Electives (12).

NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

Graduate Courses

Cultural Studies in Education (271)

526 Philosophy of Education (3) Description, interpretation, and critique of philosophical/theoretical arguments: truths, knowledge and values in relation to education.
539 Development of Education Thought (3) Historic and philosophic approach to lives and writing of influential educators: Plato, Quintilian, Comenius, Rousseau, Pestalozzi, Froebel, Dewey. Prereq: Graduate status and consent of instructor.
544 Survey of Contemporary Philosophies in Education (3) Current debates within various philosophical fields of study related to education.
545 Educational Sociology (3) Sociological analysis of American education system. Controversial social issues that affect educational system and potential solutions offered by various programs. Open to juniors, seniors, and graduate students.
546 Topics in History of Education (3) May be repeated.
547 Topics in Philosophy of Education (3) May be repeated.
548 Transforming Critical Thinking: Constructive Thinking and Educational Implications (3) Critique and transformation of critical thinking to more holistic, relational, and aesthetic model of multicultural and gender-sensitive constructive thinking; confronting power and addressing educational implications.
549 Topics in International Education (3) Historical, philosophical, and sociological foundations; selected nations and their cultures. May be repeated.
550 Multicultural Education (3) Introduction to history, varieties, theory and practice of multiculturalism and multicultural education. Addresses the promotion and critique of multicultural education and related concepts in theory and educational practice.
560 Introduction to Qualitative Research in Education (3) Fundamentals of qualitative research methods and development of skills needed for qualitative research proposals. Overview of qualitative research methods: ethnography, case study, historiography, biography, oral and life history. Critical reading and evaluation of qualitative research studies.
561 Qualitative Research in Education Settings (3) Implementing and writing qualitative studies in educational settings. Qualitative data collection, analysis, and report writing. Prereq: 560 or equivalent.
590 Cultural Studies Seminar (2) Two-semester sequence (fall and spring); ongoing discussion about cultural studies: popular culture, interdisciplinary work, social justice issues. Presentations, videos, readings. May be repeated. Maximum 4 hours. Satisfactory/No Credit grading only.
591 Issues in Cultural Studies (3) Combination of theoretical readings in cultural studies and service learning for social justice project. Discussion of interdisciplinary, social justice and activism. Links between theory and practice of cultural studies.
592 Justice, Schools, and Sports (3) Social justice issues: education and sport practices. Social justice, moral commitments to others in educational and sport settings, and equal opportunity to acquire social goods and benefits. Prereq: Admission to doctoral program with concentration in cultural studies in education.
607 Advanced Seminar in the Social Foundations of Education (3) Interdisciplinary team-taught seminar. Readings selected by faculty and participants from classic studies and current periodical literature in anthropology, sociology, history, and philosophy of education. Part of general core for PhD program. Prereq: Doctoral student in Education.
608 Seminar in Philosophy of Education (3) Selected philosophical issues in education. Prereq: 2 courses in history or philosophy of education. May be repeated with consent of instructor.
609 Feminist Theories and Education (3) Theoretical research currently presented by feminist scholars questioning traditional (male) theories; application of these feminist theories to current feminist work in education.

625 Seminar in History of Education (3) Selected historical issues in education. Prereq: 2 courses in history or philosophy of education. May be repeated with consent of instructor.

648 Topics in Sociology of Education (3) May be repeated.


Curriculum, Educational Research, and Evaluation (256)

520 Techniques of Research in Education (3) Study and application.

532 Instructional Research: Analysis and Application (3) Analysis of research on instruction. Translation and application of research findings into instructional performance.

534 Program Evaluation in Education (3) Issues and practices in planning and conducting program and curriculum evaluation in variety of settings. Fundamentals of design, measurement, philosophy, ethics, and underlying values; proper role and use of evaluation in educational organizations. Prereq: Consent of instructor. (Same as Educational Administration and Policy Studies 534.)

541 The High School Curriculum (3) Identification of problems associated with curriculum study, Tennessee curriculum framework, assessment of trends in programs of local, regional, and national significance.

552 School Law for Educators (3) Case and statutory material for public school educators; problems concerning law and public education.

557 The Junior High and Middle School Curriculum (3) Curriculum and instructional design for junior high and middle school. Characteristics of students, curriculum designs, instructional patterns, and organization and structure of junior high and middle school.

558 Curriculum Planning and Development (3) Foundations and principles of curriculum planning and development. Historical analysis of curriculum theory, principles of planning and development, and classroom applications for improved learning.

560 Student Assessment (3) Processes for assessing and reporting student progress; interpretation and use of available assessment data. Methods of assessment other than tests and measurements: portfolios, performance tasks, exhibitions.

580 Techniques for Research in Curriculum and Instruction (3) Fundamentals of research methodology applicable to curriculum, instruction, and other areas of educational inquiry. Critical reading of research and development of skills needed for proposal development.

588 Instructional Theory and Design (3) Relationship of curriculum to instruction; examination of instructional and related learning theories; instructional models and teaching styles.

604 Seminar in Curriculum and Instruction (1) Required 2 consecutive semesters. Satisfactory/No Credit grading only.

623 Using Research for Curriculum Improvement (3) Research methodology; application to descriptive/survey curriculum materials. Critical reading of research, methodological development in descriptive and survey areas.

630 Seminar in Assessment and Evaluation (3) Trends and issues in student/ client assessment, personnel evaluation, and program evaluation; and examination of current state, regional and national assessment and evaluation projects. Prereq: Consent of instructor.

631 Application of Assessment/Evaluation (3) Systems designs, instruments, procedures, reporting formats used in personnel and program evaluation and student assessment; analysis, synthesis and interpretation of data sets. Prereq: 630.

672 Interpretation and Application of Curriculum and Instruction Research (3) Analysis of research in curriculum and instruction, newer methodologies and strategies. Utilization of research to improve curriculum and instruction practice, application of research principles in context of specific professional assignments. Prereq: Consent of instructor.

674 Designing and Implementing Personnel Assessments (3) Models and methods for assessing performance of educators and other professionals. Critique of systems currently in use and design of evaluation system.

675 Curriculum Evaluation: Theory and Application (3) Evaluation trends and issues. Theoretical frameworks to design evaluation studies for various educational programs.


Instructional Technology (569)

521 Computer Applications in Education (3) Use and integration of technology in educational settings to support teaching and learning. Prereq: Basic computer operations or consent of instructor.

566 Administering Instructional Media Programs (3) Leadership roles and responsibilities of professional media administrator in variety of organizational settings.

569 Media and Technology Production Techniques (3) Workshop strategy: basic photography, audio production, multi and single camera TV production, basic digital video editing, and other media/technology techniques important for improving communication in variety of presentation or instructional settings. (Same as Information Sciences 569.)

570 Instructional Systems Design (3) Application of theory and research of instructional systems design to solve instructional problems in educational settings.

571 Desktop Publishing for Educators (3) Use of computer-based desktop publishing and graphics software and related hardware in designing and producing instructional and informational products. Prereq: 521, 570, or consent of instructor.

573 Introduction to Multimedia in Instruction (3) Selected computer-based multimedia production tools and use to produce instructional materials based on specific learner characteristics and objectives. Prereq: 521 or consent of instructor.

575 The Internet: Implications for Teaching and Learning (3) Investigation of Internet, its origin and historical development. Hands-on use of Internet. Relevant issues regarding legal and ethical issues, evaluation, responsible use, proprietary rights.

576 Advanced Interactive Multimedia for Instruction (3) Design and production of educational and interactive Web sites using advanced software. Development of effective interactive methods for enhancing teaching and learning supported by principles of planning, designing, creating, testing, and evaluating. Prereq: 521, 570, 573, 575.

578 Web Design (3) Design and development of instructional Web sites using basic design principles and visual Web editor software. Prereq: 575.

669 Instructional Media Research (3) Identification, location, and collection of developmental and experimental research on instructional media. Application of research.

678 Seminar in Instructional Technology (1) Readings and discussions based on current literature, research, theories and practices in instructional technology. Prereq: Consent of instructor. May be repeated. Maximum 3 hours.


680 Designing Problem-Based Learning Environments (3) Development and integration of problem-based learning pedagogy into curriculum. Examination of literature to understand theoretical perspective for design of this type of learning environment. Prereq: 521, 570, 573, 575, or consent of instructor.

Instructional Technology and Educational Studies (570)

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.

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

593 Independent Study (1-3) May be repeated. Satisfactory/No Credit or letter grade.

594 Supervised Readings (1-3) May be repeated. Satisfactory/No Credit or letter grade.

595 Special Topics (1-3) May be repeated. Satisfactory/No Credit or letter grade.

600 Doctoral Research and Dissertation (3-15) P/NP only.
The Department of Nutrition offers graduate programs leading to degrees, majors, and concentrations in:

**Master of Science**
- Nutrition major
  - Nutrition science concentration
  - Public health nutrition concentration

**Master of Science – Master of Public Health (Dual Degree)**

**Doctor of Philosophy**
- Human ecology major
  - Nutrition science concentration

The Master of Science program is available with a major in nutrition and concentrations in nutrition science or public health nutrition.

A graduate degree combined with a Dietetic Internship (DI) beyond the baccalaureate degree qualifies the graduate to apply for the Registration Examination to become a Registered Dietitian (RD). Students may learn more from the department about the D.I. program from the departmental Web site. The Dietetic Internship is currently granted accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association, 120 S. Riverside Plaza, Chicago, IL 60606-0040, telephone: (312) 899-5400. Students may also select an interdisciplinary minor in gerontology.

**ADMISSION**
A complete file for review includes the Graduate Application for Admission file, completed departmental application form, Graduate Record Examination (GRE) scores for the general section, and three Graduate Rating Forms completed by individuals who can attest to the applicant's potential for graduate education. Forms may be obtained from the Departmental Office, 229 Jessie Harris Building, University of Tennessee, Knoxville, 37996-1900. Forms may also be obtained from the department's Web site.

Admission into the graduate program in the department is dependent on completion of undergraduate courses that give the necessary background for success in the graduate program. Required undergraduate courses include: general and organic chemistry, physiological chemistry/biochemistry, physiology, statistics and advanced nutrition. Admission to the PhD program with a major in human ecology and a concentration in nutrition science requires a master's degree. Applicants to all programs with related experience may be given preference.

**MASTER OF SCIENCE**

**Nutrition Major**

**REQUIREMENTS**

Students may choose a thesis or non-thesis option in nutrition. Attendance of Nutrition 540 is required every semester.

**Thesis Option**

The program consists of a minimum of 33 hours with at least 16 hours of coursework in the department.

- Nutrition 511, 512, 540, 541 and 3 hours of graduate level statistics are required.
- Students in public health nutrition must take 511, 512, 513, 514, 515, 541 and the minor in public health.
- Six hours of Thesis 500, and 6 hours outside the department are required.
- A minimum of 22 hours at the 500 or 600 level is required.
- An oral comprehensive examination is required upon completion of the thesis.

**Non-Thesis Option**

The program consists of a minimum of 36 hours with at least 20 hours of coursework in the department.

- Nutrition 511, 512, 540, 541, 2 hours from 542-544 and 3 hours of graduate level statistics are required.
- Students in public health nutrition must take 511, 512, 513, 514, 515 and the minor in public health.
- Six hours in one area outside the department are required.
- A minimum of 24 hours at the 500 and 600 level is required.
- A written comprehensive examination is required for completion of the program.
DUAL MS-MPH PROGRAM

The College of Education, Health, and Human Sciences offers a coordinated dual program leading to the conferral of both the Master of Science with a major in nutrition (public health nutrition concentration) and the Master of Public Health. The dual program allows students to complete both degrees in less time than would be required to earn both degrees independently.

The program is designed to meet the needs of students who are interested in the benefits of majors in both nutrition and public health. Therefore, it accommodates the interests of students who:

- plan a career in public health nutrition and want to acquire the knowledge and skills of the nutritionist and public health professional.
- plan a career in nutrition and want to acquire the knowledge and skills and the perspective of the public health professional.
- plan a career in public health and want to acquire the knowledge, skills and perspective of the nutritionist.

ADMISSION

Applicants for the MS-MPH program must make separate application to, and be competitively and independently accepted by, the Department of Nutrition for the MS, Department of Health and Exercise Sciences for the MPH, and the Public Health Academic Program committee.

Students who have been accepted by both departments may apply for approval to pursue the dual program anytime prior to, or after, matriculation in either or both departments. Such approval will be granted provided that dual program studies be started prior to entry into the fourth semester of the MS and MPH programs.

REQUIREMENTS

A dual degree candidate must satisfy the requirements for both the MS (public health nutrition concentration) and the MPH, as well as the requirements for the dual program. All candidates for the dual degree must successfully complete Health and Society (Public Health 555), two credits of Seminar in Public Health (Public Health 509), and a minimum of 60 credits. The Department of Nutrition will award a maximum of 9 semester hours of credit toward the MS for successful completion of approved graduate level courses offered in the Department of Health and Exercise Science. The Department of Health and Exercise Science will award a maximum of 11 semester hours of credit toward the MPH for successful completion of approved courses offered in the Department of Nutrition. All courses for which such cross-credit is awarded must be approved by the Public Health Academic Program Committee and the student’s graduate committee. A single block field experience (or public health internship) is required of all students and the analytical field paper incorporates public health nutrition and the student’s public health concentration.

Dual degree students who withdraw from the program before completion of the requirements for both degrees will not receive credit towards the MS or MPH for courses taken in the other program except as such courses qualify for credit without regard to the dual program.

APPROVED DUAL CREDIT

MS courses to be counted toward the MPH program must include 10 semester hours of Field Study in Community Nutrition (Nutrition 515) and 1 semester hour of Graduate Seminar in Public Health (Nutrition 509). MPH courses to be counted toward the MS include Public Health Administration (Public Health 520), Biostatistics (Public Health 530), and Epidemiology (Public Health 540).

DOCTOR OF PHILOSOPHY

Human Ecology Major • Nutrition Science Concentration

The PhD enables students to study the science of nutrition from the cellular/molecular level to the application of nutrition principles by people in a changing environment.

The doctoral program emphasizes cellular/molecular nutrition, human nutrition, nutritional epidemiology, and experimental nutrition. Cognate areas may include anthropology, biochemistry, chemistry, communications, education, food technology, human development, physiology, public health, sociology, statistics, and/or toxicology.

REQUIREMENTS

- Sixteen hours in nutrition including 4 hours at the 600 level (exclusive of dissertation).
- Nutrition 511, 512, 541, and 2 hours from either 542-544.
- 4 hours of Nutrition 540, attendance required every semester.
- 6 hours of statistics.
- 6 hours in a cognate area.
- 9 hours at the 600 level.
- Students without college teaching experience are required to take the fall semester teaching seminar for GTAs and Nutrition 548 comprising a faculty-supervised problem in college teaching.

Nutrition Minor

The graduate minor consists of Nutrition 511 and 512 plus at least three hours from any letter-graded 500-level or above nutrition courses.

GRADUATE COURSES

Nutrition (726)

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.

508 Culture, Food, and Nutrition (3) Food-related behavior of individuals and groups in United States. Sociocultural, economic, and technological influences. Nutrition and food surveys, public policy. Prereq: Advanced Nutrition or consent of instructor.

509 Graduate Seminar in Public Health (1) (Same as Exercise Science 509; Public Health 509; Nursing 509; Social Work 509.)

511 Advances in Carbohydrate, Lipid and Protein Metabolism (4) The physiological impact of dietary carbohydrates, lipids and proteins, with an emphasis on nutritional and hormonal regulation of intermediary metabolism, bioenergetics and gene regulation. Prereq: Advanced Nutrition course.
512 Advances in Vitamin and Mineral Metabolism (3) Advances in the requirements, utilization, metabolism and physiological impact of micro-nutrients with an emphasis on vitamins and minerals in the context of human nutrition. Prereq: Advanced Nutrition course.

513 Community Nutrition I (3) Orientation to community; assessment of nutrition problems, needs, and resources; functional roles of public health nutritionist. Concurrent field experiences. Prereq: Advanced Nutrition or consent of instructor.

514 Community Nutrition II (3) Planning, implementation, and evaluation of public health nutrition programs. Concurrent field experiences. Prereq: 513 or consent of instructor.

515 Field Study in Community Nutrition (1-12) Personal participation in and analysis of state or regional community nutrition program. Location of in-depth study to be selected in consultation with instructor. Prereq: 513, 514 and consent of instructor. Satisfactory/No Credit grading only.

516 Maternal and Child Nutrition (3) Nutrition principles related to growth and development during pregnancy, infancy, and childhood to age 5; high risk conditions. Prereq: Advanced Nutrition or consent of instructor.

517 Childhood and Adolescent Nutrition (3) Application of nutrition principles to school age children; effects of diseases on growth and health maintenance; nutritional assessment and counseling for nutrition. Prereq: Advanced Nutrition or consent of instructor.

518 Nutrition and Aging (3) Nutritional problems of adults; nutritional requirements, dietary intakes; effects of nutrition on biological aging. Prereq: Advanced Nutrition or consent of instructor.

520 Nutritional Ecology (2) Examination of issues in natural, political, physical, and social environments that impact availability of food and nutrients in U.S. food supply.

521 Physiological Basis for Diet and Disease (3) Altered nutrient needs as result of metabolic changes that occur in selected disease states. Prereq: Nutrition in Disease or consent of instructor.

522 Nutrition Counseling (2) Individual eating habits and disorders, evaluation strategies for effectiveness of helping process. Prereq: Nutrition in Disease or consent of instructor.

524 Nutrition Education: Principles, Implementation, and Evaluation (3) Conceptual models, principles, application, and evaluation models in nutrition education research. Prereq: 508 or consent of instructor.

530 Molecular Application in Nutrient-Gene Interaction I (1) Theories and applications of gene regulation methodologies. Experimentation with DNA and RNA. RNA and DNA isolation and analysis to illustrate nutrient regulation of gene expression. Combination of lab/lecture.

540 Seminar in Nutrition (1) May be repeated. Satisfactory/No Credit grading only.

541 Research Methods (2) Basic principles of planning, conducting, and interpreting nutrition and foodservice systems administration research. Prereq: 6 graduate hours in nutrition and food system administration and statistics.

542 Advanced Experimental Nutrition (2) Application of research principles to individual project using experimental animals. Prereq or coreq: 541.

544 Survey Methods in Food and Nutrition (2) Application of survey research methods to nutrition projects: assessment of food consumption, nutrient intake, nutritional status, sociocultural-economic parameters, food production and service. Prereq or coreq: 541.

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

548 Directed Study in Nutrition (1-3) Advanced study in nutrition. Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

549 Special Topics (1-3) Recent advances in nutrition or food systems administration. Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

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

602 Advanced Topics in Nutrition Science (1-3) Comprehensive individual study and group discussion of topics related to current problems in nutrition. Prereq: 512 or consent of instructor. May be repeated.

603 Current Trends in Food and Sociocultural Change (2) Critical evaluation of research. Prereq: 508 or consent of instructor.

Department of SPORT AND LEISURE STUDIES
http://web.utk.edu/~sals/

DeSensi, J.T., Head

Professors
DeSensi, J.T., EdD .................................................. North Carolina (Greensboro)
Hayes, G.A., PhD .................................................. North Texas State
Wrisberg, C.A., PhD .............................................. Michigan

Associate Professors
Jones, R.E., PhD ................................................. Toledo
Kelley, D.R., PhD ................................................. Georgia State
Krick, K.L., ReD .................................................... Indiana

Assistant Professors
Faurbrother, J., PhD ............................................. Florida State
Fisher, L.A., PhD .................................................. Berkley
Hardin, R.L., PhD .................................................. Tennessee
McCutchens, M.G., EdD ........................................ North Carolina (Greensboro)
Stratta, T.M., PhD ................................................. Southern Illinois

Adjunct Faculty
Avery, K., MS ...................................................... Tennessee
Bennell, J., JD ...................................................... Tennessee
Blemer, J., MS .................................................... Ohio University
Brown, M., MS .................................................... Tennessee
Cattagni, E., MS .................................................. Tennessee
Cronan, J., MS .................................................... Louisiana State
Denton, H., MS .................................................... Tennessee
Irwin, T., JD ....................................................... Tennessee
Myers, W., MS .................................................... Tennessee
Schleiman, E., PhD ............................................. Tennessee
Schmidt, W., MS ................................................ Tennessee
Summitt, P., MS ................................................ Tennessee
Tegano, C., EdD ................................................ Virginia Tech
Thomas, D., MS ................................................ Tennessee
White, K., BS ..................................................... Tennessee
Whitney, J., PhD ................................................ Tennessee

Internship Coordinator
Brown, L.Y., MS ................................................ Tennessee

Lecturers
Brown, L.Y., MS ................................................ Tennessee
Causey, S., MS ................................................... Tennessee
Dooley, T., MS .................................................... Tennessee
Hood, G., PhD ................................................... Tennessee
Jennings, D., BS ................................................ Tennessee
Lambert, J., MS ................................................. Baptist Theological Seminary
Walczzyk, J., MS ............................................... Old Dominion

MAJORS
Recreation and Leisure Studies ................................ MS
Sport Studies ....................................................... MS
Education .................................................................. PhD

The Department of Sport and Leisure Studies is committed to excellence in research, teaching, practice, and service within the multifaceted contexts of sport, leisure, and recreation. We are dedicated to providing superior and innovative programs of study and applied experiences that will enable students to become effective and imaginative professionals, scholars, and citizens. The department is also committed to the principles of diversity and social justice and to the provision of positive sport and leisure experiences for all people.

The Department of Sport and Leisure Studies offers graduate programs leading to degrees, majors and concentrations in:
**Master of Science**
- Recreation and leisure studies major
- Recreation and leisure administration concentration
- Therapeutic recreation concentration
- Sport studies major
- Sport management concentration
- Sport studies concentration

**Doctor of Philosophy**
- Education major
- Sport studies concentration

**MASTER OF SCIENCE**

**Recreation and Leisure Studies Major**

**Requirements**
Requirements for concentrations appear below.

**Recreation and Leisure Studies Major • Recreation and Leisure Administration Concentration (Thesis Option)**

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<tr>
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<td>Recreation and Leisure Studies 510</td>
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<tr>
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<tr>
<td>Recreation and Leisure Studies 540</td>
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<tr>
<td>Recreation and Leisure Studies 541</td>
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<tr>
<td>Safety 443 or Sport Management 512</td>
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<tr>
<td>Statistics</td>
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<td>Research Methods</td>
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<td>Thesis</td>
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**Total** 33

**Recreation and Leisure Studies Major • Recreation and Leisure Administration Concentration (Non-Thesis Option)**

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<td>Safety 443</td>
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<td>Sport Management 512</td>
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<td>Research Methods</td>
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<td>Electives</td>
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**Total** 36

**Recreation and Leisure Studies Major • Therapeutic Recreation Concentration (Thesis Option)**

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<td>Recreation and Leisure Studies 522</td>
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<tr>
<td>Research Methods</td>
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<td>Statistics</td>
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<td>Thesis</td>
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</table>

**Total** 33

*Must meet national certification requirements

**MASTER OF SCIENCE**

**Sport Studies Major**

**Graduate Assistantships**
Graduate assistantships are available to qualified candidates. Students should contact directly the area in which they are pursuing an assistantship. A limited number of graduate teaching assistantships are available in the Physical Education and Activity Program for sport management students. Please contact Glenda Dills at gdills@utk.edu or 865-974-1272 for more information regarding these assistantships.

**Sport Management Concentration**
The sport management concentration provides the opportunity for students to have a quality academic experience and to gain professional experience as they prepare for careers in the sports industry.

**Requirements**

**Sport Studies Major • Sport Management Concentration (Project Option)**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>Sport Management 511</td>
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<td>Sport Management 532</td>
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<tr>
<td>Sport Management 535</td>
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<tr>
<td>Sport Management Electives</td>
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<td>Cultural Foundations of Sport</td>
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<td>Electives</td>
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**Total** 33

**Sport Studies Major • Sport Management Concentration (Thesis Option)**

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<td>Cultural Foundations of Sport</td>
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<td>Electives</td>
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</tr>
<tr>
<td>Thesis</td>
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</tbody>
</table>

**Total** 30

*Must meet national certification requirements

1Sport Management 440, 512, 530, 540, 544, 553, 554, 555, 570, 580.
2Sport Studies 507, 514, 542.
3These courses can be taken within Sport and Leisure Studies or outside the department. A total of six hours may be earned in Sport Management 590 and 595 combined.
**Sports Studies Concentration**

**REQUIREMENTS**

**Thesis and Non-Thesis Options**

The thesis option is available for all students and is especially encouraged for those who intend to eventually pursue a doctoral degree. All thesis students are required to register for 6 hours of thesis (Sport Studies 500). Students who choose the non-thesis option are required to take a written comprehensive examination.

All students must complete a minimum of 30 semester hours and are required to take either two semesters (1 hour each) of Cultural Studies in Education Seminar (Cultural Studies in Education 590) or Justice, Schools, and Sports (3 hours—Cultural Studies in Education 592). Students must select a minimum of 15 hours from the following Sport Studies courses: Sport Studies 505, 507, 514, 533, 534, 535, *537 (1), 542, 543, *593 (1-3), *594 (1-3), *595 (1-3), *633. Students may select additional courses relevant to their professional and career goals from other departments.

*These courses may be repeated

**DOCTOR OF PHILOSOPHY**

**Education Major • Sport Studies Concentration**

The PhD with a major in education offers a concentration in sport studies with areas of specialization in sport sociology and sport psychology. The program stresses an interdisciplinary approach to course work and research and expects its students to become proficient in qualitative and quantitative research methods. Students are expected to obtain a significant grounding in the allied, parent disciplines. The program prepares students to teach in higher education and/or to conduct work within applied educational and sport settings.

**REQUIREMENTS**

The program usually takes 3 years (2 years of coursework and year for the dissertation) and includes 15 credits in the concentration, 15 credits in research, 11 core credits, 9 credits in a specialization, 6 credits in a cognate area, and 24 dissertation credits.

**GRADUATE COURSES**

**Dance (274)**

415 Teaching Creative Dance for Children (2) Theory, methods, materials and practical experience in presentation and integration of creative dance in grades K-6. Mini-teaching experience.

480 Dance Through the 19th Century (3) Dance of various societies and culture from pre-history through 19th century.

490 Dance in the 20th Century (3) History and philosophy of dance.

495 Dance Pedagogy (3) Principles and methods of teaching dance with practical application in mini-teaching experience. Prereq: Upper-class or graduate standing and consent of instructor. Different level of performance is expected of those registered for graduate credit.

510 Ballet: Level IV (2) Instruction and practice in advanced classical ballet techniques. Prereq: Consent of instructor. May be repeated. Maximum 8 hours.

520 Jazz: Level IV (2) Instruction and practice in advanced jazz styles and techniques. Prereq: Consent of instructor. May be repeated. Maximum 8 hours.

530 Modern: Level IV (2) Instruction and practice in advanced modern dance techniques. Prereq: Consent of instructor. May be repeated. Maximum 8 hours.

550 Dance Composition IV (3) Independent study applying choreographic and production skills, culminating in presentation of two works. Prereq: 440 Composition I and 445 Composition II or consent of instructor.

593 Independent Study (1-3) May be repeated. Satisfactory/No Credit or letter grade.

**Recreation and Leisure Studies (853)**

415 Development and Maintenance of Recreation and Athletic Facilities (3) Principles of designing, planning, equipping, operating and maintaining various facilities. Elements of risk management and safety in design process. Prereq: 310, Sport Management 350, or consent of instructor. (Same as Sport Management 415.)

430 Organization and Administration of Leisure Services (3) Principles of administration applied to provision of leisure services offered by public, private and/or commercial enterprises. Organizational structures, personnel management, evaluation, legal authority, introduction to budgeting and fiscal procedures. Prereq: 310 or Sport Management 350.

440 Dimensions of Commercial Recreation and Leisure Enterprises (3) Prereq: 291, junior standing or consent of instructor.

450 Special Topics in Leisure Education (1-6) Development of special topics in recreation, therapeutic recreation and leisure. May be repeated. Maximum 6 hours.

470 Tourism and Leisure Industries (3) Symbiotic relationship between tourism and various sectors of leisure industry. Use of resources, both natural and developed, and economic impacts of ventures. Sociocultural impacts on venue as well as venues impact on local population.

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.

510 Trends and Issues in Service Management (3) (Same as Hotel, Restaurant, and Tourism 510.)

515 Philosophical and Conceptual Foundations of Leisure (3) Philosophy of leisure and recreation; nature of philosophy, concepts of leisure, recreation, play, work, and other factors, history of field, and relationship of ideas to contemporary society and to professional practice.

520 Program Design and Evaluation in Therapeutic Recreation (3) History, philosophy, nature, purpose, special populations served, programming process, professional aspects of therapeutic recreation. Basic overview of aspects of leisure delivery systems. Prereq: Consent of instructor.

521 Facilitation Techniques in Therapeutic Recreation (3) Role of therapeutic recreation in clinical and non-clinical settings; application of life-style planning, self-awareness, values clarification and assertiveness training in therapeutic recreation, relationship of leisure education to therapeutic recreation. Prereq: 520 or consent of instructor.


540 Fiscal Policies for Recreation and Sports Related Organizations and Facilities (3) Application of fiscal policies and procedures to operation of recreation and sports related organizations and facilities. Finance, revenue generating strategies, cash and inventory control, commercial/public cooperative ventures and microcomputer applications. Prereq: 430 or consent of instructor.

541 Management and Operation of Recreation and Sport Related Facilities (3) Research for making program and management decision, process of cost analysis, and basic design and maintenance of recreation and sport related facilities. Prereq: Consent of instructor.

590 Graduate Internship (3-6) Required of all graduate students. Application of previous theoretical and applied knowledge and skills in an appropriate recreation/leisure setting. The internship is intended to simulate a full time professional level work experience during the entire semester. Therapeutic Recreation Internship must meet NCTRC national guidelines. Prereq: Completion of 24 graduate hours/ 3.0 GPA and/or permission of instructor.

591 Directed Study in Leisure and Recreation (1-6) Detailed study of theme, issue, or concern. Designed to meet needs of individual students. May be repeated. Maximum 6 hours.

592 Special Topics in Recreation and Leisure Studies (1-6) May be repeated. Maximum 6 hours.
Sport Management (957)
415 Development and Maintenance of Recreation, Tourism and Athletic Facilities (3) (Same as Recreation and Leisure Studies 415.)
440 Sport Marketing (3) Application of fundamental marketing concepts to sport industry. Marketing research, promotions, fund raising, advertising, and assessment of marketing programs specific to sport. Historical development of sport marketing. Prereq: Marketing 300 and progression to Sport Management.
460 Development and Revenue Generation in Sport (3) Designed to provide overview of theories, strategies, and techniques used in the production of revenue for sport organizations and through sporting events. Emphasis on developing balanced, multifaceted programs that target a variety of constituencies in the sport industry.
500 Thesis (1-15) P/NP only.
501 Special Project (3) Culminating experience for non-thesis major. Research study suitable for publication, or practicum requiring special written work. Prereq: 532.
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.
511 Administration/Supervision In Sport (3) Development of knowledge and analytic skills desirable for managers/administrators in sport business/organization: organizational, administrative, and supervisory strategies related to sport in profit and non-profit settings.
512 Application of Legal Concepts to Sport Settings (3) Application of contract law, breach of contract, and monetary damages within sport settings: risk assessment and development of effective risk management strategies; development of contracts in sports; and analysis of cases involving discrimination based upon gender, race, and age as well as protection of rights at amateur and professional levels of sport.
530 Sport and Media Issues (3) Gender and race issues within context of media and sport. Development of sport media and media influence on sport.
532 Research Techniques in Sport (3) Evaluate, compare, and contrast research techniques in sport with consideration for and experiences in appropriate review, design, analysis procedures, and proposal development.
535 Ethics in Sport Management (3) Development of analytical skills and knowledge desirable of middle and upper level managers in sport business/organizations. Social issues and ethics in sport administration.
540 Sport Economics and Finance (3) Principles of economics and finance as applied to sport organizations. Market structures of sport finance and political economics that form those structures.
544 Theories of Leadership and Leader Behavior in Sport (3) Integration of various theoretical approaches to leadership styles in sport administration within cultural contexts, research, and field experiences.
553 Case Studies in Sport Management (3) Current issues and problems in sport administration at all levels of amateur and professional sport. May be repeated under different topic. Maximum 9 hours.
554 Readings in Sport Management (3) Survey of pertinent literature in refereed and applied journals and texts.
555 Evaluation Techniques for Sport Managers (3) Review and application of techniques of evaluation appropriate for sport programs, facilities, and personnel.
570 Event Management (3) Review of current research related to theory and practice in event management and involvement in management capacity with one or more special events.
575 Seminar in Sport Management (1) Selected topics in sport management. May be repeated with consent of instructor. Maximum 3 hours. Satisfactory/No Credit grading only.
580 Special Topics (1-3) Advanced study in selected disciplinary or professional areas of physical education and/or sport. May be repeated.
590 Practicum (3) Practical experience in areas of major interest. May be repeated. Maximum 6 hours. Satisfactory/No Credit grading only.
593 Independent Study (1-3) May be repeated. Letter grade only.
595 Internship (3) Full-time application of previous theoretical and applied knowledge and skills in appropriate sport setting. Satisfactory/No Credit grading only.

Sport Studies (959)
500 Thesis (1-15) P/NP only.
501 Special Project (3) Research study suitable for publication, or practicum requiring special written work.
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.
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580 Special Topics (1-3) Advanced study in selected disciplinary or professional areas of physical education and/or sport. May be repeated.
590 Practicum (3) Practical experience in areas of major interest. May be repeated. Maximum 6 hours. Satisfactory/No Credit grading only.
593 Independent Study (1-3) May be repeated. Letter grade only.
595 Internship (3) Full-time application of previous theoretical and applied knowledge and skills in appropriate sport setting. Satisfactory/No Credit grading only.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
Department of
THEORY AND PRACTICE IN TEACHER EDUCATION

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

Susan M. Benner, Head
Charles H. Hargis, Graduate Liaison

Professors
Benner, S., EdD ......................................................... Columbia
Davis-Wiley, P., EdD .................................................. Houston
Hargis, C., EdD .......................................................... Colorado State
Hatch, J., PhD ............................................................ Florida
Hipple, T., PhD .......................................................... Illinois
Jost, K., EdD ............................................................... Oklahoma
Knight, L., PhD .......................................................... Texas
Long, V., EdD ............................................................. Missouri (Columbia)
Rowell, C., EdD ......................................................... George Peabody
Turner, T., EdD .......................................................... Penn State

Associate Professors
Ashmore, D., MS .................................................... Tennessee
Barclay-McLaughlin, M., PhD ...................................... Michigan
Bentley, M., EdD ....................................................... Virginia
Cagle, L., EdD ........................................................... Georgia
Davis, J., PhD ............................................................ New Mexico
Gilrane, C., PhD ........................................................ Illinois
Hannum, J., EdD ....................................................... Northern Colorado
Judge, S., EdD ........................................................... California (Santa Barbara)
Melear, C., PhD ........................................................ Ohio State
Puckett, K., PhD ........................................................ Tennessee
Warden, K., PhD ...................................................... Tennessee

Assistant Professors
Bell, S., PhD .............................................................. Tennessee
Brommel, A., PhD ..................................................... Southern Illinois
Brown, C., PhD .......................................................... Georgia Washington
Hendricks, D., PhD .................................................... Alabama
Rearden, K., PhD ........................................................ Texas A&M
Scherff, E., PhD ........................................................ Florida State
Taylor, M., PhD ........................................................ Missouri
Wooten, D., PhD ........................................................ New York

MAJORS DEGREES
Education ................................................................. PhD
Teacher Education .................................................. MS, EdS, EdD

The Department of Theory and Practice in Teacher Education offers graduate programs leading to degrees, majors, and concentrations in:

Master of Science
Teacher Education major
Track 1 (for previously licensed teachers - does not result in a teaching license)
Art education concentration
Early childhood special education concentration
Education of the deaf and hard of hearing concentration
Elementary education concentration
English education concentration
Foreign language/ESL education concentration
Mathematics education concentration
Modified and comprehensive special education concentration
Reading education concentration
Science education concentration
Social science education concentration
Track 2 (for individuals seeking an initial teaching license)
Art education concentration
Early childhood special education concentration
Education of the deaf and hard of hearing concentration
Elementary teaching concentration
Modified and comprehensive special education concentration
Secondary teaching concentration

Specialist in Education
Teacher education major
Elementary education concentration
English education concentration
Foreign language/ESL education concentration
Mathematics education concentration
Reading education concentration
Science education concentration
Social science education concentration

Doctor of Education
Teacher education major
Literacy, language and ESL education concentration
Teacher education concentration

Doctor of Philosophy
Education major
Early childhood education concentration
Literacy, language and ESL education concentration
Teacher education concentration

The College of Education, Health and Human Sciences offers the Master of Science, Specialist in Education, Doctor of Education, and Doctor of Philosophy degrees through the Department of Theory and Practice in Teacher Education. The college also offers initial teacher licensure programs at the graduate level. The program features a professional year internship with accompanying coursework, which may lead to a master’s degree with a major in teacher education.

The department also houses programs for students seeking licensure in early childhood, primary, and middle school education (grades K-8), reading endorsement, special education, secondary social studies, and licensure in the education of the deaf/hard of hearing. Early childhood licensure and degree programs are also available in the college. The department houses four program areas: education of the deaf/hard of hearing/educational interpreting; holistic/teaching/learning; content fields teaching; and urban/multicultural teacher education.

The deaf/hard of hearing/educational interpreting program area focuses on preparing teachers for deaf and hard of hearing children and youth pre-K-12. Preparation emphasizes the ability to teach children with a hearing loss using all modes of communication (e.g., aural/oral, sign systems, American Sign Language) and in residential or inclusive settings. Educational interpreting is a concentration under the undergraduate special education program. Courses are designed to prepare interpreters to work in mainstream (K-12) settings with deaf and hard of hearing students. Educational interpreters facilitate communication between deaf and hard of hearing students and other non-signing members of the school community, including teachers and learning classmates.

The holistic teaching/learning area’s central emphasis is on holistic, integrative, and interdisciplinary teaching/learning as opposed to teaching disciplinary subject content (e.g., science, mathematics, language arts) as separate entities. The focus on
integration is similar to how children learn and how language is central to the teaching/learning process. The faculty believes that students should be prepared as teachers who can facilitate learning rather than merely dispense content. Central to the philosophy of holistic teaching and learning is knowing each individual child’s learning skills, abilities, and interests. The holistic teaching/learning program area houses programs in elementary education, reading education, and special education.

The urban/multicultural teacher education area offers programs for students interested in teaching children of all ability levels in K-8 urban and multicultural settings. Faculty promotes innovation in education through alternative approaches to instructional delivery, curriculum development, assessment, and program evaluation. The area also provides preparation in early childhood special education for special educators working in classroom, home-based, and community settings.

The content fields teaching area’s mission is the preparation of teachers for instruction in art, ESL, English, foreign language, mathematics, social science and science. The emphasis is on how these disciplines are taught in context of different cultures.

For admission, most programs (except the Track 2 Initial Licensure/ Master of Science) require current scores from the GRE general section, and all require a departmental application form and letters of recommendation. For additional information about the various programs of study and admission, write to the Student Services Center in the College of Education, Health and Human Sciences, Claxton Complex A332. http://www.utk.edu/departments/advising.

MASTERS OF SCIENCE
Teacher Education Major

The Master of Science with a major in teacher education has two tracks. Track 1 is intended for students who are licensed to teach art, English, elementary education, foreign language, mathematics, natural science, reading education, social science, early childhood special education, or education of the deaf and hard of hearing. (Non-licensed applicants to Track 1 will be reviewed on a case-by-case basis and must have a strong disciplinary background and professional goals, which can be fostered through participation in the non-licensure program.) Track 2 is designed for students seeking initial teacher licensure in one of the above fields.

Both Track 1 and Track 2 offer thesis and non-thesis options and require students to submit to a written comprehensive examination. In addition, students completing theses must sit for an oral examination on their thesis.

TEACHER EDUCATION MAJOR
TRACK 1: NON-LICENSURE CONCENTRATIONS

Art education
Early childhood special education
Education of the deaf and hard of hearing
Elementary education
English education
Foreign language/ESL education
Mathematics education
Modified and comprehensive special education
Reading education
Science education
Social science education

ADMISSION

- Hold a bachelor’s degree; minimum 2.80 GPA (3.0 in major).
- Hold a valid teaching license.
- Present acceptable scores on the Praxis II: National Teachers Examinations (information about these exams and exemptions to them is available in the College’s Student Services Center, A332 Claxton Complex).
- Submit a Post-Baccalaureate Teacher Education Program of Study (i.e., a written plan resulting from transcript analysis that addresses possible course deficiencies; see the College’s Student Services Center, A332 Claxton Complex).
- Post-baccalaureate candidates seeking to teach in a field apart from their undergraduate major must complete 30 semester hours, to include 15 at the 300 level or higher, in addition to the requirements described above.
- Enrollment may begin in any academic term after notification of admission by letter, both from the Office of Graduate Studies and the College of Education, Health, and Human Sciences.

REQUIREMENTS

- Meet each semester with a faculty advisor to assess progress and to discuss next semester courses.
- Admitted candidates will complete prescribed set of courses: Core Area—Education Foundations, Trends and Issues, Research (9 hours minimum); Major Area—Specialization Courses (12 hours minimum); and Related Studies—(6 hours minimum).
- Completion of thesis or non-thesis option

Thesis: 30 semester hours of education, satisfactory completion of written thesis, comprehensive written examination, and oral defense of thesis; 2/3 of total hours for MS must be 500 level or above.

Non-Thesis: 33 semester hours (36 semester hours for early childhood special education, modified and comprehensive special education and education of deaf and heard of hearing) and satisfactory completion of written comprehensive examination; 2/3 of total hours for MS must be 500 level or above.

Teacher Education Major · Art Education Concentration · Track 1

Advising Note for Thesis and Non-Thesis Options

- The Track 1 MS serves those students who have a BS, BA, or BFA and desire a master’s degree, but do not wish to pursue certification to teach art, or who already have certification to teach art and wish to pursue a master’s.
- An exhibition offered instead of a thesis toward graduation must be of work directed by art and art education faculty, and the artwork completed while pursuing the master’s degree; a written paper must accompany the exhibition. The paper includes: (a) philosophical statement; (b) process and media explanation (demonstration of knowledge); (c) compositional analysis of each work; and (d) how the work relates to ones personal artist statement.
• For both tracks, a comprehensive written examination is required during the final semester of work. An oral exam is given over the thesis. Students are expected to read and meet requirements of the Graduate School with regard to admission applications, candidacy forms, scheduling comprehensive exam, as well as meeting all requirements regarding the courses in their graduate program.

Art Education Concentration (Thesis Option) • Track 1

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>1Core: ................................................................. 9</td>
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<tr>
<td>2Concentration: ......................................................... 12</td>
</tr>
<tr>
<td>Thesis: Theory and Practice in Teacher Education 500 ................. 6</td>
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<td>Total: 30</td>
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</tbody>
</table>

1Curriculum, Educational Research and Evaluation 580; Theory and Practice in Teacher Education 517; 3 hours determined by student and advisor.
2 Choose from at least three areas: reading education, language arts, education, mathematics education, science education, social studies education, early childhood education, middle school curriculum.
3 Determined by student and advisor.

Art Education Concentration (Non-Thesis Option) • Track 1

<table>
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<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>1Core: ................................................................. 6</td>
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<tr>
<td>2Concentration: ......................................................... 21</td>
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<tr>
<td>500-Level Electives: ....................................................... 6</td>
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<td>Total: 33</td>
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</table>

1Curriculum, Educational Research and Evaluation 580; Theory and Practice in Teacher Education 517; 6 hours determined by student and advisor.
2 Choose from at least three areas: reading education, language arts, education, mathematics education, science education, social studies education, early childhood education, middle school curriculum.
3 Determined by student and advisor.

Content Fields Teaching • Track 1

Contact the department head for information on these concentrations.

Early Childhood Special Education Concentration • Track 1

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Audiology and Speech Pathology 563 .................................................. 3</td>
</tr>
<tr>
<td>Special Education 554 ........................................................................ 3</td>
</tr>
<tr>
<td>Elementary Education 566 .................................................................. 3</td>
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<tr>
<td>Elementary Education 567 .................................................................. 3</td>
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<tr>
<td>Special Education 568 ........................................................................ 3</td>
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<tr>
<td>Special Education 504 ........................................................................ 6</td>
</tr>
<tr>
<td>Child and Family Studies 530 .............................................................. 3</td>
</tr>
<tr>
<td>Curriculum, Educational Research, and Evaluation 580 (other approved research design class may be substituted) ................. 3</td>
</tr>
<tr>
<td>Electives: Advisor approval required. ................................................... 9</td>
</tr>
<tr>
<td>Total: 36</td>
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</tbody>
</table>

1Special Education 587 or Theory and Practice in Teacher Education 517; Special Education 586, 590.
2 Select (with major advisor) from: affective motivational disorder (6-9); general special education (6-9); early childhood education (6-9); reading education (6-9); cognitive education (6-9); gifted education (6-9); modified programs (6-12); comprehensive programs (6-12). Others by committee approval.
3 Coursework (24 hours); thesis (6 hours).

Education of the Deaf and Hard of Hearing Concentration • Track 1

Contact the department head for information on this concentration.

Elementary Education Concentration (Thesis Option) • Track 1

<table>
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<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>1Core: ................................................................. 9</td>
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<tr>
<td>2Concentration: ......................................................... 12</td>
</tr>
<tr>
<td>Related Studies: .............................................................. 3</td>
</tr>
<tr>
<td>Thesis: Theory and Practice in Teacher Education 500 ....................... 6</td>
</tr>
<tr>
<td>Total: 30</td>
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</tbody>
</table>

1Curriculum, Educational Research and Evaluation 580; Theory and Practice in Teacher Education 517; 3 hours determined by student and advisor.
2 Choose from at least three areas: reading education, language arts, education, mathematics education, science education, social studies education, early childhood education, middle school curriculum.
3 Determined by student and advisor.

Elementary Education Concentration (Non-Thesis Option) • Track 1

<table>
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<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>1Core: ................................................................. 9</td>
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<tr>
<td>2Concentration: ......................................................... 15</td>
</tr>
<tr>
<td>Related Studies: .............................................................. 6</td>
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<td>Total: 33</td>
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</table>

1Curriculum, Educational Research and Evaluation 580; Theory and Practice in Teacher Education 517; 6 hours determined by student and advisor.
2 Choose from at least three areas: reading education, language arts, education, mathematics education, science education, social studies education, early childhood education, middle school curriculum.
3 Determined by student and advisor.

Modified and Comprehensive Special Education Concentration (Thesis Option) • Track 1

<table>
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<th>Hours Credit</th>
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<tr>
<td>1Core: ................................................................. 9</td>
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<tr>
<td>2Concentration: ......................................................... 15</td>
</tr>
<tr>
<td>Thesis: Theory and Practice in Teacher Education 500 (Thesis) .............. 6</td>
</tr>
<tr>
<td>Total: 30</td>
</tr>
</tbody>
</table>

1Special Education 587 or Theory and Practice in Teacher Education 517; Special Education 586, 590.
2 Select (with major advisor) from: affective motivational disorder (6-9); general special education (6-9); early childhood education (6-9); reading education (6-9); cognitive education (6-9); gifted education (6-9); modified programs (6-12); comprehensive programs (6-12). Others by committee approval.
3 Coursework (24 hours); thesis (6 hours).

Modified and Comprehensive Special Education Concentration (Non-Thesis Option) • Track 1

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>1Core: ................................................................. 9</td>
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<tr>
<td>2Concentration: ......................................................... 27</td>
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<tr>
<td>Total: 36</td>
</tr>
</tbody>
</table>

1Special Education 587 or Theory and Practice in Teacher Education 517; Special Education 586, 590.
2 Select (with major advisor) from: affective motivational disorder (6-9); general special education (6-9); early childhood education (6-9); reading education (6-9); cognitive education (6-9); gifted education (6-9); modified programs (6-12); comprehensive programs (6-12). Others by committee approval.
3 Problem courses in lieu of thesis (30 hours); additional problem courses (6 hours); oral exams over problem courses.
that is unique to their particular teacher preparation field (see below): must complete an additional 12 credit hours of coursework.

**Additional Course Requirements (12 hours)**

In addition to the above common core of courses, students must complete an additional 12 credit hours of coursework that is unique to their particular teacher preparation field (see below):

- **Art Education**: Art Education 510, 520, 530, 540.
- **Early Childhood Special Education**: Special Education 554; Elementary Education 566, 567; Special Education 568.

**SPECIALIST IN EDUCATION**

**Teacher Education Major**

The Specialist in Education with a major in teacher education encompasses concentrations in:

- **Elementary education**
- **English education**
- **Foreign language/ESL education**
- **Mathematics education**
- **Reading education**
- **Science education**
- **Social science education**
- **Special education**

These concentrations require completion of a minimum of 30 hours of coursework beyond the master’s, including 6 hours in core courses, 18 hours in specialized courses, and 6 hours to be determined by the student’s committee. Both thesis and non-thesis options are available.

**REQUIREMENTS**

**Track 2 Common Course Requirements**

Master’s Track 2 programs are 36 credit hour (non-thesis); 42 credit hour (thesis). Students, regardless of teaching area (e.g., elementary, secondary, etc.), complete a common, teacher licensure, core of 24 credit hours during the Professional Year (see below):

**Professional Year Courses (24 hours)**

Education 574 (2), 575 (12), 591 (4), and Specialty Studies (6).

**Additional Course Requirements (12 hours)**

In addition to the above common core of courses, students must complete an additional 12 credit hours of coursework that is unique to their particular teacher preparation field (see below):

- **Art Education**: Art Education 510, 520, 530, 540.
- **Early Childhood Special Education**: Special Education 554; Elementary Education 566, 567; Special Education 568.

- **Education of the Deaf and Hard of Hearing**: Research elective (3); non-specified electives (9).
- **Elementary Teaching**: Theory and Practice in Teacher Education 517; nine hours of educational electives (chosen from at least three areas): historical, philosophical, or social foundations, instructional technology, reading education, language arts education, science education, social science education, elementary education, middle school curriculum.
- **Modified and Comprehensive Special Education**: Special Education 553, 590; six hours of electives (see advisor).
- **Secondary Teaching**: Theory and Practice in Teacher Education 517; Curriculum, Educational Research and Evaluation 534 or 541 or 558, or an elective in the history of sociology or philosophy of education; six hours of specialty area electives (see faculty advisor).

**SPECIALIZATION AREAS**

**Curriculum, Educational Research, and Evaluation 580**: Theory and Practice in Teacher Education 517; 6 hours determined by student and advisor.

**Related Studies**

Choose 9 hours from: language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.

**Reading Education Concentration (Non-Thesis Option) • Track 1**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Core: .................................................................</td>
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<tr>
<td>Concentration (reading education courses): ...................</td>
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<tr>
<td>Related Studies ..................................................</td>
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<tr>
<td>Thesis: Theory and Practice in Teacher Education 500</td>
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<td><strong>Total</strong></td>
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**Reading Education Concentration (Thesis Option) • Track 1**

<table>
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<th>Hours Credit</th>
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<tr>
<td>Core: .................................................................</td>
</tr>
<tr>
<td>Concentration (reading education courses): ...................</td>
</tr>
<tr>
<td>Related Studies ..................................................</td>
</tr>
<tr>
<td>Thesis: Theory and Practice in Teacher Education 500</td>
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<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

1 Curriculum, Educational Research, and Evaluation 580: Theory and Practice in Teacher Education 517; 6 hours determined by student and advisor.

2 Choose 9 hours from: language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.

3 Concentration (reading education courses): 12 credit hours.

4 Related Studies: 12 credit hours.

5 Thesis: 6 credit hours.

6 Must include one course from two of the following areas outside the concentration: curriculum or leadership anthropological, historical, philosophical or social foundations; human growth and development; pre-K-14 teaching methodology; instructional technology.
DOCTOR OF EDUCATION

Teacher Education Major

The EdD is offered with a major in teacher education and concentrations in the following areas:

- Literacy, language, and ESL education (literacy, English education, ESL education)
- Teacher education (elementary education, social science education, mathematics education, science education)

REQUIREMENTS

The EdD program is individualized. As such, it is tailored to meet the doctoral candidate’s graduate coursework, life experience, background and future career plans. Program of study must include a minimum of 47 hours of coursework beyond the master's plus 24 dissertation hours.

- A minimum of 9 credit hours in 600-level courses, excluding 600-level doctoral dissertation hours, and Theory and Practice in Teacher Education 604 (1) is required.
- Proficiency in a second language or instructional computing is recommended but not required.
- A minimum of 24 dissertation hours (Theory and Practice in Teacher Education 600) must be earned over at least two consecutive semesters. A student who will not be using faculty services and/or university facilities or a period of time may request leaves of absence from dissertation research up to a maximum of six terms (including summers). The request, approved by the major professor, will be submitted by the student and filed in the Office of the University Registrar.
- The doctoral candidate must be in full-time enrollment (minimum of 9 hours; half-time Graduate Assistants must take a minimum of 6 hours).
- A written comprehensive examination and an oral examination on the dissertation are required.

Teacher Education Major • Literacy, Language and ESL Education Concentration • Literacy, Foreign Language Education, English Education and English as a Second Language Specializations

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<th>Concentration</th>
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1 To include: Educational Psychology 577; Educational Administration and Policy Studies 671; Cultural Studies in Education 560. Plus 6 hours selected from research and/or survey techniques: Curriculum, Educational Research and Evaluation 623 or Sociology 531, 534, or 633.

Teacher Education Major • Teacher Education Concentration

Contact the department head for information on concentrations in elementary education, social science education, mathematics education, science education.

ACCLAIM. Doctor of Education (EdD) students who are cohort members of the National Science Foundation (NSF) funded Appalachian Collaborative Center for Learning Assessment and Instruction in Mathematics (ACCLAIM) complete a program of study totaling 51 to 63 credit hours, depending on mathematics background, which includes an alternative approach to doctoral residence. Specifically, residency incorporates four terms of continuous enrollment, beginning with the second summer term and continues through the third summer term. During this 14-month period, students are enrolled in a total of 30 credit hours (i.e., 9 credit hours each summer and 6 credit hours each fall and spring). Courses originate from the University of Tennessee, Knoxville, the University of Kentucky, the University of Louisville, and Ohio University; instruction is through either traditional or Web modalities. Students are on campus at one of the participating institutions throughout each summer term. Students sit for comprehensive examinations during the fourth summer term (i.e., typically, their tenth term of enrollment) and then complete a dissertation. Interested students should contact Dr. Vena M. Long, Department of Theory and Practice in Teacher Education, University of Tennessee (vlong@utk.edu).

DOCTOR OF PHILOSOPHY

Education Major

Faculty from the department participate in the delivery of the PhD with a major in education. Concentrations and specializations are available in the following areas:

- Early childhood education (early childhood special education)
- Literacy, language, and ESL education (literacy, language education, ESL education)
- Teacher education (elementary education, mathematics education, science education, social science education)

Information on admission and common program of study elements (e.g., core courses, research courses, etc.) appear at the beginning of the College of Education, Health, and Human Sciences section of this catalog.

Education Major • Early Childhood Education Concentration

The following constitute the courses typically taken by students enrolled in the concentration.

- Early Childhood Education Concentration (minimum credits)
  Theory and Practice in Teacher Education 604, 610, 640, 679, 689, 693, 694, 695
  Special Education 620, 630
  Early Childhood Education 650
• Specialization: Early Childhood Special Education (minimum 9 credits)
  Early Childhood Education 554, 566, 567, 568
  Theory and Practice in Teacher Education 579, 593, 594, 595
  Special Education 504, 565, 575, 584

Education Major • Literacy, Language, and ESL Education Concentration and Teacher Education Concentration

Contact the department head for information.

GRADUATE CERTIFICATE IN URBAN EDUCATION

The Department of Theory and Practice in Teacher Education offers a graduate certificate in urban education for experienced urban teachers. A cohort group is competitively selected each year. Participants complete a 12-credit, four-course program of study over a two-year period. First-year courses are Theory and Practice in Teacher Education 595 and 540. Second-year courses are Theory and Practice in Teacher Education 595 and 550.

GRADUATE COURSES

Art Education (141)

510 History and Philosophy of Art Education (3) United States from 1860’s to present. Prereq: Consent of instructor.

520 Studies in Art Education (3) Issues and topics current to the field of art education. Prereq: Consent of instructor.

530 Production and Critical Analysis of Art (3) Relationship of production and critical analysis of works of art to discipline-based art education.

540 Use and Construction of Instructional Materials for Teaching Art (3) Examination and construction of curriculum and instructional aids related to teaching strategies in art education.

Education of the Deaf and Hard of Hearing (285)

415 Language Development of Deaf/Hard of Hearing I (3) Language problems of hearing impaired contrasted with scope and sequence of normal language development. Formal linguistic systems used to describe language development problems.

416 Language Development of Deaf/Hard of Hearing II (3) Developmental and remedial systems of teaching language to hearing impaired children. Comprehension and production differences, idiomatic and figurative structures. Prereq: 415 or consent of instructor.

419 Speech Development of Deaf/Hard of Hearing (4) Theories of speech development, approaches in training perception and production of speech, and aural habilitation. Practicum experiences.

424 Nature of Hearing Impairments (3) Basic principles of audiology: anatomy and physiology of hearing; nature and causes of hearing loss; methods and instrumentation for assessment of hearing level; interpretation of audiologic services to medical and other rehabilitative disciplines.

425 Introduction to the Psychology and Education of the Deaf/Hard of Hearing (3) Primarily for those planning to teach hearing impaired. Overview of research related to psychology, social adjustment, communication methodology, language development and education of hearing impaired. Survey of literature. Visits to programs.

504 Clinical Experience in Teaching and Supervision of Exceptional Children (3-9) (Same as Special Education 504.)

509 Vocational Guidance and Career Planning With Hearing Impaired (3) Utilization of psychological, educational, social and vocational, diagnostic materials and resources appropriate for hearing impaired persons to provide guidance in career decisions and individualized rehabilitation plan.

523 Practicum with Deaf/Hard of Hearing (3) Receptive and expressive language capabilities of hearing impaired student. Designing, teaching, and post-testing unit of instruction for remediation of specific language errors.


529 Teaching Reading to Deaf/Hard of Hearing (3) Specific methods necessary to teach the prelingually hearing impaired student. Practice in preparation of developmentally appropriate reading materials. Methods which assist in integrating hearing impaired students in regular reading curricula and materials. Prereq: 415.

579 Special Topics (1-3) Prereq: Admission to graduate program. May be repeated. Maximum 9 hours. Satisfactory/No Credit or letter grade.

Educational Interpreting (287)

431-432 American Sign Language III, IV (3, 3) Fluency of expressive and reception sign communication skills. Use of language in context. Grammatical structures of ASL and cultural implications of deaf community. Must be taken in sequence. Prereq for 431: 226 or consent of instructor. Prereq for 432: 431 or consent of instructor.

435 Linguistics of American Sign Language (3) Introduction to grammatical and linguistic structures of ASL. Language variations, discourse, bilingualism and language contact also covered in this course. Course conducted in ASL. Prereq: 431 or consent of instructor.

Elementary Education (322)

421 Elementary and Middle School Science and Social Studies Instruction (3) Methods and materials for teaching science and social studies. Development of functional relationships and entities of two fields. Not open to students with recent course in language arts methods. Prereq: Admission to teacher education.

429 Language Arts/Reading Instruction in Elementary and Middle Schools (3) Language and language development as applied to teaching of oracy (listening-speaking) and aspects of literacy (reading process/readiness and writing). Not open to students with recent course in language arts methods. Prereq: Admission to teacher education.


504 Studies and Theory in Language Development (3) Studies and theory of language development in children. Prereq: 1 elementary school language arts course or consent of instructor.

505 Elementary and Middle School Teaching Methods II (6) Applied methods of teaching reading, language arts, science, social studies and mathematics; accommodation strategies for students with diverse needs. Prereq: Elementary and Middle School Teaching Methods I. Coreq: 575.

515 Seminar (1-3) Curriculum, instructional technology, elementary education, secondary education, or social foundations as related to goals of students’ programs. May be repeated. Maximum 6 hours. Satisfactory/No Credit grading only.

523 Diagnosis and Correction of Children’s Difficulties in Learning Mathematics (3) Children’s difficulties in learning mathematics and procedures for helping classroom teacher correct difficulties. Prereq: 522 or equivalent or consent of instructor.


527 Elementary School Curriculum (3) Examination, evaluation and application of curriculum designs in elementary school. Trends and issues which affect elementary education. Prereq: Consent of instructor.

528 Teaching Language Arts Elementary and Middle School (3) Recent trends and current materials and methods in teaching elementary language arts (except reading). Prereq: Course in language arts or consent of instructor.

529 Practicum in Diagnosis and Remediation of Difficulties in Learning Mathematics (3) Assessment and practicum experience with children having difficulties in learning elementary school mathematics. Prereq: 523 or consent of instructor.

550 Assessment and Correction of Language Arts Difficulties (3) Procedures and materials for diagnosing and correcting language arts difficulties; analysis of children’s work. Prereq: At least one language arts course or consent of instructor.
566 Curriculum for Early Childhood Education (K-3) (3) Theoretical foundations and current research in content and skill areas of curriculum for kindergarten-grade 3; application to local school setting. Prereq: Consent of instructor. May be repeated. Maximum 9 hours.

567 Application of Theory in Early Childhood Education (K-3) (3) Principles and practices from selected theoretical orientations. Prereq: Course in early childhood education or consent of instructor. May be repeated. Maximum 6 hours.

584 Seminar in Early Childhood Education (3) Analysis of research and theory in early childhood education; educative process of young children. Prereq: Course in early childhood education. May be repeated. Maximum 6 hours.

606 Research in Elementary Education (3) Analysis of research in elementary education with application to classroom teaching. Prereq: Research course.

650 Advanced Studies in Early Childhood Education (3) Prereq: 2 graduate courses in early childhood education and consent of instructor. May be repeated. Maximum 6 hours. Satisfactory/No Credit grading only.

651 Advanced Studies in Elementary School Language Arts (3) Selected issues in elementary school language arts. Prereq: Graduate course in elementary school language arts or consent of instructor.

English Education (340)


460 Teaching Reading and Literature in the Secondary School (3) Approaches for teaching basic reading skills and ways of teaching literature.

507 Teaching Poetry Grades 7-12 (3) Research and theory in application to teaching of poetry. Design of strategies and materials for teaching and writing and reading of poetry. Review of texts and materials.

508 Teaching Composition in the Secondary School (3) Teaching narration, description, exposition, and argumentation; writing process and marking of student papers.

509 Teaching Fiction in the Secondary School (3) Teaching of novels and short stories.

521 Interdisciplinary Aesthetics (3) Discussions, visual and audio presentations concerned with aesthetic considerations of areas of study: geography, history, physics, literature, languages, music, visual arts and drama.

590 Seminar in Teaching English in Secondary Schools (3) Content varies. Theoretical and practical approaches to teaching English in secondary school. May be repeated.

592 Linguistics and the Teaching of English (3) Grammar, usage, semantics, dialectology, history of language, and lexicography.

597 Teaching Drama Grades 7-13 (3) Strategies and materials for teaching creative dramatics, enacting and writing of plays, reading of scripts.

598 Developing Speaking and Listening Skills, Grades 7-12 (3) Teaching approaches to nonverbal communication, interpersonal and group communication, public address and listening. Review of tests and materials.

601 Studies in English Education (3) Issues and research in teaching of English.

Foreign Language/ESL Education (394)

485 Teaching of Foreign Languages, Grades 7-12 (3) Instructional methods, lesson planning, peer-teaching; materials for teaching foreign language and culture; evaluation techniques. Required for certification in modern foreign languages and Latin. Prereq: Completion of or near completion of foreign language hours for certification and admission to teacher education.

555 Foreign Language in the Elementary Schools Practicum (3) Experiences designing, implementing and assessing second language instruction in elementary school setting. Prereq: 587 or consent of instructor.

556 English as a Second Language Practicum (3) Experiences designing, implementing and assessing English instruction to non-native English speakers. Required course for ESL certification. Prereq: 578 or consent of instructor.

578 Teaching English as a Second Language (3) Instructional methods; utilization of assessment procedures to diagnose English linguistic proficiency; materials for non-native speaker in K-12 classroom. Required for Tennessee ESL (K-12) licensure. Prereq: 587 or consent of instructor.


678 Advanced Studies in English as a Second Language (3) Research, curricula, assessment, trends and issues in English as a second language. Prereq: 578 or consent of instructor.

687 Advanced Studies in Foreign Language Education (3) Research, curricula, assessment, trends and issues in foreign language education. Prereq: 587 or consent of instructor.

Mathematics Education (642)

485 Teaching Mathematics, Grades 7-12 (3) Preparation of teaching plans, evaluation, materials for teaching mathematics; teaching simulation and directed observation in schools. Prereq: Admission to teacher education.

522 Programs and Materials in School Mathematics (3) Examination, development and use of materials for creating an active learning environment for learning mathematics for all ages. Prereq: 485, 530, 543, or equivalent.

530 Teaching Mathematics to Young Children: K-4 (3) Unit planning, daily planning, grouping and other strategies of teaching mathematics. For those with little preparation in teaching elementary school mathematics.

543 Teaching Mathematics in Middle School: 5-8 (3) Unit planning, daily planning, grouping and other strategies of teaching mathematics. For those with little preparation in teaching middle school mathematics.


581 Mathematics Curriculum (3) Past, present and future issues influencing mathematics curriculum in schools, elementary through college. Teacher's role in curriculum development and implementation. Rationales for curriculum decisions. Prereq: 485, Elementary Education 505, or equivalent.

583 Teaching Mathematics in Senior High Schools and Community Colleges (3) Topics appropriate for high school and community/junior college mathematics curriculum. Special problems related to enrichment, problem solving, and use of microcomputers. Opportunities for special projects. Prereq: 485 or equivalent.

622 Research Trends in Mathematics Teacher Education (3) Analysis of current research trends in mathematics teacher education and impact of such research on development of teachers both preservice and inservice. Prereq: Minimum 9 hours of 500-level Mathematics Education courses.

683 Advanced Studies in Mathematics Education (3) Analysis of current research in mathematics education and implications of research for classroom practice. Prereq: Two graduate courses in mathematics education.

Reading Education (847)

434 Topics in Reading Education (1-6) Prereq: Admission to teacher education and course in reading education. May be repeated. Maximum 6 hours.

461 Developing Reading Skills in Content Fields (3) Techniques for teaching reading and study skills in content areas of school program. Extensive assessment of textbooks. Middle school and high school.

530 Teaching Reading in Elementary and Middle Schools (3) Trends in methods, materials, basic approaches, skill development and assessment procedures for teaching reading at elementary school level. Prereq: Course in teaching of reading or consent of instructor.

533 Reading in Community College: Research and Theory (3) Analysis of components of effective community college reading programs. Attention to research bases. Prereq: Course in reading education or consent of instructor.

534 Seminar in Reading Education (1-6) May be repeated. Maximum 6 hours.

536 Psychology of Reading (3) Reading act, relationship between learning theory and reading, role or reading in child’s overall intellectual development. Affective and cultural factors. Prereq: 500-level course in reading education or consent of instructor.

537 Diagnosis and Correction of Classroom Reading Problems (3) Procedures, methodologies and materials for diagnosing and correcting classroom reading problems. Prereq: Course in reading education, or equivalent teaching experience, or consent of instructor.

538 Practicum in Diagnosis of Reading Problems (3) Theoretical and practical applications of specific reading diagnostic instruments; testing of elementary and/or secondary school students, preparing case study reports, and conducting parent conferences. Prereq: Course in diagnosis and correction of classroom reading problems or consent of instructor.
539 Practicum in Remediation of Reading Problems (3) Application of learning and teaching methodology in working with elementary and/or secondary school students on one-to-one or small group basis. Prereq: Course in diagnosis and correction of reading problems or consent of instructor.

540 Teaching the Struggling Adolescent Reader (3) Methods of teaching middle and high school students who do not have sufficient reading skill to successfully engage in required reading. Prereq: Course in reading education, or equivalent teaching experience, or consent of instructor.

554 Developmental Reading Practicum (3) Diagnosing and teaching children having developmental and corrective reading needs in regular classroom. Prereq: Course in diagnosis and correction of reading problems or consent of instructor.

602 Seminar in Reading Education (1-6) May be repeated. Maximum 6 hours.

603 Advanced Studies and Theoretical Models of Reading (3) Research on reading processes. Current theoretical models related to how learners process print. Prereq: 500-level courses in reading education or consent of instructor.

605 Organizing and Administering Reading Programs (3) Diagnosing and teaching children having developmental and corrective reading needs in the regular classroom. Prereq: Course in diagnosis and correction of reading problems or consent of instructor.

Science Education (899)

496 Teaching Science Grades 7-12 (3) Methods, materials, recent trends in science and environmental education programs for secondary schools. Prereq: Admission to teacher education.


531 Teaching Science in Elementary and Middle Schools (3) Recent trends in methods, materials and content in teaching elementary school science. Prereq: Course in teaching elementary school science or consent of instructor.

565 Instructional Trends and Issues in Science Education (3) Analysis of current trends in science instruction, instructional issues facing elementary, secondary, and community college science teachers, and application of learning theory to teaching biological, physical, and environmental sciences. Prereq: 496 or equivalent.

572 Nature of Mathematics and Science Education (3) Teaching and assessment of mathematics and science based upon student conceptions of nature of mathematics and science.

596 Curriculum Trends in Science Education (3) Analysis of elementary and secondary projects for biological, physical and environmental sciences. Impact of current learning theories on future curriculum development projects. Prereq: 496, or Early Childhood Education 422 or equivalent. Prereq or coreq: 565 or consent of instructor.


696 Research Trends in Science Education (3) Analysis of current research trends in science education and relationship of such trends within broader educational community. Prereq: 628.

Social Science Education (900)

454 Teaching Strategies and Issues in Social Studies Education (3) Goals, objectives, techniques, materials, and evaluation; directed observation in public schools, preparation of teaching plans and materials; simulated teaching experiences. Prereq: Admission to teacher education.

521 Teaching Social Studies in Elementary and Middle Schools (3) Planning and techniques. Trends in curriculum, development of concepts and generalizations, integration of social sciences. Prereq: Course in teaching of social studies or consent of instructor.

525 Strategies, Programs and Materials for Teaching Elementary Social Studies (3) Analysis of new and innovative social studies program materials and techniques. Exploration of current trends in social studies education. Prereq: Previous course in teaching of social studies or consent of instructor.


599 Seminar in Social Studies Education (3) Research, trends, and issues in secondary social studies.

621 Seminar in Social Studies Research and Theory (3) Status of research and theory. Needed research, related research from other fields, and application of research. Prereq: Recent course in teaching of social studies or consent of instructor.

Special Education (932)

419 Psychology and Education of Students with Mild Disabilities (6) Nature and characteristics of persons with mild handicaps and educational strategies appropriate for these persons. Prereq: 402 and admission to Teacher Education Program. Coreq: 420.

420 Field Experience in Modified Programs (3) Practicum in teaching in modified programs: planning, developing, implementing and evaluating instruction. Prereq: 402 and admission to Teacher Education Program. Coreq: 419. Satisfactory/No Credit grading only.

431 Field Experience in Comprehensive Programs (3) Prereq: 402 and admission to Teacher Education Program. Coreq: 432. Satisfactory/No Credit grading only.


454 Education of the Gifted and Talented Children (3) Orientation to psychometric and behavioral studies of giftedness. Analysis of past and present school practices in reference to curriculum and program implementation. Prereq: Admission to Teacher Education Program.

456 Speech and Language Basis of Learning Disabilities in the Classroom (3) Normal communication development; understanding of speech and language impairments in school-age students; integration of oral/written communication skills into existing curriculum, especially for high incidence special education students.

470 Psychology of the Exceptional Child (3) Varieties of exceptional children: general characteristics and educational needs. Implications of developmental variations for functioning as adults. Opportunity to expand study upon particular exceptionality. Enrollment limited to non-special education majors.

471 Early Childhood Special Education (3) Assessment, curriculum planning and development and teaching approaches used in early childhood special education. Prereq: Admission to teacher education.

504 Clinical Experience in Teaching and Supervision of Exceptional Children (3-9) Placement in educational settings. May be repeated. Maximum 9 hours. Satisfactory/No Credit or letter grade. (Same as Education of the Deaf and Hard of Hearing 504.)

506 Internships in Teaching in Special Education and Rehabilitation (3-15) Placement in professional settings in public schools or agencies under supervision of master practitioners. Enrollment limited to those in fifth-year program. Satisfactory/No Credit grading only.

553 Assessment of Exceptional Students (3) Current issues related to assessment; advanced study of evaluation models for special education; dynamic and other innovative assessment approaches; advanced study of application to educational programming; basic statistics and application in assessment.

554 Assessment in Early Childhood Special Education (3) Development of knowledge and skills in appropriate formal and informal assessments of handicapped infants and young children: screening, identification, diagnosis, placement and programming assessment issues. Prereq: 553 or consent of instructor.

555 Characteristics of Affective/Motivational Functioning in Children with Disabilities (3) Definition, methods, identification and symptoms of children with affective/motivational development in disabled youngsters. Comparison to normal development and that of children labeled disturbed or behavior disordered.

556 Instructional Systems for Affective/Motivational Education for Children with Disabilities (3) Educational strategies and models of instruction; simulation, demonstration, and media. Teaching techniques, materials, and teacher/pupil/family interactions. Therapeutic forms of education through art, music, role play, puppetry, bibliotherapy, and group interactions. Prereq or coreq: 555 or consent of instructor.

557 Positive Preventive Discipline (3) Instructional, classroom and preventive/proactive strategies for use in classroom which positively effects efficiency of classroom. Research on how curriculum can encourage appropriate interactions of children and youth. Prereq: Admission to graduate program.

558 Neuromuscular and Health Disorders: Educational Implications (3) Neurological impairments, physical disabilities and special health conditions, autism. Investigation of instructional techniques and adaptations.
564 Psychosocial Development of Gifted and Talented Children (3) Phenomena of talent development in context of home, school, and society. Implications of maladjustment. Practices for promoting social and emotional development. Prereq: 451 and 452 or equivalent or consent of instructor.

565 Instructional Systems for the Gifted and Talented (3) Instructional methods and systems evaluated in terms of effectiveness in various educational environments. Prereq or coreq: 564 or consent of instructor.

568 Early Childhood Special Education: Theories and Interventions (3) Theoretical perspectives of early childhood special education; exploration of programmatic models, family-focused concepts and curriculum development.

575 Creative Problem-Solving Strategies for Special Educators (3) Techniques for solving problems encountered by special educators in any setting.

586 Seminar in Research Techniques in Special Education (3) Evaluation of appropriate research methodologies with handicapped populations.


590 Application of Microcomputer Technology in Special Education and Vocational Rehabilitation (3) Application of microcomputer technology with all categories of exceptionalities and across all chronological and functioning age ranges. Microcomputer adaptive software, special switch access, authoring systems, telecommunication, and strategies for cognitive development.

620 Internship in Research Special Education and Rehabilitation (3-9) Placement with professional engaged in theoretically-based research: public school, institutions, agencies or university settings. Prereq: 9 hours in statistical and research methods. May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

630 Internship in Institutional Leadership in Special Education and Rehabilitation (3-9) Advanced level field experiences under supervision of practitioner. Prereq: Consent of instructor. May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

Theory and Practice in Teacher Education (978)

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.

517 Trends and Issues in Education (3) Examination of contemporary trends and issues in education.

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

526 Drama and Story Telling in Teaching (3) Use of techniques of drama and storytelling to improve impact of teaching and to teach more effectively. Prereq: Classroom experience or admission to teacher education program.

535 Inquiry Teaching and Learning (3) Use of children’s and adolescent literature. Exploration of ways to create setting that invite learners to engage in inquiry learning and teaching.

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

550 Action Research and Practical Inquiry in Education (3) Principles of action research and practical inquiry for practitioners in early childhood and school settings and methods for conducting such inquiries in professional role. Prereq: Admission to graduate program.

593 Independent Study (1-3) May be repeated. Satisfactory/No Credit or letter grade.

594 Supervised Readings (1-3) May be repeated. Satisfactory/No Credit or letter grade.

595 Special Topics (1-3) May be repeated. Satisfactory/No Credit or letter grade.

596 Clinical Experience in Assessment and Instruction (3) Academic remediation applied in lab/field setting; tasks related to teaching: assessment, preparation of lessons, and delivery of instruction. Coreq: 553. Satisfactory/No Credit or letter grade.

600 Doctoral Research and Dissertation (3-15) Prereq: Admission to Candidacy. P/NP only.

604 Trans-Departmental Seminar I (1) Introduction to doctoral programs in education: research requirements, academic integrity, the meaning of scholarship in academic and issues/problems in education. Prereq: Admission to a doctoral program or consent of doctoral program coordinator. May not be used to meet 600-level requirement. Satisfactory/No Credit grading only.

605 Trans-Departmental Seminar II (1) Seminar to prepare doctoral students for the final steps in completing a terminal degree including preparing for and completing qualifying exams, preparing a prospectus, and completing a dissertation. Prereq: 604. May not be used to meet 600-level requirement.

610 Internship in College Teaching and Supervision (3-9) Supervised practice in college teaching and supervision. Prereq: Admission to doctoral program or consent of instructor. May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

617 Trends and Issues in Teacher Education—An Interdisciplinary Perspective (3) Current trends and issues in field of teacher education: elementary education, mathematics education, science education and social science education. Prereq: Admission to doctoral program or consent of instructor.

620 Research in Literacy, Language, and ESL Education (3) Recent trends and historical traditions in language and literacy research: analysis of nature of research methods used, questions asked and topics studied. Prereq: Admission to doctoral program or consent of instructor.


689 Internship (1-3) Experiences in application of principles and practices of curriculum development and instructional improvement. Prereq: Program prerequisites and consent of instructor. May be repeated. Maximum 9 hours. Satisfactory/No Credit grading only.

693 Independent Study (1-3) May be repeated. Satisfactory/No Credit or letter grade.

694 Supervised Reading (1-3) May be repeated. Satisfactory/No Credit or letter grade.

695 Special Topics (1-3) May be repeated. Satisfactory/No Credit or letter grade.