finances within an integrated value chain, to include, but not limited to, operations management, logistics management, demand management, customer relationship management, supplier management, and resource management. The third theme involves integrating the content of the other two themes using information technology. Throughout all three themes, significant emphasis is placed on learning the topics in an integrated fashion. Students will understand how various business functions are integrated within an organization, as well as how integration should occur across organizations within the context of a value chain.

Students in the first-year core undertake active learning within a team-based environment. Many core requirements are experiential exercises in which self-discovery within a team setting is an important element of the learning process. Individualized support is provided for developing both written and oral communication skills.

Concentration and Electives

A concentration area may be indicated on the MBA Program Application or this declaration may be deferred until after matriculation. In any event, selection should be made after the first semester and must be made after completion of the first year. Requests for changes in concentration area must be submitted for approval to the MBA Program Office.

Among the 15 credit hours in the concentration/electives block, 9 credit hours must be taken in one of the following concentration areas. For specific courses required in concentration areas, see the appropriate department.

- Finance
- Logistics
- Marketing
- Operations Management

The first course in each concentration is designed to provide a foundation upon which the concentration can be built. These courses will be delivered in the latter part of the spring semester of the first year, after the spring core course has been completed. They are intended to prepare students for their summer internships. However, these courses should not be thought of as simply the first three hours in a nine-hour elective. Rather, these courses are self-contained, intensive introductions to a specialty area of business. Students will choose two of these courses in the spring semester, which will permit them flexibility for choosing concentrations in the second year of the program. Two additional courses in the concentration area will be taken in the second fall semester to meet the 9-hour requirement for a concentration.

Elective courses may be chosen from any 500-level courses in the College of Business Administration. Courses outside the college as well as courses listed in the Graduate Catalog numbered below 500 may be included as an elective only with written prior permission via formal petition to the MBA Program Office.

Transfer Credits

Graduate-level courses taken at other institutions accredited by the American Assembly of Collegiate Schools of Business that otherwise conform to university policy may be credited toward MBA degree requirements within the following limits:
- Concentration area—six hours (provided at least six hours of work at this institution are included in the concentration area).
- Elective Area—three hours.

Because of the fully integrated nature of the first-year curriculum, no credit hours are transferred into this core curriculum. The maximum number of hours that may be transferred to elective and concentration areas is six semester hours. Transfer credit will be considered upon formal petition to the Dean of the MBA Program and must meet all requirements of the Graduate Council.

Other Requirements

The Application for Admission to Candidacy must be approved by three faculty members in the student’s area of concentration and the Associate Dean for Academic Programs. It should be submitted to the Office of the University Registrar at least one full semester prior to the date the degree is conferred. (Admission to candidacy for the MBA degree must be submitted in the spring semester for graduation in the following fall semester.)

To qualify for the degree, the student must achieve a B average (3.0) or above in MBA core courses required in his/her program, a B average or higher in courses comprising the concentration area, and a B average or higher in the overall program.

Executive MBA Programs

Each of the four programs of the executive track is designed to serve the needs of a different student group.

The programs share a common course structure of 36 credit hours of classroom learning (Business Administration 551, 552, 553) and 9 credit hours of projects applied within the student’s business organization (Business Administration 561, 562 and 563). Students carry a full, 15 credit-hour load each semester. In each program, all participants begin and complete the program together.

The courses are functionally integrated, and the broad curriculum objectives are similar in each of the executive track programs. All are oriented toward applied learning and are highly interactive, making extensive use of experiential learning techniques. Emphasis and depth of subject material within the curriculum varies somewhat from program to program depending on the intended student group. All programs result in the same Master of Business Administration degree as the full-time MBA.

ADMISSION

Primary consideration is given to the applicant’s professional achievements and recommendations from the applicant’s organization. Applicants must meet the minimum requirements of the Graduate Council and submit transcripts of all undergraduate and graduate work. Applicants may need to take the Graduate Management Admission Test (GMAT) (see specific program descriptions). No specific cut-off score exists for either grade point averages or GMAT scores; however, admission is competitive, and applicants will be evaluated on their ability to operate on a par with other high achieving participants. Students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) unless they are United States citizens or have earned a degree from an accredited United States college or university within the past two years. A minimum TOEFL score of 213 on the computer-based test is required for admission to graduate study.
The physician executive MBA is provided for a national audience of managers from defense and commercial aerospace organizations. The students for whom this program is designed have five to ten years of work experience and are currently employed in the aerospace sector. The emphasis in this program is providing a solid grounding in the broad range of business functions. However, much of this coverage will be delivered within the context of the aerospace industry. Beyond a basic grounding in business fundamentals, this program will offer advanced concepts especially relevant to managing the complex value streams that produce today’s most advanced aircraft. Advanced coverage and emphasis will be given to value stream integration, lean manufacturing, and industrial statistics in particular. This mix of topical coverage is ideal for engineers and others with technical backgrounds who are transitioning into program management where business and leadership skills are critical.

The program starts each fall semester and is completed in three consecutive semesters spread over twelve months. Classes are held during six residency periods, lasting from eight to eleven days each. Between residency periods, formal coursework continues with bi-weekly distance learning through live, Internet cyber classes. Additional graded work includes a number of large-scale projects completed under faculty supervision, resulting in significant written reports and oral presentations.

Applications to this program are accepted for a fall entry only. The early application deadline is May 15, and the final application deadline is August 1, each year. Scores from either the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) are required as part of a complete application.

The program will not be offered in those years in which the enrollment is not sufficient.

The physician executive MBA is provided for a national audience of physicians. The students for whom this program is designed have an MD or DO degree with five or more years of work experience. The curriculum objectives are the same as those for the executive MBA, but in the physician executive MBA, many of the functional skills are taught in the context of the health care industry with specialized content related to the health care environment. The physician executive MBA is the right choice for physicians who want to have a voice in the health care industry, in their own careers, and are seeking a program that allows them to continue their practice while earning their MBA degree.

The physician executive MBA is three consecutive semesters completed in 12 months. The class meets in Knoxville for 8-day residence periods in January, April, August and December. Between residence periods, live distance learning classes are held each Saturday morning, and there are asynchronous internet learning sessions each week.

Applications are accepted for January entry only. Applications are accepted throughout the year. The final application deadline is November 1. Applicants to the physician executive MBA are not required to take the GMAT test.

Additional information on the physician executive MBA can be found at www.pemba.utk.edu.

The aerospace executive MBA is provided for a national audience of managers from defense and commercial aerospace organizations. The students for whom this program is designed have five to ten years of work experience and are currently employed in the aerospace sector. The emphasis in this program is providing a solid grounding in the broad range of business functions. However, much of this coverage will be delivered within the context of the aerospace industry. Beyond a basic grounding in business fundamentals, this program will offer advanced concepts especially relevant to managing the complex value streams that produce today’s most advanced aircraft. Advanced coverage and emphasis will be given to value stream integration, lean manufacturing, and industrial statistics in particular. This mix of topical coverage is ideal for engineers and others with technical backgrounds who are transitioning into program management where business and leadership skills are critical.

The program starts each fall semester and is completed in three consecutive semesters spread over twelve months. Classes are held during six residency periods, lasting from eight to eleven days each. Between residency periods, formal coursework continues with bi-weekly distance learning through live, Internet cyber classes. Additional graded work includes a number of large-scale projects completed under faculty supervision, resulting in significant written reports and oral presentations.

Applications to this program are accepted for a fall entry only. The early application deadline is May 15, and the final application deadline is August 1, each year. Scores from either the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) are required as part of a complete application.

The program will not be offered in those years in which the enrollment is not sufficient.

The senior executive MBA is provided for a national audience of managers holding middle and upper level positions in organizations that support their attainment of an MBA degree. The students for whom this program is designed have at least 10 years of work experience and are currently in management positions. Typical students bring a greater knowledge of business fundamentals than is true of other MBA programs. The senior executive MBA places considerable emphasis on global business and on individual skills of leadership. The program also has a heavy emphasis on strategic thinking and leading-edge management concepts. The senior executive MBA is the right choice for individuals who are in positions of broad responsibility or who have been designated to fulfill such roles within their organizations in the future.

The senior executive MBA is three consecutive semesters completed in 12 months. The class meets in Knoxville for 11-day residence periods in alternate months starting in January and ending in December. The May residence period is a global business seminar of two weeks and is held in South...
America, Asia or Europe. Off-campus work includes distance learning classes and requires substantial and regular contact with faculty and other participants. The project work in the senior executive MBA is a large-scale management project running throughout the year. Students work with managers in their own organizations to choose a project of significant scale and scope. Each project has a faculty advisor.

Applications are accepted for January entry only. The early application deadline is June 1, and the final application deadline is September 15. The GMAT may be waived depending on work experience. Students will receive materials for study in mid-November preceding the January start date.

Additional information on the executive MBA can be found at www.emba.utk.edu.

Dual JD-MBA Program

The College of Business Administration and the College of Law offer a coordinated dual program leading to the con- ferral of both the Doctor of Jurisprudence and the Master of Business Administration. The dual program saves the student approximately 15 hours (one semester) over the time that would be required to earn both degrees independently.

The establishment of the dual program recognizes the increasingly complex body of knowledge necessary to the creative conduct of business and business-related law practice, the complementary nature of many aspects of the graduate programs of the College of Law and the College of Business Administration, and the intellectual benefits inherent in the concurrent study of both business and business-related law. The program is designed to accommodate the interests of students who (a) contemplate a career in public service and want to acquire the skills and perspective of the lawyer and the business-oriented manager, (b) contemplate a career in business management and want to acquire the skills and perspective of a lawyer, or (c) contemplate a career as a lawyer specializing in business-related law and want to acquire the skills and perspective of the business-oriented manager.

ADMISSION

Applicants for the JD-MBA program must make separate application to, and be competitively and independently accepted by, the College of Law for the JD, Graduate Admissions and College of Business Administration for the MBA degree, and by the Dual Program Committee.

Students who have been accepted by both colleges may apply for approval to pursue the dual program anytime prior to, or after, matriculation in either or both colleges. Such approval will be granted, provided that dual program studies are started prior to entry into the last 28 semester hours of JD coursework and prior to the third semester of the MBA program. Students interested in entering the dual degree program should submit a letter of application to the Dual Program Committee. Upon receipt of the application, the Dual Program Committee will determine eligibility and assign students to advisors who will be responsible for course approval and supervision of the student’s progress through the dual program.

REQUIREMENTS

A dual program candidate must satisfy the graduation requirements of each college. Students withdrawing from the dual program before completion of both degrees will not receive credit toward graduation from either college for courses in the other college, except as such courses qualify for credit without regard to the dual program.

The College of Law will award up to nine semester hours of credit toward the JD for acceptable performance in approved graduate-level courses offered by the College of Business Administration. The College of Business Administration will award up to six semester hours of credit toward the MBA for acceptable performance in approved courses offered in the College of Law. The approval of courses is the responsibility of the student’s assigned advisors.

Students may begin their studies in either the JD or the MBA program, but may not enroll in MBA coursework while completing the first year of the law curriculum and may not enroll in JD coursework while completing the first year of the business curriculum. During the first year in the JD program, students register through the College of Law. During the first year in the MBA program, students register as graduate students. After the first two years, any term in which students take law courses or a mixture of law and graduate courses, they are classified and registered as law students. If taking only graduate courses, they are classified and registered as graduate students.

Approved Dual Credit

MBA courses in which the student has earned a B grade or higher and are to be counted toward the JD program must include nine semester hours approved by the College of Law. The six hours of law courses in which the student has earned a 2.3 or C+ grade or higher and are to be counted toward the MBA must be selected from those approved by the assistant dean of the MBA Program.

Dual MS–MBA Program

The College of Business Administration and the College of Engineering offer an integrated program leading to the con- ferral of the Master of Business Administration degree with a major in business administration (concentration in operations management) and the Master of Science degree in one of the following engineering majors: aerospace, biomedical, chemical, computer, electrical, engineering science, industrial, materials science, mechanical, and nuclear engineering. (Refer to each major for specific information and requirements).

The establishment of the dual program addresses the critical need for personnel trained in both engineering and management who can integrate an increasingly complex body of knowledge for rapid introduction of new products to the marketplace. The objective of the dual degree program is to prepare graduates to take a leading management role in companies that must react quickly to a dynamic market where forces of competition require rapid changes via short cycles in design, manufacturing, and product development. Since the development of a commercial product is a central part of the program, this program is also for students who wish to become an entrepreneur.

ADMISSION

Applications are accepted for fall semester only. Applicants for the MS-MBA program must make separate application to, and be competitively and independently accepted by, Graduate Admissions for the Master of Business Administration and the Master of Science in one of the following engineering majors: aerospace, biomedical, chemical, computer, electrical, engineering science, industrial, materials science, mechanical, or nuclear engineering, and by the Dual Program Committee.
Students will initially apply for the MBA program, indicating their application the intent to pursue the dual MS-MBA program and the appropriate engineering major (refer to the MBA program for separate instructions). Students accepted for both the MBA and one of the engineering degree programs will be assigned to Dual Program Committee advisors, who will be responsible for course approval and supervision of the students’ progress through the dual program.

Applications by United States citizens and permanent residents received after the MBA application deadline (March 1) will be considered as space allows. Additional information is required and different application dates are established by Graduate Admissions for international students.

REQUIREMENTS

All engineering students enrolled in the dual program must complete common coursework designed to provide them with an integrated, multidisciplinary teamwork experience. The MBA curriculum consists of 30 hours of common coursework in the College of Business Administration and 12 hours of common coursework in the College of Engineering. Engineering common coursework includes a culminating three-hour integrated project course requiring a comprehensive report, and a final examination as required by the Dual Program Committee, to be taken during the first session of summer following the second year.

During the second year dual degree candidates will take courses in their engineering major. The coursework for each option is designed to provide students with a concentration in their major and advanced skills to accomplish their teamwork assignments.

Dual degree candidates enrolled in engineering science option are required to take 18 hours of graduate level engineering courses during the second year of the program. This option requires a coursework plan, approved by the Dual Program Committee, including a concentration such that the student can accomplish his/her teamwork assignments.

Curriculum for Dual MS-MBA Degree

| August—First Year | Business Administration 511 MBA Core I ..................3 |
| Fall—First Year | Business Administration 512 MBA Core II ..................15 |
|                   | *504 Product Development Process ..................1 |
| Spring | Business Administration 513 MBA Core III ..................9 |
|                   | *506 Product Selection and Evaluation ..................2 |
|                   | *508 Integrated Product, Process, and Manufacturing System Design ..................3 |
| Summer | — Internship |
|                   | *509 Multidisciplinary Project ..................1 |
| Fall—Second Year | *509 Multidisciplinary Project ..................1 |
|                   | — Engineering Major ..................9 |
| Spring | — MBA Hub Course Elective ..................3 |
|                   | *509 Multidisciplinary Project ..................1 |
|                   | — Engineering Major ..................9 |
|                   | *594 Culminating Integrated Project Report ..................3 |
|                   | Total 60 |
OVERVIEW

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

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

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

There are seven concentrations offered in the PhD program.

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

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

REQUIREMENTS

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

- Students must complete at least three years of full-time coursework beyond the baccalaureate degree, with two years of residence on the Knoxville campus.
- Students are required to have a sound and broad base on which to build their PhD coursework. The departmental doctoral advisor will work with the student to determine what, if any, courses need to be completed. All such work is subject to approval by the temporary doctoral advisory committee and the Dean of the MBA Program. Specific concentrations may have prerequisites.
- Research Tools—A minimum of nine semester hours of graduate research methods must be completed. At least 6 semester hours in statistics courses beyond Statistics 531 are required. The remaining three semester hours may be completed in additional statistics courses (not to include Statistics 531) or in other areas such as research methodology, management science, computer science, econometrics, and psychometrics.

- Conclusions—The concentration is the focal point of the PhD program. Students are expected to master the literature and research techniques in the concentration area and to do quality research as evidenced by the preparation of an acceptable dissertation. A minimum of 12 semester hours of coursework is required, including at least nine hours of doctoral seminars. Graduate work taken in the concentration at other institutions is considered by the temporary doctoral advisory committee in approving the specific coursework required. Available concentrations are: accounting, finance, human resource development, logistics, management (operations management and strategic management), marketing, and statistics. See the appropriate departments for specific course requirements.
- A minimum of nine semester hours of graduate coursework is required in an area outside, but complementary to, the concentration. The student may choose the cognate area from one of the following: one of the seven concentration business areas listed above, economics, or a related area in another school or college of the university. Hybrid cognates combining courses from multiple disciplines are permitted with the approval of the doctoral advisor and the temporary doctoral advisory committee.

Comprehensive Examinations

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

When either the concentration or cognate area examination is passed, the remaining examination must be passed within the next 13 months.

Doctoral Committee

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

Admission to Candidacy

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

Dissertation

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

Department of ACCOUNTING AND INFORMATION MANAGEMENT

http://bus.utk.edu/acct

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

Professors
Anderson, K.E. (Pugh and Company Professor), PhD, CPA ............ Indiana
Carcello, J.V. (William B. Stokely Distinguished Scholar),
PhD, CPA, CMA, CIA .....................................................Georgia State
Fisher, B.D., LLM ..............................................................George Washington
Kiger, J.E. (Warren L. Slagle Professor), PhD, CPA ...................Missouri
Murphy, D.P. (Detlof & Touche Professor), PhD, CPA .............North Carolina
Reeve, J.M. (William and Sara Clark Professor of Enterprise Information Management), PhD, CPA ......................................................Virginia Tech
Stanga, K.G (Andersen Professor), PhD, CPA........................Louisiana State
Williams, J.R. (Dean and Ernst & Young Professor), PhD, CPA ......Arkansas

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

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

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

MAJORS DEGREES

Accounting .................................................................MAcc
Business Administration .............................................PhD

MASTER OF ACCOUNTANCY

Accounting Major

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

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

ADMISSION

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

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

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

For admission to the MAcc program, consideration is given to

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

The admission decision is based on all factors that make up the total application; therefore there is no automatic cut-off for either grade point averages or GMAT scores.
Students will be expected to have a laptop computer for use in the classroom and for assignments. Additional details concerning the hardware and software configurations required are posted on the departmental Web site.

**Requirements**

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

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

Program requirements are:

- **Business Core (12 hours)** Business Administration 521, 522, 523, 524
- **Accounting Concentration (18 hours)**
  - Assumptions Services: Accounting 507, Accounting 518, Accounting 519, Accounting 531; Information Management 541 and 543.
  - Information Management: Information Management 541, 542, 543, 549; Accounting 507, and 518.
  - Taxation: Accounting 531, 532, 533, 534, 539, and an additional course.

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

**Transfer Credits**

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

**Other Requirements**

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

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**Department of Economics**

**http://econ.bus.utk.edu**

**Robert A. Bohm, Head**

**M.N. Murray, Graduate Liaison**

**Professors**

- Bohm, R.A. (Head), PhD ..............................................Washington (St. Louis)
- Chang, H.S., PhD .............................................................Vanderbilt
- Clark, D.P. (Stokely Faculty Scholar), PhD .......................Michigan State
- Fox, W.F. (William B. Stokely Distinguished Professor of Business), PhD ..............................................Ohio State
- Herzog, Jr., H.W. (George A. Spiva Scholar), PhD ............Maryland
- McKee, M. (J. Fred Holly Chair of Excellence), PhD .......Carlton (Canada)
- Murray, M.N. (Douglas A. and Brenda Horne Professor), PhD ......Syracuse

**Associate Professor**

- Gauger, J.A., PhD ..............................................................Iowa State

**Assistant Professors**

- Bruce, D., PhD ...............................................................Syracuse
- Evans, M., PhD ..............................................................Colorado
- Gillpatric, S., PhD .........................................................Texas A&M
- Mohsin, M., PhD ............................................................York (Canada)
- Munkin, M., PhD ..............................................................Indiana
- Santore, R., PhD ..............................................................Ohio State
- Vossler, C., PhD ..............................................................Cornell

**Research Associate Professor**

- Burton, M., PhD ..............................................................Tennessee

**Lecturers**

- Baker, K., PhD ..............................................................New Mexico
- Bueckman, D., PhD .........................................................Tennessee
- Das, S., PhD .................................................................Vanderbilt
- Schuler, G., PhD ..............................................................Houston

**Emeritus Faculty**

- Davidson, P. (J. Fred Holly Chair of Excellence Emeritus), PhD ..............................................................Pennsylvania
- Moore, J.R. (Alumni Distinguished Service Professor Emeritus), PhD ..............................................................Cornell
- Russell, M., PhD .............................................................Oklahoma
- Spiva, Jr., G.A., PhD .........................................................Texas

**Adjunct Faculty**

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

**Majors**

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

**Academic Standards**

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

**STUDENT’S RIGHT TO PETITION**

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

**MASTER OF ARTS**

**Economics Major**

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

**REQUIREMENTS**

**Non-Thesis Option**

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

**Thesis Option**

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

**DOCTOR OF PHILOSOPHY**

**Economics Major**

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

**REQUIREMENTS**

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

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

**Environmental Policy Minor**

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

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

**REQUIREMENTS**

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

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

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

Industrial And Organizational Psychology Major

ADMISSION

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

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

The Master’s Degree in Industrial and Organizational Psychology is generally not required of individuals pursuing a doctoral degree.

DOCTOR OF PHILOSOPHY

Business Administration Major - Finance Concentration

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

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

(Interdepartmental)

http://bus.utk.edu/iopsyc

David J. Woehr, Program Liaison

Committee
James, L.R., Management
Ladd, R.T., Management
Rentsch, J.R., Management
Rush, M.C., Management
Woehr, D.J., Management

Adjoint Members
Judge, W.Q., Management
Schumann, D.W., Marketing and Logistics

MAJOR DEGREE

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

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

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

DOCTOR OF PHILOSOPHY

Industrial And Organizational Psychology Major

ADMISSION

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

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

The Master’s Degree in Industrial and Organizational Psychology is generally not required of individuals pursuing a doctoral degree.

At least one year of college mathematics and one course in statistics are required. Ordinarily, an undergraduate grade point average of 3.7 or above is required with no evidence of special weakness in mathematics and physical sciences.

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

REQUIREMENTS

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

Course Requirements

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

Total 90

1Industrial and Organizational Psychology 567, 568, and 569.  
2Statistics 537 and 538 or equivalents, 579, 679 or equivalent, 605 or equivalent.  
3One course in each of the following areas: biological bases of behavior, cognitive bases of behavior, history, and systems of psychology.  
40500 level Industrial/Organizational Psychology courses, from a program committee approved list.  
5Courses supporting the student’s course of study.

Department of MANAGEMENT

http://bus.utk.edu/mgt

William Q. Judge, Interim Head

Professors

Judge, W.O. (Reagan Faculty Scholar), PhD ........................................North Carolina  
Ladd, R.T. (Associate Dean), PhD ......................................................Georgia  
Miller, A. (Associate Dean and William B. Stokely Professor of Management), PhD ........................................Washington  
Neel, C.W. (William B. Stokely Distinguished Professor in Corporate Governance), PhD ........................................Alabama  
Rentisch, J.R., PhD ..............................................................................Maryland  
Rush, M.C., PhD ..................................................................................Akron  
Stahl, M.J. (William B. Stokely Distinguished Professor of Management), PhD .........................................................Georgia Institute of Technology  
Woehr, D.J., PhD ...................................................................................Georgia Institute of Technology

Associate Professors

Elenkov, D.S., PhD ..................................................................................Massachusetts Institute of Technology  
Kupritz, V.W., PhD ..................................................................................Virginia Tech  
Morris, M.L. (Stokely Faculty Scholar), PhD, CFLE ................................Tennessee  
Seal, J.E., PhD .........................................................................................Tennessee  
Stout, V.J., EdD .......................................................................................Tennessee  

Assistant Professors

Bartley, S.J., PhD ......................................................................................Tennessee  
Lim, D.H., PhD ........................................................................................Illinois  
Pierce, R.H., PhD .....................................................................................Ohio State  
Smith, A.D., PhD .....................................................................................North Carolina  

Lecturers

Anderson, J.C., MBA .................................................................................Thuberd  
Atchley, E.K.P., PhD ...............................................................................Tennessee  
Lyle, L.G., PhD .........................................................................................Tennessee  
Mackey, D.L., PhD .....................................................................................Tennessee  
McIntyre, M.D., PhD .................................................................................Tennessee  
Neubert, R.L., PhD ...................................................................................Tennessee  
Swift, G.D., MBA .......................................................................................Georgia State

MAJORS DEGREES

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

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

MASTER OF SCIENCE

Human Resource Development Major

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

ADMISSION

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

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

REQUIREMENTS

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

Business Administration Major · Human Resource Development Concentration

ADMISSION

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

Applicants are to submit an application for admission to Graduate and International Admissions. Additionally, applicants are to submit an application, three letters of reference from persons familiar with their potential for success in doctoral work, a statement describing personal career objectives, and a sample of written work directly to the Human Resource Development Program. Deadline: New students are admitted in fall semester only. Applications must be received by the Graduate and International Admissions Office and the Human Resource Development Program by March 1.

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

REQUIREMENTS

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

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

Course Requirements

<table>
<thead>
<tr>
<th>Hours</th>
<th>Credit</th>
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<tr>
<td>6</td>
<td>Human Resource Development Core</td>
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<td>Human Resource Development Seminars</td>
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<td>12</td>
<td>Research Core</td>
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<tr>
<td>9</td>
<td>Business Core</td>
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<td>24</td>
<td>Dissertation</td>
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<td>60</td>
<td>Total</td>
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</tbody>
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Human Resource Development 602 Fall First Year, 603 (Spring First Year).

Students consult with doctoral advisor and committee to select 3 courses from:

- Statistics 531-532 or 537-538 or equivalent; Statistics 579 or Industrial/Organizational Psychology 627 or equivalent; Marketing 612.
- Marketing 611; Management 571; Industrial/Organizational Psychology 586.

DOCTOR OF PHILOSOPHY

Business Administration Major · Management Concentration

Minimum course requirements are

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

Environmental Policy Minor

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

Department of

MARKETING AND LOGISTICS

http://mlt.bus.utk.edu

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

Professors

Barnaby, D.J., PhD ....................................................Purdue
Cadotte, E.R., PhD ....................................................Ohio State
Davis, Jr., F.W., PhD .............................................Michigan State
Gardial, S.F. (Associate Dean and Stokely Faculty Scholar), PhD ......Houston
Mentzer, J.T. (Harry J. and Vivienne R. Bruce Chair of Excellence in ..... Business), PhD ..................................................Michigan State
Schumann, D.W. (Taylor Professor in Business), PhD ...............Missouri
Stank, T.P. (John H. Red Dove Professor of Logistics), PhD ............Georgia
Woodruff, R.B. (Proffitt’s, Inc. Professor of Marketing), DBA .........Indiana

Associate Professors

Dabholkar, P.A., PhD ..................................................Georgia State
Foggjin, J.H., DBA ..................................................Indiana
Holcomb, M.C., PhD ..................................................Tennessee
Kahn, K.B., PhD ......................................................Virginia Tech
Moon, MA, PhD ..........................................................North Carolina
Myers, M.B. (Reagan Faculty Scholar), PhD .........................Michigan State
Reizenstein, R.C., PhD ............................................Cornell
Rentz, J.O., PhD .....................................................Georgia
Rinehart, L.M., PhD ..................................................Tennessee

Assistant Professors

Esper, T.L., PhD .....................................................Arkansas
Flint, D.J., PhD .....................................................Tennessee
Sahin, F., PhD ..........................................................Texas A&M
MASTER OF BUSINESS ADMINISTRATION

Business Administration Major

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

Marketing Concentration
Minimum course requirements: Marketing 520 and 530.

DOCTOR OF PHILOSOPHY

Business Administration Major

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

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

Department of
STATISTICS, OPERATIONS AND
MANAGEMENT SCIENCE

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

Kenneth C. Gilbert, Head
Mary Sue Younger, Graduate Liaison

Professors
Bozdogan, H. (Toby and Brenda McKenzie Professor in Business), PhD .....................................................Illinois
Edirisinghe, C.P., PhD...............................................................British Columbia
Gilbert, K.C., PhD.................................................................Tennessee
Guess, F.M., PhD .................................................................Kentucky
Leitmaker, M.G.(Reagan Faculty Scholar), PhD .........................Michigan
Mee, R.W.(Stokely Faculty Scholar), PhD .................................Iowa State
Noon, C.E., PhD .................................................................Northwestern
Srinivasan, M.M. (Ball Corporation Distinguished Professor of Business), PhD .....................................................Indianapolis

Associate Professors
Bowers, M.R., PhD.............................................................Clemson
Leon, R.V., PhD .................................................................Florida State
Seaver, W.L., PhD ..............................................................Texas A&M
Younger, MS, PhD ..............................................................Virginia Tech

Assistant Professor
Bensmail, H., PhD .............................................................Paris VI

Lecturers
Cwiek, C.M., MS .................................................................Tennessee
Schmidhammer, J.L., PhD ..................................................Pittsburgh

Adjunct Faculty
Cooper, T., PhD .................................................................Tennessee
Hild, C., PhD .................................................................Tennessee
Husch, D.S., PhD ...............................................................Tennessee
McGuire, S.A., PhD ..........................................................Kansas State

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

MAJORS DEGREES
Business Administration.............................................................MBA, PhD
Statistics ................................................................................................... MS
Management Science .......................................................................MS, PhD

MASTER OF BUSINESS ADMINISTRATION

Business Administration Major · Operations Management Concentration

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

MASTER OF SCIENCE

Management Science Major

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

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

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

ADMISSION

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
<th>Credit</th>
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<tr>
<td>Core Requirements</td>
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<td><strong>Total</strong></td>
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</table>

1. Management Science 531, 532, 533, 534, and 691 or 692; Statistics 563.
2. Statistics (500 level or above as approved by advisor); Mathematics (400 level or above as approved by advisor); Industrial Engineering (400 level or above as approved by advisor); or other elective (as approved by advisor).
3. Selected from mathematics, statistics, computer science, business, management science, industrial engineering, or other approved area.

A thesis option is available to qualified students. The Management Science Committee will work closely with the student in tailoring a program to his/her needs. The committee must approve a tentative overall program during the student’s first semester and must approve all courses on a semester-by-semester basis.

Recognizing the diverse backgrounds and needs of management science MS students, the Management Science Committee is prepared to waive some of the above requirements on an individual basis. The total course load will remain 40 hours for all students.

DOCTOR OF PHILOSOPHY

Management Science Major

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

- To provide, through management science coursework, a thorough knowledge of common management science/operations research mathematical models and their uses.
- To provide sufficient advanced study in a supporting area to qualify the graduate for a joint faculty position in the supporting area and management science. The candidate may choose from the business functional areas (accounting, finance, marketing, management, and transportation and logistics) or other disciplines (e.g., computer science, forestry, ecology, and public administration).
- To develop in the student, through coursework in mathematics, statistics and computer science, a high degree of mathematical maturity to enhance a potential career in management, research, or teaching.

ADMISSION

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

REQUIREMENTS

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

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

Qualifying Examinations

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

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

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

There is no foreign language requirement.

Comprehensive Examination

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

Research and Dissertation

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

Academic Standards

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

Prerequisites for Management Science Courses

The management science program is interdisciplinary and students in other degree programs are encouraged to enroll in management science courses. Course prerequisites are designed to indicate the level at which courses are taught. Interested students whose prior coursework does not match the prerequisites are encouraged to seek the instructor’s guidance and consent to enroll.
The Master of Science in Statistics provides students with the foundations in theory and practice required for careers in applied statistics. In addition to the education traditionally offered in such a program, the department offers a concentration in industrial statistics, which provides unique opportunities for experiences in practical applications of statistics. Through involvement in the University of Tennessee Practical Strategies for Process Improvement Institute and related programs, department faculty participates in a variety of consulting and research projects in industry. Students may supplement their classroom study with an industrial internship and participation in research projects dealing with industrial problems. Department faculty also collaborates with researchers from many academic disciplines. Statistics graduate students may gain consulting experience by working with faculty involved in these consulting activities. All students are encouraged to participate in supervised internship or consulting activities as part of their graduate program.

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

APPLICATIONS

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

REQUIREMENTS

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

Thesis or Independent Study

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

Comprehensive Examination

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

INTERCOLLEGIATE GRADUATE STATISTICS PROGRAM

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

REQUIREMENTS

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

*The MS in statistics requires 33 hours.

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

Procedures

- The student’s home department must have approved a program of courses with the executive committee. That program will specify the sequences of statistics courses, chosen from the IGSP approved list, that are considered appropriate by the home department. Students who wish to participate in this program should contact their college representative or the Chair of IGSP in the Department of Statistics, Operations and Management Science.
• The student’s graduate committee must include a member of the IGSP faculty. For students seeking doctoral degrees or the Master in Science in Statistics, the committee member must be a faculty member in the Department of Statistics, Operations and Management Science.

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

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

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

DOCTOR OF PHILOSOPHY

Business Administration Major · Statistics Concentration

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

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

Graduate Certificate in Applied Statistical Strategies

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

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

Gregory D. Reed, Interim Dean
C. Edward Caudill, Associate Dean for Graduate Studies


Schools
Advertising and Public Relations
Communication Studies
Information Sciences
Journalism and Electronic Media

Facilities for Research and Service
Center for Information Studies (CIS)
Communications Research Center (CRC)

The College of Communication and Information fosters among students and the larger community a sense of the legal and ethical responsibilities of access to information and the exercise of expression in a democratic society. Additionally, the college serves the professional goals of preparing students for careers in the communication and information professions.

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

The College of Communication and Information grew out of the School of Journalism, which was originally located in the College of Business Administration. The Department of Communication Studies became part of the College of Communications in 1997. The College of Communications merged with the School of Information Sciences in 2002 to create the new College of Communication and Information. The master’s program began in 1968 under Journalism and was changed to Communications after the School gained college status in 1970. The doctoral program was initiated in 1974. A chair of excellence was established in 1987 to support a distinguished professorship in science, technology, and medical writing.

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

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

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

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

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

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

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

Academic Standards

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

MASTER OF SCIENCE

Communication Major

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

Requirements

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

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

Additional hours may be required for those who do not have academic prerequisites, and an internship may be required for those who do not have professional experience in the field that they wish to study.

A student’s internship experience requires approval by his/her advisor, on the basis of three hours of credit for the equivalent of 15 weeks of full-time professional experience. This credit is to be included in the hour requirements for the MS program.

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

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

DOCTOR OF PHILOSOPHY

Communication and Information Major

The PhD with a major in communication and information is intended to prepare scholars for teaching, research, administration, and service in the fields of communication and information.
The program is interdisciplinary, consisting of a required core curriculum and recommended courses outside the college in the related social and behavioral sciences. The program is flexible and will accommodate a wide variety of career goals in communications. New students may be admitted to the program at any time; however, core courses begin only in the fall semester. Orientation attendance is required.

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

ADMISSION

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

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

REQUIREMENTS

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

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

All courses require the approval of the student’s advising
committee.

Admission to candidacy must be attained at least two
semesters prior to graduation and requires successful com-
pletion of a written comprehensive examination.

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

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

School of
ADVERTISING AND PUBLIC RELATIONS
http://www.cci.utk.edu/~advpr/

Ronald E. Taylor, Director

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

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

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

Instructors
Haygood, D., MA .............................................................. North Carolina
Palencar, M., MA .............................................................. Houston

MAJOR DEGREES
Communication ................................................................. MS
Communication and Information ........................................... PhD

The School of Advertising and Public Relations offers a con-
centration area for the master’s degree with a major in communi-
cation and participates in the interdisciplinary doctoral program.

School of
COMMUNICATION STUDIES
http://www.cci.utk.edu/~commstudies/

John W. Haas, Director

Professor
Julian, F.D. (Dean), PhD .................................................... Tennessee

Associate Professors
Ambrester, M.L., PhD ....................................................... Ohio
Gleen, R.W., PhD .............................................................. Northwestern
Haas, J.W., PhD ............................................................... Kentucky
Violanti, M.T., PhD ............................................................ Kansas

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

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

The School of Communication Studies offers a concentra-
tion area for the master’s degree with a major in communi-
cation and participates in the interdisciplinary doctoral program.
Graduate courses in communication studies also provide opportunities for students in a variety of disciplines to investigate how messages can effect changes in the knowledge, the understanding, the ideas, the attitudes, or the behavior of other human beings.

School of

INFORMATION SCIENCES

http://www.sis.utk.edu/

Edwin M. Cortez, Director

Professors
Cortez, E.M., Ph.D..................................................Southern California
Pemberton, J.M., PhD ................................................Tennessee
Tenopir, C., PhD ......................................................Illinois

Associate Professors
Bilal, D., PhD..........................................................Florida State
Robinson, W.C., PhD .................................................Illinois
Wang, P., PhD.............................................................Maryland
Watson, J., EdD ........................................................Vanderbilt
Whitney, G., PhD ......................................................Michigan

Assistant Professor
Albright, K., PhD ......................................................Tennessee
Allard, S.L., PhD ......................................................Kentucky
Mehra, B., PhD........................................................Illinois

MAJOR DEGREE
Information Sciences..........................................................MS
Communication and Information ..........................................PhD

The School of Information Sciences provides a program leading to the preparation of librarians and information professionals for work in all types of libraries and information centers. The program of study includes a graduate curriculum leading to the Master of Science degree. The program is accredited by the American Library Association. A PhD may also be pursued with a major in communication and information, concentration in information sciences.

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

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

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

• excellent teaching
• innovative research
• distinguished service

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

• a forward-looking curriculum that embraces diversity in intellectual approaches to knowledge, skills, and values

• a highly competent and visible faculty
• a highly competent, effective staff
• an academically able and diverse student body
• extensive partnerships within higher education and professional communities in both private and not-for-profit sectors
• service to the State of Tennessee and to the region
• the exemplary use of state-of-the-art information technologies in both academics and administration
• exceptional support
• collaborative and inclusive governance

ADMISSION

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

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

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

MASTER OF SCIENCE

Information Sciences Major

The program leading to the Master of Science degree with a major in information sciences requires 42 semester hours of graduate courses, including 3 courses required of all students. Either a thesis or a non-thesis option is available, with 6 hours required for thesis credit. At least 33 hours must be taken within the School of Information Sciences curriculum, and up to 9 hours outside of the school can be taken, including a maximum of 6 hours outside the college. No more than 6 hours may be taken from another university.

REQUIREMENTS

Required Courses

Three courses are required of all students: 510, 520, 530. (Students seeking licensure see track requirements below.) These courses address the evolving information environment, organization and representation of information, and information access and retrieval. The courses 510, 520, and 530 are prerequisites to all courses for students enrolled in the MS program.

Highly Recommended Courses

The faculty regards the following courses as vital to professional success: 540, 550, 560. These courses address research, management and leadership in information organizations, and the concepts of developing and managing collections. One course, 550, serves as a prerequisite to courses in academic, corporate and public library management.
Individualized Curriculum Approach

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

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

For those pursuing Tennessee Department of Education licensure as a school library information specialist, stipulated requirements apply. See following section.

Tennessee State Department of Education School Library Information Specialist Requirements

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

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

For those students who do not hold the master’s degree, the requirements for initial endorsement include the three required courses plus 551, 567, 571, 572, 585, 595 and 2 electives (upon approval of faculty advisor). In addition, students must complete three corequisite courses from the College of Education, Health, and Human Sciences (six credit hours) that do not count toward the master’s degree requirements. Students pursuing the initial endorsement must follow the non-theses option. Upon completion of the requirements, students will earn a master’s degree in information sciences and a Tennessee State Department of Education license as a School Library Information Specialist.

Initial Endorsement for Non-Licensed Teachers with a Master’s Degree in Library or Information Sciences

For those students who hold an ALA-accredited master’s degree and have approval of the faculty advisor, the requirements are a maximum of 24 hours within the school’s program, including the required Information Sciences 595. In addition, students must complete three corequisite courses from the College of Education, Health, and Human Sciences (6 credit hours) beyond the required 24 hours. Upon completion of the requirements, students will earn a Tennessee State Department of Education license as a School Library Information Specialist.

Additional Endorsement for Licensed Teachers with no Master’s Degree

The requirements include the three required courses plus 551, 567, 571, 572, 585 and 596 (which must be taken twice) plus 5 electives (upon approval of the faculty advisor). Upon completion of the requirements, students will earn a master’s degree in Information Sciences and a Tennessee State Department of Education additional endorsement as a School Library Information Specialist.

Additional Endorsement for Licensed Teachers without a Master’s Degree

The requirements include the three required courses plus 551, 567, 571, 572, 585, and 596 (which must be taken twice) plus 5 electives (upon approval of the faculty advisor). Upon completion of the requirements, students will earn a master’s degree in Information Sciences and a Tennessee State Department of Education additional endorsement as a School Library Information Specialist.

Additional Program Requirements Thesis Option

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

Non-Thesis Option

Upon completion of the program, all students who elect the non-thesis option must take and pass a written comprehensive examination. Students may take no more than a total of 12 hours from 591, 594, 599. The number of satisfactory/no credit courses in a student’s program is limited to one-fourth of the total credit hours required (10 of 42).

FINANCIAL ASSISTANCE OPPORTUNITIES

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

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

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

For application forms and information about financial aid and other information about the Master of Science in Information Sciences, write to Admissions, College of Communication and Information, The University of Tennessee, Knoxville, 451 Communications Building, Knoxville, Tennessee 37996-034 or go to http://excellent.com.utk.edu/gradstudies.
School of
JOURNALISM AND ELECTRONIC MEDIA
http://www.cci.utk.edu/~jem/

James A. Crook, Interim Director

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

Associate Professors
Foley, D.J., MSJ .................................................................Northwestern
Harmon, M., PhD ..............................................................Ohio
Heller, R.B., MA .................................................................Syracuse

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

Instructor
Hufford, B.L., MEd ...........................................................Bowling Green

Emeriti Faculty
Crook, J.A., PhD ..............................................................Iowa State
Howard, H.H., PhD ...........................................................Ohio
Leiter, B.K., PhD ..............................................................Southern Illinois
Singletary, M.W., PhD ........................................................Southern Illinois

MAJOR DEGREES
Communication .............................................................. MS
Communication and Information .....................................PhD

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

Robert A. Rider, Dean
Lynn C. Cagle, Associate Dean, Professional Licensure and Outreach
Thomas W. George, Associate Dean, Academic Affairs and Administrative Services
Shirley W. Hastings, Associate Dean, Extension
Verna Long, Associate Dean, Research and Professional Development
Dulcie L. Peccolo, Director of Student Services

http://cehhs.utk.edu

Departments
Child and Family Studies
Consumer Services Management
Educational Psychology and Counseling
Exercise, Sport, and Leisure Studies
Health and Safety (Programs)
Instructional Technology and Educational Studies
Nutrition
Theory and Practice in Teacher Education

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

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

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

The Teacher Education Program at the University of Tennessee is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers the initial teacher preparation programs and advanced educator preparation programs.

The College of Education, Health, and Human Sciences holds accreditation with the American Association of Family and Consumer Sciences. Among its accredited academic programs are the following: Mental Health 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 2002-2003 Academic Year: the University of Tennessee 97%; State of Tennessee 95%.

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, Specialist in 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 Health and Safety Programs and in nutrition through the Department of Nutrition.

GRADUATE CERTIFICATE PROGRAMS

Four certificate programs are available in the college. The certificate in urban education is available through the Department of Theory and Practice in Teacher Education. The Department of Consumer Services Management offers certificates in services management and tourism development. A certificate in applied epidemiology is offered by the Master of Public Health Program.

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 Psychology and Counseling)
- 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 (Department of Theory and Practice in Teacher Education)
- 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 Exercise, Sport, and Leisure Studies)
- 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 Exercise, Sport, and Leisure Studies)
- Safety major with concentrations in emergency management; safety management (Health and Safety Programs)
- Sport studies major with concentrations in sport management; sport studies (Department of Exercise, 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; middle grades; modified and early childhood special education; reading education; science education; science education (environmental education); secondary teaching; social science education; special 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 Health and Safety Programs.

SPECIALIST IN EDUCATION (EDS)

- Educational administration major (Department of Theory and Practice in Teacher Education)
- 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 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 supervision concentration (Department of Theory and Practice in Teacher Education)
- Educational psychology concentration with specializations in adult education; applied educational psychology; collaborative learning (Department of Educational Psychology and Counseling)
- Exercise science concentration with specializations in biomechanics/sport medicine; exercise physiology; physical activity and population health (Department of Exercise, Sport, and Leisure Studies)
- Higher education administration (Department of Educational Psychology and Counseling)
- 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 Exercise, 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 with a major 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

Admission decisions for applicants to the PhD in Education are based on multiple criteria. Applicants are expected to present Verbal and Quantitative GRE scores equal to or higher than the 50th percentile, based on the norms in effect at the time the test was taken. An applicant with either a Verbal or Quantitative subtest score that is less than the 50th percentile will be expected to submit a proportionally higher, off-setting second subtest score (e.g., a Verbal subtest score at the 60th percentile may offset a Quantitative subtest core at the 40th percentile). Current GRE Verbal and Quantitative interpretative data are available from Educational Testing Service at http://www.ets.org.

Applicants are expected to earn a minimum score of 4.5 points on the Analytic Writing subtest (for score interpretation see: http://www.gre.org/interpret.html).

Applicants should be aware that departments and/or concentration areas may have GRE requirements which exceed those indicated above. Information regarding other admission criteria (e.g., GPA, letters of reference, writing samples, etc.), as well as GRE requirements for non-native English speaking applicants are available through the academic department in which the specific concentration is located (see previous section of catalog for concentration/department affiliation).

Residence Requirement

The residence requirement for students in the PhD with a major in education is two 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/-7Ecehhsstu/.
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/.

Department of
CHILD AND FAMILY STUDIES
http://cfs.hee.utk.edu
Vey M. Nordquist, Head

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

Associate Professors
Brandon, D., PhD ....................................................Tennessee
Malia, J., PhD ........................................................Iowa State
Smith, D., PhD .........................................................Oklahoma State
Tegano, D., PhD .....................................................Virginia Tech

Assistant Professors
Devereaux, M., PhD ...............................................Tennessee
Hallam, R.A., PhD ................................................Delaware
Moran, M., PhD .......................................................New Hampshire
Stolz, H.E., PhD ......................................................Brigham Young
Wass, T., PhD ........................................................Denver

ECE Internship Coordinators
Cooper, C., MS ......................................................Tennessee
Stott, A., MS ........................................................Tennessee

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

The Department of Child and Family Studies offers graduate programs leading to the following degrees, majors, and concentrations

Master of Science
Child and family studies major
Child and family studies 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 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, three 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 (nine credit hours in child and family studies prefix courses; six credit hours in graduate electives, which may include child and family studies-prefix courses; three credit hours in Statistics 531, Statistics 537, or Social Work 605; and six credit hours of thesis research in Child and Family Studies 569). 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.

**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 Teacher Education program in child and family studies, early childhood education, is a part of the application process to the graduate program and is described in the Undergraduate Catalog. Admission to the Teacher Education program is concurrent with admission to the child and family studies master’s program.) The course of study (39 hours) for the child and family studies major with a concentration in early childhood teacher education includes: 9 credit hours in the child and family studies foundation courses; 24 credit hours in the early childhood education core (including completion of a research project in Child and Family Studies 569); 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.

**Hours Credit**

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

**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.
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</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>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

Retail and Consumer Sciences Concentration (Non-Thesis)

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

Hospitality and Tourism Management Concentration (Thesis)

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

Hospitality and Tourism Management Concentration (Non-Thesis)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services Management</td>
<td>12</td>
</tr>
<tr>
<td>Tourism</td>
<td>6</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>
<td>6</td>
</tr>
<tr>
<td>Hotel, Restaurant, and Tourism 547</td>
<td>3</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>

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>Course</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td>12</td>
</tr>
<tr>
<td>Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>Statistics</td>
<td>12</td>
</tr>
<tr>
<td>Cognate Area</td>
<td>9</td>
</tr>
<tr>
<td>Instructional Methods</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>21</td>
</tr>
<tr>
<td>Dissertation</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
</tr>
</tbody>
</table>

Hospitality and Tourism Management Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td>15</td>
</tr>
<tr>
<td>Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>Statistics</td>
<td>9</td>
</tr>
<tr>
<td>Cognate Area</td>
<td>9</td>
</tr>
<tr>
<td>Instructional Methods</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>21</td>
</tr>
<tr>
<td>Dissertation</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
</tr>
</tbody>
</table>

CERTIFICATE IN SERVICES MANAGEMENT

The Department of Consumer Services Management offers a graduate certificate in services management for students seeking continuing education and career advancement opportunities in the services industry.

The 12-credit hour certificate is available by completing the following courses: Retail and Consumer Sciences 541, 538, Hotel, Restaurant, and Tourism 510, 532.

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.
Department of
EDUCATIONAL PSYCHOLOGY AND COUNSELING
http://web.utk.edu/~edpsyc/

R.S. McCallum, Head
Tricia McClam, Associate Head, Graduate Liaison

Professors
Bogue, G, EdD .......................................................Memphis State
Brockett, R., PhD ....................................................Syracuse
George, T. (Associate Dean), EdD ................................Tennessee
Greenberg, K., PhD ................................................George Peabody
Huck, S., PhD ........................................................Northwestern
Kronick, R., PhD .....................................................Tennessee
McCallum, R.S., PhD ...........................................Georgia
McClam, T., PhD ..................................................South Carolina
Mertz, N., EdD .......................................................Columbia
Peters, J., EdD ......................................................North Carolina State
Peterson, M., PhD ................................................Ohio State
Skinner, C., PhD ....................................................Lehigh
Thompson, C., PhD ...............................................Ohio State
Williams, R., PhD ................................................George Peabody
Woodside, M., EdD ..............................................Virginia Tech

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

Assistant Professors
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

Research Assistant Professor
Grubbs, L ..............................................................Tennessee

MAJORS                  DEGREES
College Student Personnel ..................................................MS
Counseling .................................................................MS
Educational Psychology ....................................................MS
School Counseling ......................................................EdD
School Psychology ......................................................EdS
Education .................................................................PhD

The Department of Educational Psychology and Counseling offers graduate programs leading to the following degrees, majors, and concentrations.

Master of Science
College student personnel major
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 Philosophy
   Education major
   Counselor education concentration
   Educational psychology concentration
   Higher education administration 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adult Education Core ..................................................</td>
</tr>
<tr>
<td>2. Research ........................................................................</td>
</tr>
<tr>
<td>3. Courses outside of Educational Psychology .......................</td>
</tr>
<tr>
<td>Departmental Electives ......................................................</td>
</tr>
</tbody>
</table>

1. Educational Psychology 513, 520, 521, 522, 525.
2. Options could include: Educational Psychology 550; Cultural Studies in Education 560, 561; Curriculum, Educational Research, and Evaluation 580; Educational Administration and Policy Studies 516; Educational Psychology 530.
3. This 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 six 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>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>15</td>
</tr>
<tr>
<td>Specialization</td>
<td>9</td>
</tr>
<tr>
<td>Research</td>
<td>15</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 six 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 three 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 (concentration in applied educational psychology) and Doctor of Philosophy with a major in education (concentration in educational psychology, specialization in applied educational psychology).

MASTER OF SCIENCE
Educational Psychology Major • Applied Educational Psychology Concentration

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

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

REQUIREMENTS

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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td>3</td>
</tr>
<tr>
<td>Human Development</td>
<td>6</td>
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<tr>
<td>Learning Principles</td>
<td>9</td>
</tr>
<tr>
<td>Research and Assessment</td>
<td>6</td>
</tr>
<tr>
<td>Intervention</td>
<td>6</td>
</tr>
<tr>
<td>Thesis or Electives (non-thesis)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total 36

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

Education Major • Educational Psychology
Concentration • Collaborative Learning
Specialization

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

The collaborative learning specialization 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. A cohort of doctoral students is admitted every other year.

REQUIREMENTS

Doctoral students in the collaborative learning specialization are expected to complete a minimum of 93 hours of graduate credit above the baccalaureate degree. Required is a two-year residency, consisting of six consecutive semesters in which the student will enroll in a minimum of 6-9 credit hours of course work in each of four semesters and a minimum of 9 hours in each of two consecutive semesters. These hours are distributed among the following categories:

- **Concentration Core in Educational Psychology (15 hours).** The concentration core consists of a minimum of one course in the area of Collaborative Learning and one course from each of the other specializations in Educational Psychology: Adult Education and Applied Educational Psychology.
- **Specialization Core in Collaborative Learning (24 hours).** The specialization core consists of four courses in the area of Collaborative Learning plus the doctoral seminar. Educational Psychology 630 Doctoral Seminar in Collaborative Learning is taken on a continuous basis, beginning with the first semester of the student’s residency and culminating at the end of the second year of residency, excluding summers. Three credit hours are awarded per semester for a total of 12 hours of credit.
- **Related Studies (30 hours).** The related studies component incorporates three areas of study:
  1. Research Methods (15 hours). This set of courses normally includes courses in qualitative and quantitative research methods and statistics. Educational Psychology 550 is required.
  2. Cognate (6 hours). Courses taken in an area outside the major area of study.
  3. Area (12 hours). Additional courses of the student’s choice that support his or her program emphasis.
- **Dissertation Research (24 hours).** The focus of the student’s dissertation research is his or her own professional practice and therefore must involve some form of action research methodology.

DOCTOR OF PHILOSOPHY

Education Major • Educational Psychology
Concentration • Applied Educational Psychology
Specialization

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

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

REQUIREMENTS

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

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Core ................................................. 15</td>
</tr>
<tr>
<td>Specialization .......................................................... 27</td>
</tr>
<tr>
<td>Research ................................................................. 15</td>
</tr>
<tr>
<td>PhD Core ................................................................. 11</td>
</tr>
<tr>
<td>Cognate ................................................................. 6</td>
</tr>
<tr>
<td>Dissertation ......................................................... 24</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, three 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; private practice; government; business; and industrial settings. The courses of study focus on professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. The degrees offered are Master of Science with a major in counseling (concentrations in mental health counseling, rehabilitation counselor education, and school counseling); Specialist in Education with a major in school counseling; Doctor of Philosophy with a major in education (concentration in counselor education). Each degree leads to counseling licensure. The mental health counseling and school counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The graduate program in Rehabilitation Counselor Education (RCE) is service oriented and is accredited by the Council on Rehabilitation Education (CORE); it leads to certification from the Commission on Rehabilitation Counselor Education (CRCC).

MASTER OF SCIENCE
Counseling Major • Mental Health Counseling Concentration

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

REQUIREMENTS

Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Counselor Education 431</td>
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</tr>
<tr>
<td>Counselor Education 525</td>
<td>3</td>
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<tr>
<td>Counselor Education 551</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 554</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 555</td>
<td>3</td>
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<tr>
<td>Counselor Education 556</td>
<td>3</td>
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<tr>
<td>Counselor Education 550</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 512 or Educational Psychology 510</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 500 or electives</td>
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Year 1 Total 30

Year 2

<table>
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<tr>
<th>Course</th>
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<td>Counselor Education 521</td>
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<tr>
<td>Counselor Education 535</td>
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<tr>
<td>Counselor Education 552</td>
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<tr>
<td>Counselor Education 559</td>
<td>9</td>
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<tr>
<td>Counselor Education 570</td>
<td>3</td>
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</tbody>
</table>

Year 2 Total 30

Total program hours 60

MASTER OF SCIENCE
Counseling Major • Rehabilitation Counselor Education Concentration

The purpose of rehabilitation training programs is to ensure that skilled personnel are available to serve the rehabilitation needs of individuals with disabilities assisted through vocational rehabilitation (VR), supported employment and independent living programs. The University of Tennessee, Knoxville, graduate concentration in rehabilitation counselor education is designed to prepare students for professional careers as clinicians in the field of rehabilitation counseling. The rehabilitation counselor education concentration is service-oriented and includes practica and internship experiences. Completion of the two 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 recommended course of study for full-time rehabilitation counselor education concentration students is

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 courses 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
- Terry Osborne, Instructor and Deafness-Focus Area Advisor, Osborne@utk.edu

### MASTER OF SCIENCE
#### Counseling Major • School Counseling Concentration

The master’s program in school counseling (48 hours) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The purpose of the program is to develop graduates who will assume the major responsibilities of a counselor within elementary and secondary schools. Applicants for degrees in this field must present satisfactory evidence of academic ability, adequacy of personal characteristics and goals as determined by recommendations of employers, instructors, and colleagues, and by scores of the aptitude portion of the Graduate Record Examination. The program requires a 600-hour internship in a school site during the second year to prepare students for practice. Students enrolled complete a program that includes core courses, clinical courses, and electives. Those applicants who have not had teaching experience may be required to complete additional classes. Graduates will fulfill the license requirements for Pre-K-12 School Counseling in Tennessee and in most states of the United States although some states may have additional experience and testing requirements.

### REQUIREMENTS

#### Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education 431</td>
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<td>Counselor Education 525</td>
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<td>Educational Psychology 550</td>
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Year 1 Total 24

#### Year 2

<table>
<thead>
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<td>Counselor Education 558</td>
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<td>Counselor Education 561</td>
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<tr>
<td>Counselor Education 570</td>
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</tbody>
</table>

Educational Psychology 510.................................3
Educational Psychology 515.................................3
Theory and Practice in Teacher Education 470.........3

Year 2 Total 24

### Total Program Hours 48

#### SPECIALIST IN EDUCATION

#### School Counseling Major

The Specialist in Education program in school counseling is a post master’s program designed to provide advanced training for school counselors and others with a master’s degree in a related area. Graduates must complete at least 60 hours beyond the bachelor’s degree. Applicants for degrees in this field must present satisfactory evidence of academic ability, adequacy of personal characteristics and goals as determined by recommendations of employers, instructors, and colleagues, and by scores of the aptitude portion of the Graduate Record Examination. The program can serve the educational needs of the following: experienced counselors whose original training predated many recent advancements in counseling; students holding a master’s degree in guidance but wanting additional training; individuals who wish to shift from one setting or level of counseling to another; and students from related areas who want to enter the school counseling profession.

Those applicants who have not had teaching experience may be required to complete additional classes. Graduates who desire to fulfill the license requirements for K-12 School Counseling in Tennessee and in most states of the United States are required to fulfill all the requirements for a licensure endorsement. (Students without a license in school counseling are required to complete those requirements before obtaining the EdS with a major in school counseling.)

For a student with a School Counselor License, the Specialist in Education program requires 22 semester hours beyond the master’s. The program is individualized and planned by the student and a faculty committee. A minimum of six hours is required from outside the counselor education program. Please refer to the current Graduate Catalog for general information on the EdS.

### REQUIREMENTS

#### Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education 504, 555, 570, 650, 659</td>
<td>13</td>
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<tr>
<td>Courses outside the program area (6 hours of electives)</td>
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<tr>
<td>General Elective</td>
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</table>

Total program hours 22

DOCTOR OF PHILOSOPHY

#### Education Major • Counselor Education Concentration

The doctoral concentration in counselor education at the University of Tennessee is designed to prepare experienced counseling professionals to advance their careers in the education, supervision, and research 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; and/or private mental health counseling/consultation practice employee assistance programs.

The doctoral program requires advanced course work, internship, and dissertation hours of study beyond the master’s degree. Students in the PhD concentration in counselor education will work toward endorsement for counseling licensure, if licensure has not been received prior to entering the doctoral program. During the program doctoral students will review the necessary criteria for the license they seek and will plan to meet those criteria. To be considered for acceptance, the applicant must have

- Master’s degree in counseling or counselor-related field
- Preference given to those with a 3.5 GPA on any graduate work completed prior to application
- Minimum of two years of work experience in counseling or counseling-related field
- Fitness for the program, including self-awareness and emotional stability as indicated by references and interview
- Preference given to those students who score equal to or higher than the 70th percentile on the verbal area and the 50th percentile on the quantitative area of the GRE, based on the norms that were in effect when the test was taken, and a 4.7 on the Analytic Writing subtest
- Potential for leadership and advocacy as indicated by references, publications, presentations, and other professional activities
- Expertise in technological applications

In addition, general graduate admission standards for international students require a transcript from the home country indicating an equivalent of the University of Tennessee grade point average of 3.0 or higher. English language proficiency requirements include a minimum score of 575 on the written test of the TOEFL (with a minimum of 52 on each sub score or comparable score for electronic version) and scores on the GRE that meet the admission requirements.

**REQUIREMENTS**

Coursework for the program in counselor education includes

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
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</tr>
<tr>
<td>Specialization (not counselor education)</td>
<td>9</td>
</tr>
<tr>
<td>Cognate</td>
<td>6</td>
</tr>
<tr>
<td>Core</td>
<td>10</td>
</tr>
<tr>
<td>Research</td>
<td>15</td>
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<tr>
<td>Dissertation</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>

1. Counselor Education 553; Counselor Education 571 or 671 or Educational Psychology 541 or Counselor Education 625; Counselor Education 655, 660, 665, 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 (3y); Department Seminar (1).
3. Nine hours qualitative research including a two-semester statistics sequence and six hours qualitative research.

**HIGHER EDUCATION ADMINISTRATION PROGRAMS**

Under Higher Education Administration, two programs are offered: a major in college student personnel and a concentration in higher education administration under the PhD major in education. Following are program goals/mission, admissions, and requirements for each of these two programs.

**MASTER OF SCIENCE**

**College Student Personnel Major**

**Mission/Purpose.** The college student personnel program is a two-year, practitioner-oriented master’s degree designed to prepare student personnel administrators and administrative needs of colleges and universities. Philosophically based in college and university administration and resting on standards articulated by the Council for Advancement of Standards for Student Services/Student Development programs, the program prepares individuals for a wide and growing variety of student and university service positions in post-secondary institutions including the following: enrollment services in admissions, orientation, records, financial aid; academic advising; housing; athletics; disability services; career services; student activities and leadership development; institutional research and assessment; advancement and alumni relations, Greek life; and international education.

**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 past five years). In addition, the following information must be submitted to the department office (program coordinator) by March 15th: College Student Personnel Program Application form, 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 semester hours, including 6 hours of practicum experience. Students are required to complete either a thesis or problems-in-lieu of thesis as a culminating activity.

**DOCTOR OF PHILOSOPHY**

**Education Major - Higher Education Administration Concentration**

**Mission/Purpose.** The concentration in higher education administration under the PhD with a major in education offers advanced graduate study to those students aspiring to enhance their leadership knowledge and skill for service in their current positions, to establish knowledge and skill bases for more responsible executive leadership appointment, to build the capacity and inclination for active participation in policy dialogue related to the purpose and performance of higher education, and to prepare selected scholars for service in faculty and policy scholar roles. Interdisciplinary in design, the program features core course work in higher education foundations, leadership and organizational theory, research foundations, and specialization interests. The program also features forum and seminar experiences for all students in a Humanities and Research Seminar in the first year of the program and an Issues and Inquiry Seminar in the second year of the program.
Admissions. Applicants must submit current (taken within the past 5 years) GRE scores that equal or exceed the minimums expected for applications to the PhD with a major in Education (see the PhD in Education section of this catalog for those details). Applicant must also submit: three letters of recommendation, Application for Graduate Study at the University of Tennessee, Application for PhD Study for the College and Department, Official transcripts of all previous undergraduate and graduate work, and a Writing Sample. An overall GPA of 3.3 in previous graduate study is required, and an interview may be requested of applicants to ascertain match of an applicant’s goals with resources and goals of the program.

Requirements. The program requires completion of approximately 48-57 semester hours of course work (exclusive of dissertation enrollment), completion of a written and oral comprehensive examination (an overall GPA of 3.5 is required to take the comprehensive examination), and successful completion and defense of dissertation. The doctoral residence requirement is met by two consecutive terms of full-time enrollment.

SCHOOL PSYCHOLOGY
http://web.utk.edu/~edpsych/grad/school_psych/default.html.

The school psychology programs are based on a data-based decision making model and offer advanced training in psychological, educational, and professional foundations including training in assessment, research, consultation, and intervention. We offer two degree programs, the Specialist in Education and the Doctor of Philosophy. The school psychology programs are accredited or approved by the relevant bodies including the American Psychological Association (APA), the National Association of School Psychologists (NASP), the National Council for Accreditation of Teacher Education (NCATE), and the Tennessee Department of Education. Admission occurs once a year and materials are due by January 15.

SPECIALIST IN EDUCATION
School Psychology Major

Every school psychology student is expected to meet the University of Tennessee, Knoxville, school psychology training programs knowledge and skill requirements. Opportunities for students to meet these requirements will occur in the classroom and during field experiences. The school psychology faculty, along with current and previous students, practica and internship supervisors, and various other groups who help ensure quality control within our training programs have contributed to the development of our curricula. Various accrediting and curricula oversight agencies (i.e., NASP, SDE-Tennessee; 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>Hours Credit</th>
<th></th>
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<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

First Year, Fall and Spring
Knowledge, Roles, and Functions (75 hours); Educational Psychology 650; Supervised via 540 (fall); 635 (fall)

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 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)

Doctors 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; 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

<table>
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<td>Consultation and Intervention</td>
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<td>Assessment</td>
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<tr>
<td>Research and Statistics</td>
<td>37-41</td>
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<tr>
<td>Psychosocial Core</td>
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</tbody>
</table>

Field and Practice Experiences by Semester Years 1-4

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)

Field and Practica Experiences by Semester Years 1-4

- Educational Psychology 540, 635, 601(2), 650 (9), 649 (9).
- Counselor Education 551; Group Processes and Change Option (3); Educational Psychology 515, 517, 545, 546, 516, 649 (9).
- Educational Psychology 517; Counselor Education 525; Educational Psychology 541 (3,3); 542 (3,3); 649 (9).
- 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).
- 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-Instructorship Option (3); Social Basis of Behavior Option (3); Group Processes and Change Option (3).

Total 425 hours Structured Field Experiences

Total 475 hours Supervised Field Experience Prior to Internship

The Department of Exercise, 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 Exercise, Sport, and Leisure Studies offers graduate programs leading to the following degrees, majors and concentrations.

Master of Science
- Exercise science major
  - Exercise physiology concentration
  - Biomechanics/sports medicine concentration
- 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
  - Exercise science (exercise physiology or biomechanics/sports medicine concentration)
  - Sport studies concentration

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.
- Nine hours in an exercise science specialization: biomechanics/sports medicine, exercise physiology, physical activity and population health, or other area approved by committee.
- Three registrations in Exercise Science 601.
- Six 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.

**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)**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation and Leisure Studies 415</td>
<td>3</td>
</tr>
<tr>
<td>Recreation and Leisure Studies 510</td>
<td>3</td>
</tr>
<tr>
<td>Recreation and Leisure Studies 515</td>
<td>3</td>
</tr>
<tr>
<td>Recreation and Leisure Studies 540</td>
<td>3</td>
</tr>
<tr>
<td>Recreation and Leisure Studies 541</td>
<td>3</td>
</tr>
</tbody>
</table>
Recreation and Leisure Studies Major • Recreation and Leisure Administration Concentration (Non-Thesis Option)

Hours Credit

Recreation and Leisure Studies 415 ................................................. 3
Recreation and Leisure Studies 510 ................................................. 3
Recreation and Leisure Studies 515 ................................................. 3
Recreation and Leisure Studies 520 ................................................. 3
Recreation and Leisure Studies 521 ................................................. 3
Recreation and Leisure Studies 590 Graduate Internship* .............. 3
Recreation and Leisure Studies 540 ................................................. 3
Recreation and Leisure Studies 541 ................................................. 3
Safety 443 ................................................................................. 3
Sport Management 512 ............................................................... 3
Research Methods ........................................................................ 3
Statistics ...................................................................................... 3
Electives ...................................................................................... 6

Total 33

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

Hours Credit

Recreation and Leisure Studies 510 ................................................. 3
Recreation and Leisure Studies 515 ................................................. 3
Recreation and Leisure Studies 520 ................................................. 3
Recreation and Leisure Studies 521 ................................................. 3
Recreation and Leisure Studies 522 ................................................. 3
Recreation and Leisure Studies 590 Graduate Internship* .............. 6
Research Methods ........................................................................ 3
Statistics ...................................................................................... 3
Electives ...................................................................................... 6

Total 36

*Must meet national certification requirements

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

Hours Credit

Recreation and Leisure Studies 510 ................................................. 3
Recreation and Leisure Studies 515 ................................................. 3
Recreation and Leisure Studies 520 ................................................. 3
Recreation and Leisure Studies 521 ................................................. 3
Recreation and Leisure Studies 522 ................................................. 3
Recreation and Leisure Studies 590 Graduate Internship* .............. 3
Research Methods ........................................................................ 3
Statistics ...................................................................................... 3
Thesis ........................................................................................... 6

Total 33

Sport Management Concentration

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

**REQUIREMENTS**

**Sport Management Concentration**

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

Hours Credit

Sport Management 511 ...................................................................... 3
Sport Management 532 ...................................................................... 3
Sport Management 535 ...................................................................... 3
'Sport Management Electives ............................................................ 6
Sport Studies Elective ....................................................................... 3
'SElectives ...................................................................................... 12
Sport Management 501 – Project .................................................... 3

Total 33

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

Hours Credit

Sport Management 511 ...................................................................... 3
Sport Management 532 ...................................................................... 3
Sport Management 535 ...................................................................... 3
'Sport Management Electives ............................................................ 6
Sport Studies Elective ....................................................................... 3
'SElectives ...................................................................................... 6
Thesis ........................................................................................... 6

Total 30

'SSport Management 440, 512, 530, 540, 544, 553, 554, 555, 570, 580
'SThese courses can be taken within Exercise, 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 six 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 (one hour each) of cultural studies in education seminar (Cultural Studies in Education 590) or justice, schools, and sports (three 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 1 year for the dissertation) and includes

Concentration 15 hours
*Research 15 hours
Specialization 9 hours
Cognate 6 hours
Dissertation 24 hours
*(3 hours of Sports Studies 601 included)

HEALTH AND SAFETY PROGRAMS

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

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

Professors
Clarke, B., PhD ............................................................Virginia Tech
Gorski, J., DrPH ...........................................................UCLA
Hamilton, C., DrPH ......................................................Oklahoma
Keel, M., PhD ............................................................Tennessee
Petty, G., PhD ............................................................Missouri

Associate Professors
Pursley, R., PhD ..............................................................Iowa
Smith, S., EdD ..............................................................Tennessee

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

MAJORS DEGREES

Safety, Human Ecology, Public Health..................................PhD
Public Health ......................................................................MPH, MS-MPH
Human Ecology ..................................................................PhD

Health and Safety Programs foster development of those with career interests in health education/promotion, public health, and safety. Graduate programs are

Master of Science

Safety major

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

Human ecology major
  Community health concentration

Certificate Program

Applied Epidemiology

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. 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.

GRADUATE CERTIFICATE IN APPLIED EPIDEMIOLOGY

The University of Tennessee MPH program, in a Consortium arrangement with East Tennessee State University, The University of Tennessee Health Science Center, and The Tennessee Department of Health, offers a graduate certificate in applied epidemiology for Health Department staff seeking continuing education and career advancement opportunities in the public health area of epidemiology. Delivered exclusively through electronically-mediated courses, the certificate is focused on the application of state-of-the-art epidemiological approaches to the prevention, detection and management of diseases in the population.

The 15-credit hour certificate is available by completing Public Health 520, 530, 540, 542, and 580, which may be satisfied by taking equivalent courses offered by East Tennessee State University and the University of Tennessee Health Science Center. For certificate students holding the MPH degree, other identified elective coursework may be used to satisfy certificate requirements, by petition.

HEALTH

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, six hours of statistics, three hours of specialized research methods, and six hours of natural or behavioral sciences
• Minimum 21 hours in primary specialization—530, 540, 650, 655, 660, and six 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 six 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 nine 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 (six 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 509, and a minimum of 60 credits. The Department of Nutrition will award a maximum of nine hours of credit toward the MPH 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 hours of credit toward the MPH for successful completion of approved graduate level 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 one 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 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.
The Department of Instructional Technology and Educational Studies offers graduate programs leading to the following degrees, majors, and concentrations:

**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
- Cultural studies of educational foundations concentration
- 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 through this process will be notified by April 1.

**Department-Specific Admissions Criteria**

Each PhD applicant in the Department of Instructional Technology and Educational Studies is required to submit a current set of GRE scores as part of his/her application. However, the Department of Instructional Technology and Educational Studies 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>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Concentration ...........................................</td>
</tr>
<tr>
<td>2Specialization (choose one) ........................</td>
</tr>
<tr>
<td>3Research ................................................</td>
</tr>
<tr>
<td>4Thesis or Problems in Lieu of Thesis ................</td>
</tr>
<tr>
<td><strong>Total 35</strong></td>
</tr>
</tbody>
</table>

1Cultural Studies in Education 590 (2), 591, 592. Select two from the following courses: Cultural Studies in Education 511, 539, 544, 545, 549, or 550.
2Select 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).
3Select two courses from the following: Cultural Studies in Education 526, 560, 561, 625, or 660.
4Instructional Technology and Educational Studies 500 or Instructional Technology and Educational Studies 503.

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

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Core .........................................................</td>
</tr>
<tr>
<td>2Concentration ...........................................</td>
</tr>
<tr>
<td>3Electives ..................................................</td>
</tr>
<tr>
<td>4Research ..................................................</td>
</tr>
<tr>
<td>Thesis: Instructional Technology and Educational Studies 500 ..........................</td>
</tr>
<tr>
<td><strong>Total Thesis 30</strong></td>
</tr>
</tbody>
</table>

1Theory and Practice in Teacher Education 517.
2Select one course in each of the following areas: Educational Foundations; Instructional Technology, Curriculum, Educational Research and Evaluation 534 or 558, 560, 588.
3Curriculum, Educational Research and Evaluation 520.

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 (Non-Thesis Option)

**Hours Credit**

- **Core** .................................................................................................................................................. 3
- **Concentration** ................................................................................................................................. 9
- **Electives** ........................................................................................................................................... 18
- **Research** ........................................................................................................................................... 3

**Total 33**

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.

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

**Hours Credit**

- **Core** .................................................................................................................................................. 9
- **Concentration** ...................................................................................................................................... 12
- **Electives** ........................................................................................................................................... 9
- **Research** ........................................................................................................................................... 3

**Thesis:** Instructional Technology and Educational Studies 500 ................................................................ 6

**Total 33**

1. Theory and Practice in Teacher Education 517. Select one course in each of the following areas: Educational Foundations; Instructional Technology, Curriculum, Educational Research and Evaluation.
2. Instructional Technology 521, 570, 573, 575.

**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 • Instructional Technology Concentration (Non-Thesis Option)

**Hours Credit**

- **Core** .................................................................................................................................................. 9
- **Concentration** ...................................................................................................................................... 12
- **Electives** ........................................................................................................................................... 9
- **Research** ........................................................................................................................................... 3

**Total 33**

1. Theory and Practice in Teacher Education 517. Select one course in each of the following areas: Educational Foundations; Instructional Technology, Curriculum, Educational Research and Evaluation.
2. Instructional Technology 521, 570, 573, 575.

**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)

**Hours Credit**

- **Program Prerequisites**
- **Core** .................................................................................................................................................. 6
- **Concentration** ...................................................................................................................................... 18
- **Research (maximum 3 hours per semester)** ...................................................................................... 6

**Total 30**

1. Independent on student background.
2. Curriculum, Educational Research, and Evaluation 676; Instructional Technology 521 or 575 (or 600-level substitute).
3. Select 9 hours from curriculum, educational research, and evaluation subject area. Select 3 hours from either instructional technology or cultural studies in education subject areas. Select 6 hours electives outside the curriculum 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.

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

**Hours Credit**

- **Program Prerequisites**
- **Core** .................................................................................................................................................. 6
- **Concentration** ...................................................................................................................................... 18
- **Research (maximum 3 hours per semester)** ...................................................................................... 6

**Total 30**

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 master’s degree with 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

**Hours Credit**

- **Program Prerequisites**
- **Departmental Core** ....................................................................................................................... 12
- **Concentration** .................................................................................................................................... 16
- **Specialization** .................................................................................................................................... 9
- **Research** ........................................................................................................................................... 15
- **Cognate** .............................................................................................................................................. 6
- **Dissertation (Instructional Technology and Educational Studies 600)** ........................................... 24

**Total 82**


**Education Major • Curriculum, Educational Research, and Evaluation Concentration**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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</thead>
<tbody>
<tr>
<td><strong>Program Prerequisites</strong></td>
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<tr>
<td><strong>Departmental Core</strong></td>
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<tr>
<td><strong>Concentration</strong></td>
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<td><strong>Specialization</strong></td>
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<tr>
<td><strong>Research</strong></td>
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<td><strong>Cognate</strong></td>
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<td><strong>Dissertation (Instructional Technology and Educational Studies 600)</strong></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>81</td>
</tr>
</tbody>
</table>

1. Students entering the PhD program with a concentration in cultural studies must possess a Master’s degree in a related field of study.

2. Instructional Technology and Educational Studies 601 (3). Select one course in each of the following areas: Cultural Studies in Education 650; Instructional Technology 521, 679, or advisor approved substitute; Curriculum, Educational Research and Evaluation 534, 558, 675, or 676.


4. 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, 512, 539, 546, 609, or 625).

5. 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 • Instructional Technology Concentration**

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

1. Students entering the PhD program with a concentration in IT must possess a Master’s degree in IT or a closely related field; or complete Instructional Technology courses 521, 570, 573, 575; or show evidence of comparable course work or work experience.

2. Instructional Technology and Educational Studies 601 (3). Select one course in each of the following areas: Cultural Studies in Education 550, 592, or 607; Instructional Technology 679, Curriculum, Research and Evaluation 534, 558, 675, or 676.

3. Cultural Studies in Education 678; other Instructional Technology electives (12).

4. 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.

---

**Department of NUTRITION**

http://nutrition.utk.edu

**Jay Whelan, Head**

**Michael Zemel, Graduate Liaison**

**Professors**

Haughton, B., EdD .................................................Columbia
Karlstad, M., PhD ......................................................Loyola
Moustaid-Moussa, N., PhD .........................................Paris
Sachan, D., PhD .......................................................Illinois
Whelan, J., PhD ......................................................Penn State
Zemel, M., PhD .....................................................Wisconsin

**Associate Professor**

Bailey, J., PhD .......................................................Iowa State

**Assistant Professors**

Bittle, J., PhD .........................................................Tennessee
Jahns, L., PhD .........................................................North Carolina
Jones, S., PhD .........................................................North Carolina
Kim, J., PhD ............................................................Tennessee
Truett, G., PhD .........................................................Georgia

**Emeritus Faculty**

Skinner, J., PhD .....................................................Oregon State

**MAJORS**

**DEGREES**

Nutrition ............................................................MS, MS-MPH

Human Ecology ....................................................PhD

The Department of Nutrition offers graduate programs leading to the following degrees, majors, and concentrations.

**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 South Riverside Plaza, Chicago, Illinois 60606-6995; telephone (312) 899-0040. 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, The
University of Tennessee, Knoxville, 37996-1920. 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, skills and 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 nine 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 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 one 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.
- Four hours of Nutrition 540, attendance required every semester.
- Six hours of statistics.
- Six hours in a cognate area.
- Nine hours at the 600 level.
- Students without college teaching experience are required to take the fall semester teaching seminar for G T A s 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.

Department of

THEORY AND PRACTICE IN TEACHER EDUCATION

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

Susan M. Benner, Head

Professors
Allington, R., PhD ................................................. Michigan State
Bentley, M., EdD ....................................................... Columbia
Chung, A., PhD ............................................................ Tennessee
Crawford, D., PhD ................................................... Houston
Cox, C., EdD ............................................................... Nevada
Davis, J., EdD ............................................................. Tennessee
Hargis, C., EdD ......................................................... North Carolina
Hatch, J., PhD ............................................................. Florida
Hendricks, D., PhD .................................................. Alabama
Hunt, T., PhD .............................................................. Tennessee
Ippolito, J., EdD .......................................................... Illinois
Judge, S., PhD ............................................................. California
Knight, L., PhD ........................................................... Texas
Long, V., EdD ............................................................. Missouri
McGill-Franzen, A., PhD ........................................ State University of New York (Albany)
Melear, C., PhD ........................................................... Ohio State
Nolen, C., EdD ............................................................. Missouri
Patterson, F., EdD ....................................................... Tennessee
Rider, R. (Dean), EdD ............................................... North Carolina
Rowell, C., EdD ............................................................. Georgia
Scherff, E., EdD .......................................................... Florida State
Taylor, M., PhD ............................................................. Missouri
Ubben, G., PhD ........................................................... Minnesota
Welch, O., EdD ............................................................. Tennessee

Associate Professors
Anfara, V., PhD .......................................................... New Orleans
Barclay-McLaughlin, M., PhD ...................................... Michigan
Bentley, M., EdD .......................................................... Virginia
Cagle, L. (Associate Dean), EdD ................................. Georgia
Davis, J., EdD ............................................................. New Mexico
Gilman, C., PhD .......................................................... Illinois
Hannum, J., EdD ....................................................... Northern Colorado
Melear, C., PhD ........................................................... Ohio State
Warden, K., PhD .......................................................... Tennessee

Assistant Professors
Bell, S., PhD ............................................................. Tennessee
Broennim A., PhD ...................................................... Southern Illinois
Brown, C., EdD ............................................................. George Washington
Cady, J., PhD .............................................................. Illinois State
Groenke, S., PhD ........................................................ Virginia Tech
Hendricks, D., PhD .................................................. Alabama
Patterson, F., EdD ....................................................... Tennessee
Reardon, K., PhD ..................................................... Texas A&M
Scherff, E., EdD .......................................................... Florida State
Taylor, M., PhD ............................................................. Missouri
Wooten, D., PhD .......................................................... New York

MAJORS

Teacher Education ................................................................ MS, EdS, EdD
Education Administration ........................................................ MS, EdS
Teacher Education .............................................................. MS, EdS, EdD

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

Master of Science

Education Administration major
Teacher Education major

Track 1 (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
- Reading education concentration
- Science education concentration
- Science education (environmental education) concentration
- Social science education concentration
- Special education concentration
- Track 2 (for individuals seeking an initial teaching license)
- Art education concentration
- Education of the deaf and hard of hearing concentration
- Elementary teaching concentration
- Middle grades concentration
- Modified and early childhood special education
- Secondary teaching concentration

Specialist in Education

Educational Administration major
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  
Special education concentration

**Doctor of Philosophy**  
**Education major**  
Early childhood education concentration  
Educational administration and supervision concentration  
Literacy, language and ESL education concentration  
Teacher education concentration

**Certificate Program**  
**Urban Education**  
The College of Education, Health and Human Sciences offers the Master of Science, Specialist in Education, and Doctor of Philosophy degrees through the Department of Theory and Practice in Teacher Education. The department houses graduate programs in educational administration and supervision, and teacher education.

**Educational Administration and Supervision**  
Through the educational administration and supervision programs, the department prepares entry-level and executive-level administrators for schools and colleges, and prepares policy scholars to serve in these organizations and in state, regional, and national policy agencies. The graduate degree programs are designed to enrich the knowledge, skills and values requisite to effective leadership in educational practice settings. The graduate programs focus on the preparation and development of administrative and instructional leaders who will serve in the diverse settings of schools and colleges, and educational units of government. Specialized coursework leading to the Urban Education Certificate is available in the area of urban administration.

**Teacher Education**  
The department offers programs for students seeking Tennessee licensure in the following areas: elementary teaching (K-6); middle grades teaching (4-8); secondary content field teaching (7-12) in English education, foreign language education, mathematics education, science education, social sciences education; art education (K-12); English as a Second Language (K-12); modified special education (K-12) and early childhood special education (Prek-3); special education for the deaf and hard of hearing; reading endorsement, and comprehensive special education endorsement. The program features a professional year internship with accompanying coursework, which may lead to a master’s degree with a major in teacher education. Specialized coursework leading to a certificate in urban education is also available in the area of urban teaching.

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 or visit the departmental Web site at http://web.utk.edu/%7Etpte/.

**FINANCIAL ASSISTANCE**  
The department offers a variety of scholarship and financial assistance opportunities and graduate assistantships for qualified students. For application forms visit the departmental website or contact our department office.

**MASTER OF SCIENCE**  
**Educational Administration Major**  
The Master of Science with a major in educational administration is intended for students who are seeking licensure in school administration and is directed toward providing beginning practitioners with the “best practice” knowledge and skills derived from the field and from research. Students are encouraged to transfer these practices into the world of school administration. Specifically, the MS is designed to prepare school principals and supervisors for licensure in Tennessee and for success in their initial administrative assignments. This two-year program combines evening (5:45-8:35 P.M.) and summer classes with on-the-job field activities organized around real school problems.

**Initial Licensure Program**  
The Master of Science with a major in educational administration requires 36 hours of graduate-level coursework, a professional portfolio, and a comprehensive examination. Included in the 36 hours of coursework is a site-based internship. In order to obtain initial administrative licensure from the State of Tennessee, graduates from this program must have three years of experience in schools (i.e., teaching, counseling, etc.). Additionally, students must pass the School Leaders Licensure Assessment (SLLA) examination that is required by the State of Tennessee to obtain initial licensure as a school administrator. It is expected that students admitted to this program possess leadership potential that has been demonstrated in prior experience.

The four major themes of the Master of Science program with a major in educational administration include:

• **expansion of the knowledge base** that forms the framework of 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**

The University of Tennessee’s Master of Science with a major in educational administration is a National Council for Accreditation of Teacher Education (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 leaders. The program is also actively involved in the University Council for Educational Administration (UCEA), a consortium of leading research universities offering programs in educational administration.

**ADMISSION**  
The applications required by both the Office of Graduate Admissions and the Educational Administration program
must be completed. A current Graduate Record Examination (GRE) score (within the past five years) is required for admission and a grade point average (GPA) of 2.7 or higher for undergraduate work or GPA 3.2 or higher for prior graduate work is required. Applicants to the MS program must possess teacher or school-related licensure; have, or will have, by program completion three years teaching experience or experience working in schools; 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. Interviews with applicants will be held each year in April. Courses will officially start in June.

**Teacher Education Major**

The Master of Science with a major in teacher education has two tracks. Track 1 is for students who hold a valid Tennessee teaching license, or for those preparing to teach on the post-secondary level, or for those preparing for careers that do not require teacher licensure. Track 2 is designed for students seeking initial teacher licensure.

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

**TEACHER EDUCATION MAJOR**

**TRACK 1: NON-LICENSEURE 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
- Reading education
- Science education
- Science education (environmental education)
- Social science education
- Special education

**ADMISSION**

Students must meet all current graduate school admission requirements in addition to submitting a departmental application and three rating forms.

**REQUIREMENTS**

- Completion of a prescribed set of courses:
  - Core Area (9 hours minimum) Theory and Practice in Teacher Education 517, Curriculum, Educational Research, and Evaluation 520 (thesis only), Curriculum, Educational Research, and Evaluation 580 (non-thesis), Instructional Technology 521, 573, or approved Instructional Technology course.
  - Concentration Area (12 hours); Related Studies (3-12 hours).
  - Completion of thesis or non-thesis option.
  - Thesis: Minimum 30 semester hours, satisfactory completion of written thesis and oral defense of thesis; 2/3 of total hours for MS degree must be 500-level or above.
  - Non-Thesis: Minimum 33 semester hours, 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 one’s 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>
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<th>Requirements</th>
<th>Hours Credit</th>
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<td>Core</td>
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<tr>
<td>Concentration</td>
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</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
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</table>

**Total 30**

1. Theory and Practice in Teacher Education 517; Instructional Technology, Curriculum, and Education 580.
2. Art Education 510, 520, 530, 540; Art History 400 or 500 level (3); Art Studio 400 or 500 level (3).

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

<table>
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<tr>
<th>Requirements</th>
<th>Hours Credit</th>
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</thead>
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<tr>
<td>Core</td>
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<tr>
<td>Concentration</td>
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<tr>
<td>500-Level Electives</td>
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</tbody>
</table>

**Total 33**

1. Theory and Practice in Teacher Education 517; Instructional Technology, Curriculum, and Education 580.
2. Art Education 510, 520, 530, 540; Art History 400 or 500 level (3); Art Studio 400 or 500 level (3); Theory and Practice in Teacher Education 593 or 595.
Non-Thesis Option

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
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</thead>
<tbody>
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<td>Core Area ......................................................................</td>
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<tr>
<td>Concentration Area ..................................................</td>
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</tr>
<tr>
<td>Related Studies .......................................................</td>
<td>12</td>
</tr>
<tr>
<td>All classes must be approved by major advisor.</td>
<td></td>
</tr>
<tr>
<td>*Theory and Practice in Teacher Education 517; Curriculum, Educational Research, and Evaluation 580; Instructional Technology 521, 573 or other approved Instructional Technology course.</td>
<td></td>
</tr>
<tr>
<td>Non-Thesis: Minimum 33 semester hours of approved coursework, and satisfactory completion of written and/or oral comprehensive examination. 2/3 of the total hours for the MS must be 500 level or above.</td>
<td></td>
</tr>
</tbody>
</table>

Thesis Option

Minimum 30 semester hours of approved coursework, 6 hours of Theory and Practice in Teacher Education 500, and satisfactory completion of written thesis and oral defense of thesis. Two-thirds of the total hours for the MS must be 500 level or above.

Early Childhood Special Education Concentration · Track 1

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Area .....................................................................</td>
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<tr>
<td>Concentration Area ..................................................</td>
<td>15</td>
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<tr>
<td>Related Studies .......................................................</td>
<td>6</td>
</tr>
<tr>
<td>Total 33</td>
<td></td>
</tr>
<tr>
<td>1Curriculum, Educational Research and Evaluation 580; Theory and Practice in Teacher Education 517; 6 hours determined by student and advisor.</td>
<td></td>
</tr>
<tr>
<td>2Choose from at least three areas: reading education, language arts, education, mathematics education, science education, social studies education, elementary curriculum, middle school curriculum.</td>
<td></td>
</tr>
<tr>
<td>3Determined by student and advisor.</td>
<td></td>
</tr>
</tbody>
</table>

Reading Education Concentration (Thesis Option) · Track 1

<table>
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<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core ...................... ...........................................</td>
<td>9</td>
</tr>
<tr>
<td>Concentration (reading education courses) .......................</td>
<td>12</td>
</tr>
<tr>
<td>Related Studies ...................................................</td>
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</tr>
<tr>
<td>Thesis: Theory and Practice in Teacher Education 500 ..........</td>
<td>6</td>
</tr>
<tr>
<td>Total 30</td>
<td></td>
</tr>
<tr>
<td>1Curriculum, Educational Research, and Evaluation 580; Theory and Practice in Teacher Education 517; 3 hours determined by student and advisor.</td>
<td></td>
</tr>
<tr>
<td>2Choose 9 hours from: language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.</td>
<td></td>
</tr>
</tbody>
</table>

Reading Education Concentration (Non-Thesis Option) · Track 1

<table>
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<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core ...................... ...........................................</td>
<td>9</td>
</tr>
<tr>
<td>Concentration (reading education courses) .......................</td>
<td>12</td>
</tr>
<tr>
<td>Related Studies ...................................................</td>
<td>9</td>
</tr>
<tr>
<td>Total 33</td>
<td></td>
</tr>
<tr>
<td>1Curriculum, Educational Research, and Evaluation 580; Theory and Practice in Teacher Education 517; 6 hours determined by student and advisor.</td>
<td></td>
</tr>
<tr>
<td>2Choose 9 hours from: language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.</td>
<td></td>
</tr>
</tbody>
</table>

Science Education (Environmental Education) Concentration · Track 1 (Thesis Option)

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
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<td>Core ...................... ...........................................</td>
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<tr>
<td>Concentration (reading education courses) .......................</td>
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<td>Related Studies ...................................................</td>
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</tr>
<tr>
<td>Thesis: Theory and Practice in Teacher Education 500 ..........</td>
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<tr>
<td>Total 30</td>
<td></td>
</tr>
<tr>
<td>1Curriculum, Educational Research, and Evaluation 580; Theory and Practice in Teacher Education 517; 3 hours determined by student and advisor.</td>
<td></td>
</tr>
<tr>
<td>2Science Education 506, 509, 510; 3 hours determined by student and advisor.</td>
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Elementary Education Concentration (Non-Thesis Option) · Track 1

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<td>Electives Advisor approval required) ...........................</td>
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<td>Total 36</td>
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</tr>
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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

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