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 certifies 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 admitted 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.ceuhs.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 off-set a Quantitative subtest core at the 50th 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/-7Eehhsstu/.
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.he.utk.edu

Vey M. Nordquist, Head

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

Associate Professors
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

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
Early childhood education concentration

Doctor of Philosophy
Human ecology major
Child and family studies concentration

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

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

ADMISSION

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

Admission to the program is contingent upon faculty evaluation of GRE scores, undergraduate/graduate GPA, rating forms, work experience, and the match between student’s goals and department’s foci. Prerequisites for admission to the master’s program are nine semester hours of upper-division undergraduate social science.
Prerequisites to the doctoral program are a master’s degree from a regionally accredited institution or equivalent, completion of the 12-hour foundation core in the child and family studies master’s program, three hours of computation-ally-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.

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
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<tbody>
<tr>
<td>12</td>
<td>Child and Family Studies Foundation Courses</td>
</tr>
<tr>
<td>3</td>
<td>Computation-based Statistics</td>
</tr>
<tr>
<td>9</td>
<td>Child and Family Studies Specialization Electives</td>
</tr>
<tr>
<td>6</td>
<td>General Electives</td>
</tr>
<tr>
<td>6</td>
<td>Thesis Research (Child and Family Studies 569)</td>
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<tr>
<td><strong>Total 36</strong></td>
<td><strong>Total 36</strong></td>
</tr>
</tbody>
</table>

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

**Early Childhood Education Concentration**

**REQUIREMENTS**

The early childhood education concentration is designed for students seeking a MS along with initial teacher licensure in early childhood education (pre-K through grade 4). At the University of Tennessee, Knoxville, students interested in the MS with a major in child and family studies (early childhood education concentration) must apply for admission to graduate study through the procedures outlined above. (Application for admission to the 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.

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
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<tbody>
<tr>
<td>24</td>
<td>Child and Family Studies 512 (3), 569 (3) 574 (2), 575 (12), 591 (4).</td>
</tr>
<tr>
<td>3</td>
<td>Statistics 531 or 537 or Social Work 605 or Counselor Education 520.</td>
</tr>
<tr>
<td>3</td>
<td>Select from list of courses with prior committee approval.</td>
</tr>
<tr>
<td>3</td>
<td>Complete an action research project in CFS 569, which is included in the Early Childhood Education Core.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td><strong>Total 39</strong></td>
<td><strong>Total 39</strong></td>
</tr>
</tbody>
</table>

- Statistics 531 or 537 or Social Work 605.
- Students complete an action research project in CFS 569, which is included in the Early Childhood Education Core.

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

Department of
CONSUMER SERVICES MANAGEMENT
http://csr.utk.edu

Nancy B. Fair, Head
Laura Jolly, RCS Graduate Liaison
Carol Costello, HRT Graduate Liaison

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

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

Assistant Professors
Antun, J., PhD ..............................................................South Carolina
Chen, R., PhD ..............................................................North Carolina State

Internship Coordinators
Aaser, D., MS...............................................................Wisconsin (Stout)
Simpson, L., MS............................................................Tennessee

Executive-in-Residence
Piper, C., BA.................................................................Maryville College

MAJORS DEGREES
Consumer Services Management........................................MS
Human Ecology .................................................................PhD

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

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

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

Certificate Programs
  Services management
  Tourism development

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

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

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

ADMISSION

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

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

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

ACADEMIC STANDARDS

• Evaluation of student progress will normally occur prior to enrollment for thesis hours (or the non-thesis option) and during the second semester of full time enrollment in the program. The review of the student will be undertaken by the faculty with consideration given to factors such as: GPA (minimum 3.0), portfolio evaluation, and demonstrated research capability.
• If progress or performance is deemed insufficient, the faculty may recommend probation with specific goals set for a specified time or termination.
**MASTER OF SCIENCE**

**Consumer Services Management Major**

**REQUIREMENTS**

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

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

<table>
<thead>
<tr>
<th>Hours Credit</th>
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</thead>
<tbody>
<tr>
<td>1. Services Management ........................................ 12</td>
</tr>
<tr>
<td>2. Research Methods .................................................. 3</td>
</tr>
<tr>
<td>Statistical Methods ..................................................... 6</td>
</tr>
<tr>
<td>Cognate Area ............................................................... 6</td>
</tr>
<tr>
<td>Retail and Consumer Sciences Elective .......................... 3</td>
</tr>
<tr>
<td>Thesis ................................................................. 6</td>
</tr>
</tbody>
</table>

**Total 36**

1. Retail and Consumer Sciences 538, 541; Hotel, Restaurant, and Tourism 510, 532.
   2. Retail and Consumer Sciences 562.

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

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>1. Services Management ........................................ 12</td>
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<td>2. Research Methods .................................................. 3</td>
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<tr>
<td>Statistical Methods ..................................................... 6</td>
</tr>
<tr>
<td>Cognate Area ............................................................... 6</td>
</tr>
<tr>
<td>Retail and Consumer Sciences Electives ........................ 9</td>
</tr>
<tr>
<td>Professional Paper/Project ......................................... 3</td>
</tr>
</tbody>
</table>

**Total 36**

1. Retail and Consumer Sciences 538, 541; Hotel, Restaurant, and Tourism 510, 532.
   2. Retail and Consumer Sciences 562.

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

<table>
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<th>Hours Credit</th>
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<tbody>
<tr>
<td>1. Services Management ........................................ 12</td>
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<tr>
<td>2. Tourism .............................................................. 3</td>
</tr>
<tr>
<td>Research Methods .................................................... 3</td>
</tr>
<tr>
<td>Statistical Methods .................................................. 6</td>
</tr>
<tr>
<td>Cognate Area ............................................................. 6</td>
</tr>
<tr>
<td>Hotel, Restaurant, and Tourism 547 .............................. 3</td>
</tr>
<tr>
<td>Thesis ................................................................. 6</td>
</tr>
</tbody>
</table>

**Total 39**

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

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

<table>
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<th>Hours Credit</th>
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<tr>
<td>1. Services Management ........................................ 12</td>
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<tr>
<td>2. Tourism .............................................................. 6</td>
</tr>
<tr>
<td>Research Methods .................................................... 3</td>
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<tr>
<td>Statistical Methods .................................................. 3</td>
</tr>
<tr>
<td>Cognate Area ............................................................. 6</td>
</tr>
<tr>
<td>Hotel, Restaurant, and Tourism 547 .............................. 3</td>
</tr>
<tr>
<td>Professional Paper/Project ......................................... 3</td>
</tr>
</tbody>
</table>

**Total 36**

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

**DOCTOR OF PHILOSOPHY**

**Human Ecology Major**

**REQUIREMENTS**

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

**Retail and Consumer Sciences Concentration**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>1. Required Courses ................................................. 12</td>
</tr>
<tr>
<td>2. Research Methods .................................................. 5</td>
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<tr>
<td>Statistical Methods ..................................................... 12</td>
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<tr>
<td>Cognate Area ............................................................. 9</td>
</tr>
<tr>
<td>Instructional Methods .................................................. 3</td>
</tr>
<tr>
<td>Electives ................................................................. 21</td>
</tr>
<tr>
<td>Dissertation ............................................................. 24</td>
</tr>
</tbody>
</table>

**Total 86**

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

**Hospitality and Tourism Management Concentration**

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<tbody>
<tr>
<td>1. Required Courses ................................................. 15</td>
</tr>
<tr>
<td>2. Research Methods .................................................. 5</td>
</tr>
<tr>
<td>Statistics ................................................................. 5</td>
</tr>
<tr>
<td>Cognate Area ............................................................. 9</td>
</tr>
<tr>
<td>Instructional Methods .................................................. 3</td>
</tr>
<tr>
<td>Electives ................................................................. 21</td>
</tr>
<tr>
<td>Dissertation ............................................................. 24</td>
</tr>
</tbody>
</table>

**Total 86**

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

**CERTIFICATE IN 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/~edpsych/

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 ................................. George Peabody
Greenberg, K., PhD ......................................................Tennessee
Huck, S., PhD .............................................................. Northwestern
Kronick, R., PhD ............................................................Tennessee
McCullum, 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, A., 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 ....................................................... EdS
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>Course Category</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education Core</td>
<td>15</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>Courses outside of Educational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Department Electives</td>
<td>12+</td>
</tr>
</tbody>
</table>

These categories are recommended and will be determined by the student and his or her advisor.

1 Adult Education Core: Educational Psychology 513, 520, 521, 522, 525.
2 Research: Educational Psychology 513, 520, 521, 522, 525.
3 Courses outside of Educational Psychology.
4 Departmental Electives: Education 502, 525, 530, 535, 540, 541.

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>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concentration</strong></td>
</tr>
<tr>
<td><strong>Specialization</strong></td>
</tr>
<tr>
<td><strong>Research</strong></td>
</tr>
<tr>
<td><strong>PhD Core</strong></td>
</tr>
<tr>
<td><strong>Cognate</strong></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>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
</tr>
<tr>
<td><strong>Human Development</strong></td>
</tr>
<tr>
<td><strong>Learning Principles</strong></td>
</tr>
<tr>
<td><strong>Research and Assessment</strong></td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
</tr>
<tr>
<td><strong>Thesis or Electives (non-thesis)</strong></td>
</tr>
</tbody>
</table>

Total 36

1. Educational Psychology 507. AEP/MS Colloquium Meetings (no credit, attendance required at three sessions per semester).
2. Educational Psychology 510, 522; Psychology 511.
3. Educational Psychology 515, 571; Psychology 560.
4. Counselor Education 525 and either Educational Psychology 550 (required of non-thesis option students) or 577 (required of thesis option students).
5. Educational Psychology 572, 573, 574.
DOCTOR OF PHILOSOPHY

Education Major • Educational Psychology
Concentration • Collaborative Learning
Specialization

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 530 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 ..................................................</td>
</tr>
<tr>
<td>Specialization ..........................................................</td>
</tr>
<tr>
<td>Research .................................................................</td>
</tr>
<tr>
<td>PhD Core .................................................................</td>
</tr>
<tr>
<td>Cognate .................................................................</td>
</tr>
<tr>
<td>Dissertation ............................................................</td>
</tr>
</tbody>
</table>

The concentration core provides a grounding in educational psychology, with required courses such as psychology of learning, theories of human development applied to education, and formal measurement. The specialization involves 12 hours of the doctoral seminar in applied educational psychology, 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 qualitative 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 | | Year 2 |
|---|---|
| Counselor Education 431 | 3 | Counselor Education 521 | 3 |
| Counselor Education 525 | 3 | Counselor Education 525 | 3 |
| Counselor Education 551 | 3 | Counselor Education 551 | 3 |
| Counselor Education 554 | 3 | Counselor Education 554 | 3 |
| Counselor Education 555 | 3 | Counselor Education 555 | 3 |
| Counselor Education 556 | 3 | Counselor Education 556 | 3 |
| Counselor Education 550 | 3 | Counselor Education 550 | 3 |
| Psychology 512 or Educational Psychology 510 | 3 | Psychology 573 or Social Work 524 | 3 |
| Counselor Education 500 or electives | 6 | Counselor Education 651 | 3 |

Year 1 Total 30 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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education 431</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 525</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 550</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 551</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 552, 553</td>
<td>6</td>
</tr>
<tr>
<td>Counselor Education 554</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology 550</td>
<td>3</td>
</tr>
</tbody>
</table>

Year 1 Total 24

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>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education 431</td>
</tr>
<tr>
<td>Counselor Education 525</td>
</tr>
<tr>
<td>Counselor Education 550</td>
</tr>
<tr>
<td>Counselor Education 551</td>
</tr>
<tr>
<td>Counselor Education 552, 553</td>
</tr>
<tr>
<td>Counselor Education 554</td>
</tr>
<tr>
<td>Educational Psychology 550</td>
</tr>
</tbody>
</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 4.5 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>
<td>.33</td>
</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>
</tr>
<tr>
<td>Dissertation</td>
<td>.24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>

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 15:

1. 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>Requirement Description</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional School Psychology</td>
<td>15</td>
</tr>
<tr>
<td>Consultation and Intervention</td>
<td>27</td>
</tr>
<tr>
<td>Assessment</td>
<td>24</td>
</tr>
<tr>
<td>Research and Statistics</td>
<td>15</td>
</tr>
<tr>
<td>Psychoeducational Core</td>
<td>33</td>
</tr>
<tr>
<td>Field and Practica Experiences by Semester Years 1-3</td>
<td></td>
</tr>
<tr>
<td>Research in the Schools or with Children</td>
<td>75 hours</td>
</tr>
<tr>
<td>Education Psychology 655</td>
<td>4-6</td>
</tr>
<tr>
<td>First Year, Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>Knowledge, Roles, and Functions</td>
<td>75 hours</td>
</tr>
<tr>
<td>Educational Psychology 650; Supervised via 540 (fall)</td>
<td>635 (fall)</td>
</tr>
<tr>
<td>Second Year, Fall</td>
<td></td>
</tr>
<tr>
<td>Introduction to consultation and intervention practices</td>
<td>50 hours</td>
</tr>
<tr>
<td>Educational Psychology 650 supervised via 545</td>
<td></td>
</tr>
<tr>
<td>Second Year, Spring</td>
<td></td>
</tr>
<tr>
<td>Develop consultation skills</td>
<td>150 hours</td>
</tr>
<tr>
<td>Educational Psychology 546</td>
<td></td>
</tr>
<tr>
<td>Third Year, Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>Practice professional assessment skills</td>
<td>75 hours</td>
</tr>
<tr>
<td>Educational Psychology 542</td>
<td></td>
</tr>
<tr>
<td>Total 425 hours structured field experience</td>
<td></td>
</tr>
<tr>
<td>Fourth Year, Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>Educational Psychology 549 (9); knowledge and skill development and mastery (1200-1500 hours)</td>
<td>1200-1500 hours</td>
</tr>
<tr>
<td>Educational Psychology 540, 549, 635, 650.</td>
<td></td>
</tr>
<tr>
<td>Counselor Education 551; Group Process and Change Option (3); Educational Psychology 515, 517, 545, 546, 516, 549 (6).</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology 517; Counselor Education 525; Educational Psychology 541(3,3), 542 (3,3), 549.</td>
<td>3</td>
</tr>
<tr>
<td>Statistics 531 or Cultural Studies in Education 561; Educational Psychology 655 (6), 505, 500.</td>
<td>3</td>
</tr>
<tr>
<td>Special Education 470; Counselor Education 570; Psychology 461/561; Educational Psychology 690, 510, 549, 650; Group Processes and Change Option; Family Studies Option; Social Basis of Behavior Option.</td>
<td>3</td>
</tr>
</tbody>
</table>

DOCTOR OF PHILOSOPHY
Education Major • School Psychology Concentration

Every school psychology student is expected to meet the University of Tennessee, Knoxville, school psychology training programs knowledge and skill requirements. Opportunities for students to meet these requirements will occur in the classroom and during field experiences. The school psychology faculty, along with current and previous students, practica and internship supervisors, and various other groups who help ensure quality control within our training programs have contributed to the development of our curricula. Various accrediting and curricula oversight agencies (i.e., APA, NASP, SDE-Tennessee; 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>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>1Professional School Psychology ................................................. 26</td>
</tr>
<tr>
<td>2Consultation and Intervention ....................................................... 30</td>
</tr>
<tr>
<td>3Assessment .................................................................................. 27</td>
</tr>
<tr>
<td>4Research and Statistics ................................................................ 37-41</td>
</tr>
<tr>
<td>5Psychosocial/Developmental Core ..................................................... 48</td>
</tr>
</tbody>
</table>

Field and Practice Experiences by Semester Years 1-4

Research in the schools or with children (75 hours); Educational Psychology 655 (4-8)

First Year, Fall and Spring

Knowledge, roles and functions (75 hours); Educational Psychology 650 via 540 (fall); Educational Psychology 635 (spring)

Second Year, Fall

Introduction to Consultation and Intervention Practices (50 hours); Educational Psychology 650 supervised via 545

Second Year, Spring

Develop Consultation Skills (150 hours); Educational Psychology 546

Third Year, Fall and Spring

Practice Assessment Skills (e.g., administration, interpreting, report writing—75 hours/semester); Educational Psychology 542

Total 425 hours Structured Field Experiences

Fourth Year, Fall and Spring

Student Developed Plan (50-100 hours); Educational Psychology 650 (3)

Total 475 hours Supervised Field Experience Prior to Internship

Fifth Year, Fall, Spring, and Summer

Practice, Development, and Mastery of Skills (2000 hours); Educational Psychology 649 (9)

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Educational Psychology 540, 635, 601(2), 650 (9), 649 (9)</td>
<td>MS</td>
</tr>
<tr>
<td>2Counselor Education 551; Group Processes and Change Option (3); Educational Psychology 515, 517, 545, 546, 541, 649 (9)</td>
<td>MS</td>
</tr>
<tr>
<td>3Educational Psychology 517; Counselor Education 525; Educational Psychology 541 (3,3); 542 (3,3); 649 (9)</td>
<td>PhD</td>
</tr>
<tr>
<td>4Statistics 531; Statistics 532 or Cultural Studies in Education 561; Curriculum, Educational Research and Evaluation 561, 671; Educational Psychology 505, 655 (4-8), 600 (24)</td>
<td>PhD</td>
</tr>
<tr>
<td>5Special Education 470; Psychology 420/565; Counselor Education 570; Psychology 461/561; Educational Psychology 690, 510, 650 (9), 649 (9); Family Studies Option (3); Curricula-Instruction Option (3); Social Basis of Behavior Option (3); Group Processes and Change Option (3)</td>
<td></td>
</tr>
</tbody>
</table>

Department of EXERCISE, SPORT, AND LEISURE STUDIES

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

Professors

Bassett, Jr., D.R., PhD ............................................................. Wisconsin
DeSensi, J.T., EdD ............................................................. North Carolina (Greensboro)
Hayes, G.A., PhD .............................................................. North Texas State
Howley, E.T., PhD ............................................................... Wisconsin
Wrisberg, C.A., PhD ............................................................. Michigan

Associate Professors

Jones, R.E., PhD ................................................................. Toledo
Kelley, D.R., PhD .............................................................. Georgia State
Krick, K.L., ReD ................................................................. Indiana
Thompson, D., PhD ............................................................. Virginia
Zhang, S., PhD ................................................................. Oregon

Assistant Professors

Fairbrother, J., PhD ............................................................. Florida State
Fisher, L.A., PhD .............................................................. California (Berkeley)
Fitzhugh, E., PhD .............................................................. Alabama
Hardin, R.L., PhD .............................................................. Tennessee
Klein, D., PhD ................................................................. Arizona State
McCutchen, M.G., EdD ..................................................... North Carolina (Greensboro)

Emeritus Faculty

Kozar, A., PhD ................................................................. Michigan
Lienhoft, W., PhD ............................................................. Iowa

Internship Coordinator

Brown, L.Y., MS ................................................................. Tennessee

PEAP Program Director

Catignani, E., MS .............................................................. Tennessee

Lecturers

BeMiller, J., JD ................................................................. Tennessee
Causby, S., MS ................................................................. Tennessee

Artist in Residence—Dance

Burke, P.

Majors

Exercise Science ................................................................. MS
Recreation and Leisure Studies ............................................. MS
Sport Studies ................................................................. PhD

Degrees

Exercise Science ................................................................. MS
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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
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<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>
<tr>
<td>Safety 443</td>
<td>3</td>
</tr>
<tr>
<td>Sport Management 512</td>
<td>3</td>
</tr>
<tr>
<td>Recreation and Leisure Studies 590</td>
<td>6</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 36</strong></td>
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</tbody>
</table>

*Must meet national certification requirements*

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<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>
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</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>Recreation and Leisure Studies 590</td>
<td>6</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
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</tr>
<tr>
<td><strong>Total 36</strong></td>
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</table>

*Must meet national certification requirements*

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
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<tbody>
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<td>Sport Management 511</td>
<td>3</td>
</tr>
<tr>
<td>Sport Management 532</td>
<td>3</td>
</tr>
<tr>
<td>Sport Management 535</td>
<td>3</td>
</tr>
<tr>
<td>Sport Management Electives</td>
<td>6</td>
</tr>
<tr>
<td>Sport Studies Elective</td>
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</tr>
<tr>
<td>Electives</td>
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<tr>
<td>Sport Management 501 – Project</td>
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<tr>
<td><strong>Total 33</strong></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Management 511</td>
<td>3</td>
</tr>
<tr>
<td>Sport Management 532</td>
<td>3</td>
</tr>
<tr>
<td>Sport Management 535</td>
<td>3</td>
</tr>
<tr>
<td>Sport Management Electives</td>
<td>6</td>
</tr>
<tr>
<td>Sport Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total 30</strong></td>
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</tbody>
</table>

*Sport Management 440, 512, 530, 540, 544, 553, 554, 555, 570, 580.
*These 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](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**

- Safety, MS
- 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 MS for successful completion of approved graduate level courses offered in the Department of Health and Exercise Science. The department will award a maximum of 11 hours of credit toward the MPH for successful completion of approved courses offered in the Department of Nutrition. All courses for which such cross-credit is awarded must be approved by the Public Health Academic Program Committee and the student’s graduate committee. A single block field experience (or public health internship) is required of all students and the analytical field paper incorporates public health nutrition and the student’s public health concentration.

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

APPROVED DUAL CREDIT

MS courses to be counted toward the MPH program must include 10 semester hours of Nutrition 515 and 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.

Department of

INSTRUCTIONAL TECHNOLOGY AND EDUCATIONAL STUDIES

http://ites.tennessee.edu/

Russell French, Interim Head

Professors

Counts, E., EdD .................................................................Texas A&M
French, R., PhD .................................................................Ohio State
Ray, J., EdD .................................................................Tennessee
Thayer-Bacon, B., PhD .......................................................Indiana
Waugh, M., EdD .................................................................Georgia
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 Instruction Technology and Educational Studies Department is to prepare teachers, instructional designers, theorists and researchers. For additional information, please visit our Web site.

**ADMISSION**

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

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

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

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

**DEGREES**

**MAJOR**

- Instructional Technology and Educational Studies

**ADMISSION**

- Doctor of Philosophy
  - Educational Studies
  - Instructional Technology

**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</th>
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</table>

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

**Curriculum Concentration (Thesis Option)**

<table>
<thead>
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- 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 534 or 558, 560, 588.
- Cultural Studies in Education 526, 560, 588.

**Instructional Technology and Educational Studies Major**

- Curriculum Concentration

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</table>

- 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 534 or 558, 560, 588.
- Cultural Studies in Education 526, 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 • Curriculum Concentration (Non-Thesis Option)

### Hours Credit

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1. Theory and Practice in Teacher Education 517.
2. Instructional Technology Concentration (Thesis Option)

### Hours Credit

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1. Theory and Practice in Teacher Education 517. Select one course in each of the following areas: Educational Foundations; 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 • Curriculum Concentration (Thesis Option)

### Hours Credit

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<th>Credit</th>
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<td>Core</td>
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<td>Electives</td>
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1. Theory and Practice in Teacher Education 517. Select one course in each of the following areas: Educational Foundations; 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

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<tr>
<td>Core</td>
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<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

1. Theory and Practice in Teacher Education 517. Select one course in each of the following areas: Educational Foundations; 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 (Thesis/Non-Thesis)

### Hours Credit

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<tr>
<td>Core</td>
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<td>Concentration</td>
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<td>Research</td>
<td>6</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

1. Program Prerequisites
2. Theory and Practice in Teacher Education 517. Select one course in each of the following areas: Educational Foundations; Curriculum, Educational Research and Evaluation.
3. 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 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

<table>
<thead>
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<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Core</td>
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<td>Concentration</td>
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<td>Research</td>
<td>6</td>
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<tr>
<td><strong>Total</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

1. Program Prerequisites
2. Theory and Practice in Teacher Education 517. Select one course in each of the following areas: Educational Foundations; Curriculum, Educational Research and Evaluation.
3. 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 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

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1. Program Prerequisites
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.
Education Major • Curriculum, Educational Research, and Evaluation Concentration

<table>
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<tbody>
<tr>
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<tr>
<td>Research</td>
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<tr>
<td>Cognate</td>
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<tr>
<td>Dissertation (Instructional Technology and Educational Studies 600)</td>
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Total 81

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>
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<tr>
<td>Cognate</td>
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<tr>
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Total 81

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.
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 GTAs and Nutrition 548 comprising a faculty-supervised problem in college teaching.

Nutrition Minor

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

Department of
THEORY AND PRACTICE IN TEACHER EDUCATION

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

Susan M. Benner, Head

Professors

Allington, R., PhD .................................................................Michigan State
Benner, S., EdD .................................................................Columbia
Brewer, E., EdD .................................................................Tennessee
Davis-Wiley, P., EdD ...........................................................Houston
Hargis, C., EdD .................................................................Northern Colorado
Hatch, J., PhD .................................................................Florida
Jost, K., EdD .................................................................Oklahoma
Judge, S., PhD .................................................................California (Santa Barbara)
Knight, L., PhD .................................................................Texas
Long, V., EdD .................................................................Missouri (Columbia)
McGill-Franzen, A., PhD ..........................................................State University of New York (Albany)
Rider, R. (Dean), PhD ..........................................................North Carolina
Rowell, C., EdD .................................................................George Peabody
Turner, T., EdD .................................................................Penn State
Ubbens, 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., PhD .................................................................New Mexico
Gilrane, C., PhD .................................................................Illinois
Hannum, J., EdD .................................................................Northern Colorado
Melear, C., PhD .................................................................Ohio State
Warden, K., PhD .................................................................Tennessee

Assistant Professors

Bell, S., PhD .................................................................Tennessee
Broemmelsiek, 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
Rearden, K., PhD .................................................................Texas A&M
Scherff, E., PhD .................................................................Florida State
Taylor, M., PhD .................................................................Missouri
Wooten, D., PhD .................................................................New York

MAJORS DEGREES

Education .................................................................PhD
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 website at http://web.utk.edu/grad/.

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 I 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 an 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>
<thead>
<tr>
<th>Requirements</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (513, 515, 548, 553)</td>
<td>12</td>
</tr>
<tr>
<td>Specialization (523, 554, 583, 590, 596)</td>
<td>15</td>
</tr>
<tr>
<td>Research (516)</td>
<td>3</td>
</tr>
<tr>
<td>Internship (580)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total 36**

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours Credit</th>
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</thead>
<tbody>
<tr>
<td>Core ..........................................................</td>
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<tr>
<td>Concentration ..................</td>
<td>18</td>
</tr>
<tr>
<td>Thesis: Theory and Practice in Teacher Education 500</td>
<td>6</td>
</tr>
</tbody>
</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>
<thead>
<tr>
<th>Requirements</th>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Core ..........................................................</td>
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<tr>
<td>Concentration ..................</td>
<td>21</td>
</tr>
<tr>
<td>500-Level Electives ............</td>
<td>6</td>
</tr>
</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.
### Content Fields Teaching · Track 1

#### Concentrations in English Education, Foreign Language/ESL, Education, Mathematics Education, Science Education, Social Science Education

**Non-Thesis Option**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Core Area ........................................................................................................... 9</td>
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<tr>
<td>Concentration Area ............................................................................................... 12</td>
</tr>
<tr>
<td>Related Studies ....................................................................................................... 12</td>
</tr>
</tbody>
</table>

All classes must be approved by major advisor.

*Theory and Practice in Teacher Education 517; Curriculum, Educational Research, and Evaluation 580; Instructional Technology 521, 573 or other approved Instructional Technology course.

**Thesis Option**

Minimum 30 semester hours of approved coursework, and satisfactory completion of written and oral comprehensive examination. 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>
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</thead>
<tbody>
<tr>
<td>Audiology and Speech Pathology 563 ...................................................................... 3</td>
</tr>
<tr>
<td>Special Education 554 ........................................................................................... 3</td>
</tr>
<tr>
<td>Elementary Education 566 ..................................................................................... 3</td>
</tr>
<tr>
<td>Elementary Education 567 ..................................................................................... 3</td>
</tr>
<tr>
<td>Special Education 568 ........................................................................................... 3</td>
</tr>
<tr>
<td>Special Education 504 ........................................................................................... 6</td>
</tr>
<tr>
<td>Child and Family Studies 530 ................................................................................. 3</td>
</tr>
<tr>
<td>Curriculum, Educational Research, and Evaluation 580 (other approved research design class may be substituted) ........................................................................... 3</td>
</tr>
<tr>
<td>Electives Advisor approval required) ........................................................................ 9</td>
</tr>
</tbody>
</table>

**Total 36**

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

Contact the department head for information on this concentration.

**Elementary Education Concentration (Thesis Option) · Track 1**

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

**Total 30**

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**Elementary Education Concentration (Non-Thesis Option) · Track 1**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Core ....................................................................................................................... 9</td>
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<tr>
<td>Concentration ....................................................................................................... 12</td>
</tr>
<tr>
<td>Related Studies ..................................................................................................... 9</td>
</tr>
</tbody>
</table>

**Total 33**

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**Reading Education Concentration (Thesis Option) · Track 1**

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Core ....................................................................................................................... 9</td>
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<tr>
<td>Concentration (reading education courses) .......................................................... 12</td>
</tr>
<tr>
<td>Related Studies ..................................................................................................... 3</td>
</tr>
<tr>
<td>Thesis: Theory and Practice in Teacher Education 500 ........................................... 6</td>
</tr>
</tbody>
</table>

**Total 30**

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

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Core ....................................................................................................................... 9</td>
</tr>
<tr>
<td>Concentration (reading education courses) .......................................................... 12</td>
</tr>
<tr>
<td>Related Studies ..................................................................................................... 9</td>
</tr>
</tbody>
</table>

**Total 33**

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

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

**Total 30**
REQUIREMENTS

TRACK 2: INITIAL LICENSURE PROGRAMS

The Track 2 master’s is intended for individuals desiring to earn teacher licensure. Applicants to this program must first be admitted to teacher education and complete the equivalent of an undergraduate minor in either elementary, middle school, or secondary education. Post-baccalaureate students interested in seeking licensure in art education, special education, or in other fields that require students to earn an undergraduate major would be expected to complete an equivalent undergraduate program of study. Please refer to the catalog for complete details. Individuals are encouraged to contact the College’s Student Services Center, A332 Claxton Complex, for a diagnostic interview and to develop a tentative course of study and time line.

REQUIREMENTS

Track 2 Common Course Requirements

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

Professional Year Courses (24 hours)

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

Additional Course Requirements (12 hours)

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

- **Art Education:** Art Education 510, 520, 530, 540.
- **Early Childhood Special Education:** Special Education 554; Elementary Education 566, 567; Special Education 568.
- **Education of the Deaf and Hard of Hearing:** Research elective (3); non-specified electives (9).
- **Elementary Teaching:** Theory and Practice in Teacher Education 517; nine hours of educational electives (chosen from at least three areas): historical, philosophical, or social foundations, instructional technology, reading education, language arts education, science education, special science education, elementary education, middle school curriculum.
- **Modified and Comprehensive Special Education:** Special Education 553, 590; six hours of electives (see advisor).
- **Secondary Teaching:** Theory and Practice in Teacher Education 517; Curriculum, Educational Research and Evaluation 534 or 541 or 558, or an elective in the history of sociology or philosophy of education; six hours of specialty area electives (see faculty advisor).

SPECIALIST IN EDUCATION

Educational Administration Major

The department offers a Specialist in Education degree with a major in educational administration. This degree is designed for those students who already possess a master’s degree. This degree may be used for the school administrator licensure.

ADMISSION

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

REQUIREMENTS

The EdS with a major in educational administration requires a minimum of 45 hours of study. A final comprehensive examination is required as is a culminating research paper or thesis depending on the program.
The specialist in education with a major in teacher education encompasses concentrations in:
- Elementary education
- English education
- Foreign language/ESL education
- Mathematics education
- Reading education
- Science education
- Social science education
- Special education

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

**REQUIREMENTS**

A master’s degree is required for admission; most programs in Theory and Practice in Teacher Education also require a minimum of three years of professional experience. The total EdS program involves a minimum of four semesters of study with no fewer than 60 semester hours of graduate credit beyond the baccalaureate, including research/thesis hours.

Education courses at the 400-level required for licensure are not eligible. At least 2/3 of semester hours accumulated in master’s and all of the last 30 semester hours of coursework must be in 500- or 600-level courses. The EdS thesis must be approved by the student’s committee prior to submission to the Office of Graduate Studies for final approval and acceptance. The student must register for thesis hours during this time.

**DOCTOR OF PHILOSOPHY**

**Education Major**

Faculty from the department participate in the delivery of the PhD with a major in education. Concentrations and specializations are available in the following areas:
- Early childhood education (early childhood special education)
- Educational administration and supervision
- Literacy, language, and ESL education (literacy, language education, ESL education)
- Teacher education (elementary education, mathematics education, science education, social science education)

Information on admission appears at the beginning of the College of Education, Health, and Human Sciences section of this catalog.

**EDUCATION MAJOR**

**Early Childhood Education; Literacy, Language, and ESL Education; and Teacher Education Concentrations**

Students in these three concentrations share a common set of course requirements with credits required as shown below. Doctoral committees may require students to take additional hours to fulfill degree requirements.

**Educational Administration and Supervision Concentration**

The PhD with a major in education is offered with a concentration in educational administration and supervision. The mission of the educational administration and supervision program is to develop leaders committed to the cultivation of integrity, intelligence, identity, and imagination in promoting educational policy and practice.

- Integrity involves cultivating an acute sense of right and wrong and possessing the courage and conviction to act upon moral principles.
- Intelligence involves recognizing and employing a variety of talents in aligning philosophy, theory, principles, and practice.
- Identity involves cultivating a conscious awareness and appreciation of personal values and attributes, developing quality interpersonal relationships, and appreciating the interdependence fostered through community.
- Imagination involves expanding the limits of conventional wisdom by creating new ideas and by actively seeking diverse perspectives.
ADMISSION

Students must submit the University of Tennessee, Knoxville, Graduate Application for Admission and the Educational Administration and Supervision Program Application for Graduate Study. Applicants must submit current (taken within the past 5 years) GRE scores that equal or exceed the minimums expected for applicants to the PhD with a major in Education. Three letters of reference from those who know of the candidate’s leadership record and promise are required. An overall GPA of 3.3 in previous graduate study is required for admission to doctoral study and an interview with the faculty may be required. Admissions decisions are made on a holistic basis to discern the candidate’s promise for doctoral study and to ascertain the match of the candidate’s educational goals with the resources and goals of the department.

REQUIREMENTS

The doctoral program involves approximately 51 semester hours beyond the master’s degree, completion of a comprehensive examination, completion of the residency requirement, and submission and defense of the doctoral dissertation. Core educational experiences in leadership and organizational theory, educational history/philosophy, ethics, and policy/research will be required of all doctoral students. Core experiences are complemented by focused study in specializations (urban administration, research, administrative licensure, etc.) via selected courses in the college, in cognate work in departments outside the college, and in readings/independent studies/internship course experiences.

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

<table>
<thead>
<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Core Requirements*...............................................................15</td>
</tr>
<tr>
<td>Research** ...............................................................................15</td>
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<tr>
<td>Specialization .........................................................................15</td>
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<td>Cognate ....................................................................................6</td>
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<td>Leadership Forum .................................................................12</td>
</tr>
<tr>
<td>Dissertation .............................................................................24</td>
</tr>
<tr>
<td>Total 87</td>
</tr>
</tbody>
</table>

*Educational Administration 605, 629, 670, 680, 690.
**Educational Administration 614, 615, 616, 617, 690.