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; Public Health by the Council on Education for Public Health; 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.

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

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.
DOCTOR OF PHILOSOPHY
EDUCATION MAJOR

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 Admission Requirements in the Graduate School section at the front of this catalog) and then admitted to a concentration within the PhD with a major in Education. Prospective students are encouraged to make application at least six months before anticipated matriculation or one year in advance for school psychology (i.e., Deadline January 1.) An online application process is available at http://www.cehhs.utk.edu/departments.html.

Admission Criteria

Admission decisions for applicants to the PhD with a major 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 40th percentile). Current GRE verbal and quantitative interpretative data are available from Educational Testing Service at http://www.ets.org.

Applicants are expected to earn a minimum score of 4.50 points on the analytic writing subtest (for score interpretation see http://www.gre.org/interpret.html).

Applicants should be aware that departments and/or concentrations 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.

Residence Requirement

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

Contact Information

Additional information on the PhD with a major in education is available in the academic department sections of this catalog, through the college’s Student Services Center, Claxton Complex A332, or at http://web.utk.edu/~7Ecehhsstu/.
searchers, scholars, and educators who are capable of independent investigation of family and developmental processes. Students also receive training in how to conduct scientifically-based assessments of prevention, intervention and educational strategies. Many opportunities exist in child and family studies for graduate students to become involved in research on children, youth, and families. The central premise of graduate programs in child and family studies is the idea that scientific inquiry provides the most effective means to improve the welfare of children, youth and families.

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

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

Admission to the program is contingent upon faculty evaluation of GRE scores, undergraduate/graduate GPA, rating forms, work experience, and the match between student's goals and department's focus. Prerequisites for admission to the master's program are 9 semester hours of upper-division undergraduate social science.

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

MASTER OF SCIENCE
CHILD AND FAMILY STUDIES MAJOR
The Master of Science degree with a major in child and family studies provides a broad foundation for understanding how children develop and how families function in today's society. All master's candidates enroll in foundation courses which include theoretical and empirical surveys of the human development, child development, and family science literatures, plus a survey of methods of discovery used in child and family research. All MS students are expected to engage in productive research culminating in a thesis or project. Students choose to concentrate either in general-emphasis, leading to doctoral study or careers in community agencies serving children and families, or teacher-licensure (PreK-3), leading to an educator career in early childhood or school settings. The teacher-licensure (PreK-3) concentration is ordinarily restricted to students currently enrolled in the undergraduate teacher-licensure program at the University of Tennessee, Knoxville.

GENERAL EMPHASIS CONCENTRATION
Requirements
The general-emphasis concentration requires a minimum of 36 hours of coursework – 12 hours in foundation coursework and 24 hours in specialization. The specialization credit hours are selected with guidance of the student's master's committee. Students seeking the MS with a major in child and family studies (general-emphasis concentration) must select a master's committee chair and file a plan of study with the department head after 12 hours of graduate credit.

TEACHER-LICENSE (PREK-3) CONCENTRATION
Requirements
The teacher-licensure (PreK-3) concentration is designed for students seeking a MS along with initial teacher licensure in early childhood education (PreK through Grade 3). At the University of Tennessee, Knoxville, students interested in the MS with a major in child and family studies [teacher-licensure (PreK-3) concentration] must apply for admission to graduate study through the procedures outlined above. Application for admission to teacher licensure (PreK-3) is a part of the application process to the graduate program and is described in the Undergraduate Catalog. Admission to teacher-licensure (PreK-3) is concurrent with admission to the child and family studies master's program. The teacher-licensure (PreK-3) concentration requires 36 hours of coursework and a written comprehensive exam.

Requirements
Completion of the foundation courses in the master's program – 510, 511, 550, and 570.
Completion of 640.
Minimum of 18 hours of additional coursework in child and family studies.
Statistics 538 or Social Work 660.
3 hours of advanced statistics.
6 hours of supervised research practica, Child and Family Studies 680 and 681.
3 hours of either Child and Family Studies 633 or 660 and 3 hours from Child and Family Studies 633, 650, 660, or 670, for a total of 6 hours of doctoral-level child and family studies research methods.
Minimum 3 hours in specialized research methods.
Completion of 2 hours of Child and Family Studies 572.
Minimum of 6 hours in a cognate area.
Minimum of 24 hours of 600.
Minimum of 92 hours beyond the bachelor's degree.

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

Requirements
• Completion of the foundation courses in the master's program – 510, 511, 550, and 570.
• Completion of 640.
• Minimum of 18 hours of additional coursework in child and family studies.
• Statistics 538 or Social Work 660.
• 3 hours of advanced statistics.
• 6 hours of supervised research practica, Child and Family Studies 680 and 681.
• 3 hours of either Child and Family Studies 633 or 660 and 3 hours from Child and Family Studies 633, 650, 660, or 670, for a total of 6 hours of doctoral-level child and family studies research methods.
• Minimum 3 hours in specialized research methods.
• Completion of 2 hours of Child and Family Studies 572.
• Minimum of 6 hours in a cognate area.
• Minimum of 24 hours of 600.
• Minimum of 92 hours beyond the bachelor's degree.
DEPARTMENT OF 
EDUCATIONAL PSYCHOLOGY 
AND COUNSELING
http://web.utk.edu/~edpsych/
R. Steve McCallum, Head
Tricia McClam, Associate Head, Graduate Liaison

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

Associate Professors
Bain, S., PhD ..........................................................Southern Mississippi
Cochran, J., PhD .........................................................Virginia Tech
Diambra, J., EdD ...........................................................William & Mary
Dunn, P., PhD ..............................................................Ohio State
Skinner, A., PhD ...........................................................Mississippi State
Studer, J., EdD ..............................................................Toledo
Ziegler, M., EdD .............................................................Columbia

Assistant Professors
Gibbons, M., PhD ......................................................North Carolina (Greensboro)
Paulus, T., PhD ..............................................................Indiana
Skolits, G., EdD ..............................................................ETSU
Spurgeon, S., PhD ....................................................North Carolina (Greensboro)
Strayhorn, T.L., PhD ..................................................Virginia Tech

Research Professors
Colvin, C., EdD ............................................................Virginia
Grubbs, L.A., PhD .........................................................Tennessee
Mulkey, S., PhD ........................................................Florida State

MAJORS DEGREES
College Student Personnel MS
Counseling MS
Mental health counseling concentration
Rehabilitation counseling concentration
School counseling concentration

Educational Psychology MS
Adult education concentration
Applied educational psychology concentration

School Counseling EdS
School Psychology EdS

Education PhD
Counselor education concentration
(specializations in career development; rehabilitation; group process)
Educational Psychology and Research Concentration
(specializations in adult education; applied educational psychology; collaborative learning; and evaluation and assessment)
Higher education administration concentration
School psychology concentration

EDUCATIONAL PSYCHOLOGY AND RESEARCH

Educational psychology and research offers individuals a choice of two concentrations at the master’s level and four PhD specializations. These options meet the needs of students with varying interests within the broad field of educational psychology. The areas of adult education, applied educational psychology, collaborative learning, and evaluation and assessment are linked by a common interest in human development, teaching and learning, and methods of inquiry. Educational psychology prepares students with diverse backgrounds for leadership roles in education across the life span and in facilitation of improved professional practices. Together, a community of learners is created and students and faculty members regularly share with and learn from one another through collaborative scholarship. Graduates are employed in such areas as higher education, K-12 education, business and industry, nonprofit, and community service agencies.

Adult Education
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.

Applied Educational Psychology
http://web.utk.edu/~edpsych/grad/app_ed_psych/
The applied educational psychology program is designed for individuals who seek to provide professional leadership in the facilitation of learning and development (at the master’s and doctoral levels). It provides an opportunity to focus on the needs of underachieving and nontraditional learners through application of cognitive education and social constructivist approaches and/or applied statistics and measurement (at the doctoral level). It is intended for individuals focused on careers in a wide range of settings as higher education, community-based agencies, and research institutions.

The master's program is often used as a stepping stone to a doctoral program in educational or school psychology or as additional preparation for functioning in professional support roles in schools, mental health centers, and business programs devoted to personal and professional development.

The doctoral program addresses the needs of professionals in educational psychology, as well as others who desire in-depth study at an advanced level on one of two areas of emphasis. Many graduates of this specialization work in higher education or research institutes and focus on human learning and development and/or applied statistics/measurement as it relates to teaching and learning.

Collaborative Learning
http://web.utk.edu/~edpsych/grad/collab_learning/default.html
The collaborative learning program addresses the advanced educational needs of professionals working in a variety of settings including business, government, higher education, and non-profit organizations. Participants study the collaborative learning process and engage in action research in the context of their own professional practices. A cohort of doctoral students is admitted every other year.

Evaluation and Assessment
The evaluation and assessment specialization is designed for students interested in pursuing careers as evaluators of learning needs and outcomes in educational settings. The program encompasses the evaluation requirements and needs of diverse educational settings across the P-16 continuum, as well as educational endeavors conducted under the auspices of private, profit and non-profit organizations. The specialization includes coursework in program (and project) evaluation, classroom assessment, and personnel evaluation systems. This specialization combines elements of evaluation theory, evaluation and assessment methods, and hands-on applications to provide students with relevant knowledge and skills for engaging in research and/or the practice of educational evaluation.
MASTER OF SCIENCE
EDUCATIONAL PSYCHOLOGY MAJOR
ADULT EDUCATION CONCENTRATION

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

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Adult Education Core</td>
</tr>
<tr>
<td>3</td>
<td>Research</td>
</tr>
<tr>
<td>6</td>
<td>Courses outside of Educational Psychology</td>
</tr>
<tr>
<td>12+</td>
<td>Departmental Electives</td>
</tr>
</tbody>
</table>

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

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

Comprehensive Examination/Thesis
Most students opt to write a comprehensive examination. This involves preparing written responses to questions from the student’s graduate committee. Typically, these are done in a take-home format. However, a thesis option is also available.

The thesis is an original piece of research. Students who opt to write a thesis register for 6 hours of Educational Psychology 500. The final document is presented to the student’s graduate committee and discussed in an oral examination with the committee.

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

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

Requirements
Students complete 36 hours beyond the baccalaureate degree. A minimum of 24 hours must be at the 500 level or higher. At least 6 hours must be taken outside the department. Students must choose between thesis and non-thesis options. Approved courses are listed below. Equivalent courses may be substituted with the consent of the program committee.

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Applied Educational Psychology Core</td>
</tr>
<tr>
<td>6</td>
<td>Human Development</td>
</tr>
<tr>
<td>9</td>
<td>Learning Principles</td>
</tr>
<tr>
<td>3</td>
<td>Research</td>
</tr>
<tr>
<td>3</td>
<td>Assessment</td>
</tr>
<tr>
<td>6</td>
<td>Intervention</td>
</tr>
<tr>
<td>6</td>
<td>Thesis or Electives</td>
</tr>
</tbody>
</table>

Total 36

1. Educational Psychology 507.
2. Courses related to human development help students explore the role of development in learning for more and less successful learners. They include a choice of Educational Psychology 510, 522 and/or Psychology 511.
3. 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 learning as it relates to adults as well as children. Courses include Educational Psychology 671, and a choice of two of the following courses – Educational Psychology 515, 516, or 522.
5. The assessment course provides an overview of assessment concepts, approaches, and issues. Students take Counselor Education 525.
6. 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. Students choose two courses from Educational Psychology 572, 573, and/or 574.
7. Thesis students take 6 thesis hours toward the 36-hour program in lieu of electives. The thesis involves an original research project. A written document of the research is presented to the student’s graduate committee members and discussed in an oral examination regarding the research. Non-thesis students complete a comprehensive examination. This typically involves the writing of scholarly papers in response to questions from each of the student’s graduate committee members. A minimum of 6 hours of non-thesis electives may be chosen from Educational Psychology 460, 513, 522, 525, and/or 529.

DOCTOR OF PHILOSOPHY
EDUCATION MAJOR
EDUCATIONAL PSYCHOLOGY AND RESEARCH CONCENTRATION

Concentration Core (10 hours)
The concentration core in educational psychology reflects the connections between specializations and their foundation in educational psychology. The core also includes a departmental doctoral seminar that orients new students to doctoral study and scholarly activities. In addition, all students must take as one of their research courses, a departmental course that introduces modes of inquiry through appropriate selection of quantitative and/or qualitative methods. Students may select other research courses according to preference and specialization requirements as described below. Core courses include Educational Psychology 507, 513, 525, 601.
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.

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

1 The concentration core consists of courses as described above.
2 Courses for the specialization are from adult education courses such as listed under the master’s degree requirements and electives.
3 A departmental course introducing quantitative and qualitative methods is required for all students as part of the minimum 15 hours of research. To meet the research requirement, students take courses that provide them with knowledge and skills in both quantitative and qualitative research methods.
4 At least 6 hours must be taken in a cognate area outside the College of Education, Health, and Human Sciences.
5 Dissertation hours are taken after all or most coursework is completed. Once a student registers for course 600 (dissertation), he/she must continually thereafter register for a minimum of 3 hours every semester until the dissertation is defended and submitted.

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 facilitation of group change. For students with the applied statistics and measurement emphasis, course options include (but are not limited to) survey design and analysis, categorical data analysis, applied multivariate methods, and scale construction.

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Core in Educational Psychology</td>
</tr>
<tr>
<td>Specialization in Collaborative Learning</td>
</tr>
<tr>
<td>Research Methods</td>
</tr>
<tr>
<td>Cognate</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Dissertation Research</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

1 The concentration consists of courses in each specialization and a departmental seminar course as described in the concentration section above.
2 The specialization core consists of courses in the area of collaborative learning plus the doctoral seminar. Educational Psychology 630 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 hours are awarded per semester for a total of 12 hours of credit.
3 This set of courses includes courses in qualitative and quantitative research methods and statistics.
4 Courses taken in an area outside the major area of study.
5 Additional courses of the student’s choice that support his or her professional practice and therefore must involve some form of action research methodology.
6 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.
EVALUATION AND ASSESSMENT
SPECIALIZATION

Requirements
The PhD specialization in evaluation and assessment involves a minimum of 82 hours of study beyond the master’s degree distributed among the following categories:

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Concentration Core</td>
</tr>
<tr>
<td>21</td>
<td>Specialization</td>
</tr>
<tr>
<td>15</td>
<td>Research</td>
</tr>
<tr>
<td>6-12</td>
<td>Electives</td>
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<tr>
<td>6</td>
<td>Cognate</td>
</tr>
<tr>
<td>24</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Total 82-88</td>
<td></td>
</tr>
</tbody>
</table>

1 The departmental core consists of the following courses: EP 507, 513, 525, and 601. In addition, all students take EP 506 as part of the research requirement.
3 A departmental course introducing quantitative and qualitative methods is required for all students as a part of the minimum 15 hours of research. In addition to a mix of both qualitative and/or quantitative methodologies, at least six hours of statistics are strongly encouraged.
4 Students are to explore other fields related to their areas of interest. The courses may include curriculum, instructional technology, educational administration/higher education or other courses within and beyond education.
5 At least 6 hours must be taken in a cognate area outside the program.
6 All students will enroll in a minimum of 24 hours of dissertation. Further details are described elsewhere in the catalog.

COUNSELING

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 counseling, and school counseling); Specialist in Education with a major in school counseling; Doctor of Philosophy in counseling with a major in education (concentration in counselor education). The MS and EdS programs provide coursework required to obtain licensure. The mental health counseling, school counseling, and doctoral programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The graduate program in rehabilitation counseling is service-oriented and is accredited by the Council on Rehabilitation Education, Inc. (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 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).

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>Counselor Education 431, 480, 525, 551, 554, 555, 556</td>
</tr>
<tr>
<td>3</td>
<td>Educational Psychology 550</td>
</tr>
<tr>
<td>3</td>
<td>Psychology 512 or Educational Psychology 510</td>
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<tr>
<td>3</td>
<td>Counselor Education 500 or electives</td>
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<td>Year 1 Total 30</td>
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Year 2

<table>
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<th>Hours Credit</th>
<th>Description</th>
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</thead>
<tbody>
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<td>9</td>
<td>Counselor Education 521, 535, 552</td>
</tr>
<tr>
<td>9</td>
<td>Counselor Education 559</td>
</tr>
<tr>
<td>3</td>
<td>Counselor Education 570</td>
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<tr>
<td>3</td>
<td>Psychology 573 or Social Work 524</td>
</tr>
<tr>
<td>8</td>
<td>Counselor Education 500 or electives</td>
</tr>
<tr>
<td>Year 2 Total 30</td>
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</tbody>
</table>

Total program hours 60

MASTER OF SCIENCE
COUNSELING MAJOR
REHABILITATION COUNSELING 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 counseling is designed to prepare students for professional careers as clinicians in the field of rehabilitation counseling. The rehabilitation counseling concentration is service-oriented and includes practica and internship experiences. The program is fully accredited by the Council on Rehabilitation Education, Inc. (CORE).

Students may complete the 48 hour program in four academic semesters (two fall terms, one spring term, and one summer term). 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 Counseling 547. The final (second fall) semester is experiential, with students working full-time to fulfill the 600-hour requirement of Rehabilitation Counseling 549. The internship is considered the culminating experience to the program and students must complete internship in the final term of study prior to graduation. Upon completion of the 48-hour program students are eligible to participate in the Certified Rehabilitation Counselor (CRC) examination, administered by the Commission on Rehabilitation Counselor Certification (CRCC). Upon successful completion of this examination students earn the credential of Certified Rehabilitation Counselor (CRC). Students are also required to demonstrate satisfactory performance through written comprehensive examination as a requirement for graduation.

Students also have the option of completing a 60-hour psychosocial rehabilitation track. This track is intended for students who have career goals that include working with individuals with disabilities in hospital settings, proprietary rehabilitation, community rehabilitation programs, and other such settings. Students wishing to practice in mental health agencies or similar settings

...
should consider the mental health counseling track. Students in both 48 and 60 hour tracks are required to demonstrate satisfactory performance in a written comprehensive examination as a requirement for graduation. Contact Dr. Patrick Dunn for details (865) 974-8013 or by email at pdunn4@utk.edu.

Requirements

For students pursing the 48-hour program of study the following course sequence is recommended. All courses are three-credit hours, except where indicated.

Fall 1
Counselor Education 551
Rehabilitation Counseling 530, 538, 543, 545

Spring 1
Educational Psychology 550
Rehabilitation Counseling 532, 537, 544, 547

Summer 1
Counselor Education 552, 554
Rehabilitation Counseling 533, 541

Fall 2
Rehabilitation Counseling 549 (6 credit hours)

Students pursuing the 60-hour psychosocial rehabilitation track are required to complete the following courses in addition to those indicated above – Counselor Education 525, Elective (Approved by Academic Advisor), Educational Psychology 510 or Psychology 512, Rehabilitation Counseling 549 (3 additional credit hours). The additional three hours of internship in the psychosocial track must be completed in a rehabilitation setting serving individuals with cognitive, emotional or psychiatric disorders.

Students are admitted to rehabilitation counseling courses upon program admission only. All rehabilitation counseling courses, with the exception of Rehabilitation Counseling 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
Patrick L. Dunn, Ph.D., CRC, Program Coordinator, pdunn4@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 and 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 PreK-12 School Counseling in Tennessee and in most states of the United States although some states may have additional experience and testing requirements.

Requirements

Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education 431, 480, 525, 550, 551, 552, 554</td>
<td>21</td>
</tr>
<tr>
<td>Educational Psychology 550</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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Year 1 Total 27

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Counselor Education 555</td>
<td>3</td>
</tr>
<tr>
<td>Counselor Education 558</td>
<td>6</td>
</tr>
<tr>
<td>Counselor Education 561, 570</td>
<td>6</td>
</tr>
<tr>
<td>Educational Psychology 510</td>
<td>3</td>
</tr>
<tr>
<td>*Special Education 470</td>
<td>3</td>
</tr>
</tbody>
</table>

Year 2 Total 21

Total Program Hours 48

* Individuals with teaching license can substitute an elective for this course.

SPECIALIST IN EDUCATION
SCHOOL COUNSELING MAJOR

The Specialist in Education with a major 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 semester hours beyond the bachelor’s degree. Applicants for a degree 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 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 licensure 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 hours beyond the master’s. The program is individualized and planned by the student and a faculty committee. A minimum of 6 hours is required from outside the counselor education program.

Requirements

Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>1School Counseling Core</td>
<td>13</td>
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<tr>
<td>Courses outside the program area (6 hours of electives)</td>
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<td>General Elective</td>
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</table>

Total Program hours 22

1 Counselor Education 504, 555, 570, 650, 659.
DOCTOR OF PHILOSOPHY
EDUCATION MAJOR
COUNSELOR EDUCATION CONCENTRATION

The doctoral concentration in counselor education at the University of Tennessee 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 careers in areas such as 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 coursework, 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. Preference is given to those with a 3.50 GPA on any graduate work completed prior to application. Preference is also given to 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 4.50 on the analytic writing subtest. To be considered for acceptance, the applicant must have

- Master’s degree in counseling or counselor-related field.
- 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.
- 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 3.00 or higher. Official results of TOEFL must be submitted. A minimum score of 213 on the computer-based test, 550 on the paper test, or 80 on the Internet-based Test typically with a score of 20 on each of the sections of the test (reading, listening, writing, and speaking), and scores on the GRE that meet the admission requirements.

Requirements

Coursework for the program in counselor education includes the following.  

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours Credit</th>
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</thead>
<tbody>
<tr>
<td>Concentration</td>
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<tr>
<td><strong>Total 97</strong></td>
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</tbody>
</table>

More detailed information about coursework is available in the program handbook and through the advising process.

HIGHER EDUCATION ADMINISTRATION

Under Higher Education Administration, two programs are offered – a major in college student personnel and a concentration in higher education administration with a major in education under the PhD.

MASTER OF SCIENCE
COLLEGE STUDENT PERSONNEL MAJOR

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 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 1st – College Student Personnel Program Application form and 3 rating/reference forms. Admission application must also be submitted to the Office of Graduate and International Admissions. It is recommended that all materials be submitted by February 15.

Requirements

The college student personnel program requires a minimum of 36 hours, including 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

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 a 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 coursework 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.
Admission
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, Graduate Application for Admission, 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 3.30 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 hours of coursework (exclusive of dissertation enrollment), completion of a written and oral comprehensive examination (an overall GPA of 3.50 is required to take the comprehensive examination), and successful completion and defense of dissertation. The doctoral residence requirement is met by two consecutive semesters of full-time enrollment.

SCHOOL PSYCHOLOGY
http://web.utk.edu/~edpsych/school_psychology/

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. Two degree programs are offered – the Specialist in Education (EdS) and the Doctor of Philosophy (PhD). The school psychology programs are designed to meet accreditation requirements of 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. Information about current accreditation status can be obtained from the web site. Admission occurs once a year and materials are due by January 15.

SPECIALIST IN EDUCATION

SCHOOL PSYCHOLOGY MAJOR

Every EdS school psychology student is expected to meet the University of Tennessee school psychology training program's 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, practicum 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) 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 school psychology training program attempts to meet the goals and objectives of these various training groups.

The University of Tennessee PhD 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.
• Field experience and professional practice.

Requirements
The program typically requires four years to complete and requires a minimum of 79 graduate credit hours, which includes course work, field experiences, and an internship completed in the final academic year. The internship requires 1200-1500 clock hours with a minimum of 600 clock hours in school settings. A comprehensive description of requirements and our recommended sequence of course and field experience work are provided in the School Psychology Handbook.

DOCTOR OF PHILOSOPHY
EDUCATION MAJOR

SCHOOL PSYCHOLOGY CONCENTRATION

Every PhD school psychology student is expected to meet the University of Tennessee school psychology training program's 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, practicum 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) 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 school psychology training program attempts to meet the goals and objectives of these various training groups.

The University of Tennessee PhD 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.
• Field experience and professional practice.

Requirements
The program typically requires five years to complete and requires a minimum of 113 total hours. Students must complete 24 hours of dissertation work and a minimum of 89 graduate course hours, which includes course work, field experiences, and an internship completed in the final academic year. The internship requires 2000 clock hours with a minimum of 600 clock hours in school settings. A comprehensive description of requirements and our recommended sequence of course and field experience work are provided in the School Psychology Handbook.

DEPARTMENT OF EXERCISE, SPORT, AND LEISURE STUDIES
http://web.utk.edu/~sals/

Joy T. DeSensi, Head

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

Associate Professors
Fisher, L.A., PhD ............................................ California (Berkeley)
Kelley, D.R., PhD ........................................... Georgia State
Zhang, S., PhD .............................................. Oregon

Assistant Professors
Andrew, D., PhD ........................................... Florida State
Bemiller, J., JD .............................................. Tennessee
Dzikus, L., PhD  ........................................ Ohio State
Fairbrother, J., PhD  .................................. Florida State
Fitzhugh, E., PhD .......................................... Alabama
Hardin, R.L., PhD ...................................... Texas
Klein, D., PhD ............................................ Arizona State
Koo, G., PhD ............................................. Florida State
McCutchen, M.G., EdD  ......................... North Carolina (Greensboro)
Milner, C.E., PhD ................................... Leeds (UK)
Polite, F., PhD ....................................... Florida State
Waller, S.N., PhD .................................. Michigan State

Faculty Associate
Wirtz, M., MS ............................................ Florida

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

PEAP Program Coordinator
Catignani, E., MS .................................. Tennessee

MAJORS DEGREES

Exercise Science MS
Biomechanics/sports medicine concentration
Exercise physiology concentration

Recreation and Leisure Studies MS
Recreation and leisure administration concentration
Therapeutic recreation concentration

Sport Studies MS
Sport management concentration
Sport studies concentration

Education PhD
Exercise science concentration
(specializations in biomechanics/sport medicine; exercise physiology; physical activity and population health)
Sport studies concentration
(specializations in motor behavior; sport sociology; sport psychology)

• Graduate students are required to maintain an overall 3.00 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.

Exercise Science
Exercise Science is dedicated to promoting and integrating scientific research and education on the health benefits of exercise. Through a program of interdisciplinary graduate study, using both experimental and epidemiological methods, students gain a greater understanding of the role of exercise in the prevention of various cardiovascular, metabolic, and musculoskeletal disorders. The department offers two Master of Science concentrations and three doctoral specializations.

The biomechanics/sports medicine concentration (Master of Science) and specialization (doctoral) 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 aspects of exercise and rehabilitation in exercise science contexts. The Doctor of Philosophy program requires coursework in engineering mechanics, biomechanics, 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.

The exercise physiology concentration (Master of Science) and specialization (doctoral) 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—adult fitness/cardiac rehabilitation/physiology or exercise research in physical science. The doctoral level involves courses in the life sciences, physiological chemistry, statistics, and advanced topics in exercise physiology. Graduate students collaborate with exercise physiology faculty members to perform research in the areas of physical activity assessment, metabolism, and body composition assessment.

The physical activity and population health specialization (doctoral) involves an in-depth examination of the impact of regular physical activity on a variety of health outcomes. Students who pursue this specialization will explore various aspects of these relationships including epidemiological and statistical methodologies, mechanisms of action, and issues related to exercise adherence. Students will be expected to collaborate with faculty mentors on questions exploring the health and exercise relationship. Supporting coursework in other departments (e.g., sport studies, nursing, and statistics) may be required.

MAJOR OF SCIENCE

EXERCISE SCIENCE MAJOR

BIOMECHANICS/SPORTS MEDICINE

CONCENTRATION

Requirements

Exercise Science 508, 513, 531, 533, 633, 601 (1 hour seminar, 2 enrollments), 635. Either Exercise Science 501 (project) or 500 (thesis must also take a statistics course approved by advisor). Electives approved by advisor from exercise science, sport studies, or biomedical engineering.
EXERCISE PHYSIOLOGY CONCENTRATION

Requirements
Exercise Science 508, 531, 533, 565, 567, 601 (1 hour seminar, 2 enrollments) 635. 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, nutrition, or sport studies.

DOCTOR OF PHILOSOPHY

EDUCATION MAJOR

EXERCISE SCIENCE CONCENTRATION

Requirements

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

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

Exercise Physiology Minor
The graduate minor consists of Exercise Science 533, 567, 601, and one other exercise science 500-level or above 3-hour course.

GERONTOLOGY

Intercollegiate/Interdisciplinary

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 Nursing, College of Social Work and selected departments within the College of Education, Health, and Human Sciences.

Requirements
Prior to earning more than one-half the total hours required for this minor, students must complete a Declaration of a Gerontology Minor form found in the advising offices in each of the participating colleges, and in the office of the current Gerontology Coordinator identified by the interdisciplinary Gerontology Colloquy.

Core Experience
Students must complete a core experience of 12 semester hours. This requires one 3-hour course in each of the primary disciplines (health science, social science, behavioral science) as identified on the Declaration of a Gerontology Minor form.

Coursework (9 hours). A variety of coursework may be taken toward satisfaction of this requirement. Courses which are offered include Health 406, 465; Health/Public Health 650; Nutrition 518; Public Health 523; Social Work 566; Educational Psychology 504, 522, 525, 528; and other courses approved by the interdisciplinary gerontology colloquy member coordinating the minor.

Applied Practicum (3 hours). Students should register under practicum experiences in the home department of the supervising faculty.

Graduate Committee
At least one faculty member from the interdisciplinary Gerontology Colloquy 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 GERONTOLOGY
The graduate certificate in gerontology is intended for pre and in-service workers in gerontology. The program of study follows the guidelines of the Association of Gerontology in Higher Education and is offered under the purview of the University’s Gerontology Colloquy.

The completed “Request for Change of Graduate Program” and the completed “Post-Bac/Graduate Certificate Admission Application” must be submitted and signed off by the Colloquy representatives. Contact one of the three college representatives (Education, Health, and Human Sciences; Nursing; or Social Work) for assistance.

Requirements

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Nine (9) hours covering the focus areas of the interdisciplinary field of gerontology.</td>
</tr>
<tr>
<td></td>
<td>1 Select one from Health/Public Health 650; Nutrition 518; other courses approved by the interdisciplinary gerontology colloquy member coordinating the gerontology minor and the certificate program.</td>
</tr>
<tr>
<td></td>
<td>2 At least 6 hours from Educational Psychology 504; Exercise Science/Public Health 635; Health 406, 570, Health 585 (cross-listed with several disciplines; may be repeated, 3 hours maximum); Public Health 523; Nursing 400; Social Work 540; other courses as approved by the interdisciplinary gerontology colloquy member coordinating the gerontology minor and the certificate program.</td>
</tr>
</tbody>
</table>

RECREATION AND LEISURE STUDIES

MASTER OF SCIENCE

RECREATION AND LEISURE STUDIES MAJOR
The recreation and leisure studies program at the University of Tennessee is one of 100 programs in the nation and one of two undergraduate programs in the state of Tennessee that is accredited. Graduation from an accredited program or from an institution where there is an association with an accredited program may potentially increase opportunities for our graduates. One of the unique features of the program is a heavy emphasis on an experiential education approach to academic preparation. Students graduating from this program will gain a tremendous amount of practical experience to accompany their academic degree.

Professional Certification
Students enrolled in the recreation and leisure studies program are urged to prepare for and take the professional certification examinations offered by the National Recreation and Park Association and The National Council For Therapeutic Recre-
Curriculum Accreditation

Accreditation is a status granted to an institution or a program that meets or exceeds stated criteria of educational quality. In the United States, accreditation of professional preparation curricula is conferred by non-governmental bodies, which are often closely associated with professional associations in the field. The NRPA/AAPAR Council on Accreditation, sponsored by the NRPA and the American Association for Physical Activity and Recreation (AAPAR), is such a body. The NRPA/AAPAR Council on Accreditation is a member of both the Council on Higher Education (CHEA) and the Association of Specialized and Professional Accreditors (ASPA) and continues to be recognized, now by CHEA.

Graduate Assistantships

Graduate Assistantships are available to qualified candidates. Students should contact directly the area in which they are pursuing an assistantship. A limited number of graduate assistantships are available in the Physical Education Activity Program for students who qualify. Please contact Margy Wirtz at mwirtz@utk.edu for more information. Assistantships may also be available for qualified candidates in the recreation and leisure studies program, in recreation sports on campus and in men’s and women’s athletics.

Admission

Applications to the program are taken on a year round basis. A minimum grade point average of 3.00 on a 4.00 scale or a 3.00 GPA during the senior year of undergraduate study is required for admission. Applicants must first be admitted to the University of Tennessee as a graduate student, and then be admitted to the recreation and leisure studies graduate program. Applicants must submit all college transcripts, a university application, a Department of Exercise, Sport, and Leisure Studies application, three rating forms and a writing sample.

RECREATION AND LEISURE ADMINISTRATION CONCENTRATION

The professional discipline that comprises recreation and leisure studies prepares students for management and leadership positions in many public and private recreation and leisure related enterprises. The core curriculum provides an understanding of the role and impact of leisure in achieving and sustaining socio-economic growth and political order in an increasingly culturally diverse society. Leisure is central to balancing physical and mental health and sustaining economic growth. Some sectors of the leisure industry have outperformed the market as a whole and are positioned to flourish as the economy becomes more leisure service-oriented.

THERAPEUTIC RECREATION CONCENTRATION

The therapeutic recreation concentration prepares students for employment in management and leadership positions with agencies that deliver health care services. Students are successful in gaining employment in physical rehabilitation hospitals, children’s programs, drug and alcohol rehabilitation and treatment centers, programs serving individuals with developmental disabilities, long-term care and assisted living facilities, and in community, outdoor and school-based therapeutic recreation programs. Graduates of the program fulfill the requirements for national certification by the National Council for Therapeutic Recreation Certification (NCTRC) and have been successful in completing the national exam.

Requirements

Therapeutic Recreation Concentration (Non-Thesis Option)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours Credit</th>
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</tr>
<tr>
<td>Safety 443</td>
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<tr>
<td>Sport Management 512</td>
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<tr>
<td>Recreation and Leisure Studies 590</td>
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<tr>
<td>Research Methods</td>
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Therapeutic Recreation Concentration (Thesis Option)

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</table>

Therapeutic Recreation Concentration (Non-Thesis Option)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation and Leisure Studies 511, 515, 520, 521, 522</td>
<td>15</td>
</tr>
<tr>
<td>*Recreation and Leisure Studies 590 (Internship)</td>
<td>6</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
</tr>
</tbody>
</table>

* Must meet national certification requirements

SPORT STUDIES

MASTER OF SCIENCE

SPORT STUDIES MAJOR

Graduate Assistantships

Graduate assistantships are available to qualified candidates. Students should contact the area in which they are pursuing an assistantship. A limited number of graduate teaching assistantships are available in the physical education and activity program for sport management students. Please contact Margy Wirtz at mwirtz@utk.edu or (865) 974-7154 for more information regarding these assistantships.
SPORT MANAGEMENT CONCENTRATION

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

Requirements

Sport Management Concentration (Project Option)

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Sport Management 511, 532, 535</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sport Management Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Sport Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Sport Management 501 (Project)</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

Sport Management Concentration (Thesis Option)

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Sport Management 511, 532, 535</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sport Management Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Sport Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

DUAL MS-MBA

The College of Education, Health, and Human Sciences and the College of Business Administration offer an integrated program leading to the conferral of the Master of Science with a major in sport studies (concentration in sport management) and the Master of Business Administration.

Increasingly, sports and sports-related companies are represented by significant business enterprises. Success in these enterprises requires the application of business fundamentals, analytical techniques, and management skills within the specific context of the sports industry. The objective of the dual degree program is to train individuals in sport management and business management to integrate both sport and management and to prepare them to undertake leadership roles in this growing, dynamic, and competitive industry.

Admission

Applications are accepted for fall semester only. Applicants for the MS-MBA program must make separate applications, and be accepted by Graduate and International Admissions for the Master of Business Administration program and the Master of Science with a major in sport studies (sport management concentration).

Students will initially apply for the MBA program, indicating on their application the intent to pursue the dual MS-MBA program. Students accepted for both the MS and MBA programs will be assigned to Dual Program Committee advisors, who will be responsible for course approval and supervision of the students’ progress through the dual program.

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

Requirements

The MBA curriculum consists of 31 hours of common coursework in the College of Business Administration. Dual degree candidates enrolled in the sport management concentration are required to take 30 hours of graduate level sport management courses and internship.

The dual degree candidate must satisfy the curriculum and graduation requirements of the sport management concentration and the College of Business Administration. Students withdrawing from the dual degree program before completing both degrees will not receive credit toward graduation in either degree program for courses taken in the other degree program, except as such courses qualify for credit without regard to the dual degree program.

The MBA and MS will be awarded upon successful completion of the requirements of the dual program.

Sport Management Concentration (MS-MBA)

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>Sport Management 511</td>
<td>3</td>
<td>Sport Management 532</td>
</tr>
<tr>
<td>Sport Management 501</td>
<td>3</td>
<td>Sport Studies 542</td>
</tr>
<tr>
<td>MBA Elective – Recommend: Marketing 520</td>
<td>3</td>
<td>Sport Management Elective</td>
</tr>
<tr>
<td>Sport Management 554</td>
<td>3</td>
<td>Sport Management, Sport Studies, or Recreation and Leisure Studies</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport Management 511</td>
<td>3*</td>
<td>Sport Management 535</td>
</tr>
<tr>
<td>Sport Management 535</td>
<td>3</td>
<td>Sport Management 595</td>
</tr>
<tr>
<td>Sport Management 501</td>
<td>3</td>
<td>Sport Management 501</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>Total 61</td>
</tr>
</tbody>
</table>

SPORTS STUDIES CONCENTRATION

Requirements

Thesis and Non-Thesis Options

Two specializations are available in the sports studies concentration: sport psychology and sport sociology. Most students focusing on sport psychology choose the non-thesis option. Students who choose the non-thesis option are required to take a written comprehensive examination. The thesis option is available only upon consultation with and approval of the student’s advisor. Thesis students sign up for 6 hours of thesis. Master’s students, focusing on sport sociology, may elect the thesis or non-thesis option.

All students must complete a minimum of 30 semester hours. Students must select a minimum of 15 hours from the following courses: Sport Studies 505, 507, 514, 533, 534, 535, 542, 543, 593 (1-3), 594 (1-3), 595 (1-3), 601 (1-3), 633. Students may select additional courses relevant to their professional and career goals from sport studies or from other departments.

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 motor behavior, sport psychology and sport sociology. The program stresses an interdisciplinary approach to coursework 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. Students must have completed all requirements for a master’s degree in kinesiology, physical education, psychology, sociology, sport studies, or a related field prior to beginning the doctoral program. The program usually takes 3 years (2 years of coursework and 1 year for the dissertation).

Requirements

The program usually takes 3 years (2 years of coursework and 1 year for the dissertation) and includes the following.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration ...........................................</td>
<td>15 hours</td>
</tr>
<tr>
<td>Research (3 hours of Sports Studies 601 included) ................</td>
<td>15 hours</td>
</tr>
<tr>
<td>Specialization ..........................................</td>
<td>9 hours</td>
</tr>
<tr>
<td>Cognate ..................................................</td>
<td>6 hours</td>
</tr>
<tr>
<td>Dissertation .............................................</td>
<td>24 hours</td>
</tr>
</tbody>
</table>

DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES

http://ites.tennessee.edu/
Barbara Thayer-Bacon, Head

Professors

Counts, E., EdD ........................................ Texas A&M
Gorski, J., DrPH ........................................ UCLA
Hamilton, C., DrPH ................................... Oklahoma
Petty, G., PhD ........................................ Missouri
Thayer-Bacon, B., PhD ................................. Indiana
Waugh, M., EdD ......................................... Georgia

Associate Professors

Connelly, M., EdD ...................................... Virginia Tech
O’Bannon, B., EdD ....................................... Memphis
Smith, S., EdD ........................................ Tennessee

Assistant Professors

Anders, A., PhD ........................................... UNC
Bates, D.R., PhD ........................................ Texas Woman’s University
Moyer, D., PhD .......................................... Ohio State
Paffman, J., PhD ......................................... Vanderbilt
Siddiqi, A., ScD .......................................... Harvard

MAJORS DEGREES

Education PhD
Cultural studies of educational foundations concentration
Instructional technology concentration

Health and Human Sciences PhD
Community health concentration

Instructional Technology and Cultural Studies MS
Cultural studies of educational foundations concentration
Instructional technology concentration

Instructional Technology and Cultural Studies EdS
Instructional technology concentration

Public Health MPH
Community health education concentration
Health planning/administration concentration
Veterinary public health concentration

Public Health (Dual program with Nutrition major) MS-MPH

Safety MS
Emergency management concentration
Safety management concentration

Graduate Certificate Programs

Applied epidemiology
Public health leadership

The mission of the Instructional Technology, Health, and Cultural Studies Department is to prepare teachers, instructors, curriculum planners, educational technologists, instructional designers, theorists, and researchers. The department also fosters development of those with career interests in community health education promotion, public health, and safety. For additional information, please visit our Web site.

Admission

Individuals seeking admission to any of the degree programs in the Department of Instructional Technology, Health, and Cultural Studies must first be admitted to the University of Tennessee, Knoxville, (see the Graduate School Admission Requirements section at the front of this catalog). Following the submission of an application for graduate study to the Office of Graduate and International Admissions, individuals must also make application to a specific degree program within the Instructional Technology, Health, and Cultural Studies Department.

Applicants seeking the master’s or 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 PhD with a major in education 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.

For concentrations within the PhD with a major in education, an application must be submitted to the department no later than February 1 in the calendar year in which the student intends to matriculate. PhD applicants admitted through this process will be notified by April 1. The PhD with a major in health and human sciences (community health concentration) accepts applications for Fall and Spring Semesters.

Department-Specific Admissions Criteria

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

HEALTH

DOCTOR OF PHILOSOPHY
HEALTH AND HUMAN SCIENCES 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

<table>
<thead>
<tr>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Foundations ........................................</td>
<td>12</td>
</tr>
<tr>
<td>Community Health Specialization ..................................</td>
<td>30</td>
</tr>
<tr>
<td>Supportive Specialization (Public Health, Safety, or Gerontology) .</td>
<td>12</td>
</tr>
<tr>
<td>Cognate ........................................................................</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation (Health 600) ...........................................</td>
<td>24</td>
</tr>
<tr>
<td>Total 84</td>
<td></td>
</tr>
</tbody>
</table>
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 or to increase skill in an area of identified specialization.

PUBLIC HEALTH

Graduate study with a major in public health leads to the Master of Public Health (MPH). Three professional preparation concentrations are available—community health education, 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. Preferential consideration for admission to degree status shall be given to those with a minimum undergraduate grade point average of 2.80 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 42 hours of coursework 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 principles, concepts, and skills in an actual work setting.

Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Public Health Foundation courses: Public Health 509 (2 hrs.)</td>
<td>510, 520, 530, 540, 555.</td>
</tr>
<tr>
<td>2 Concentration of Study (Community Health Education, Veterinary Public Health)</td>
<td>10</td>
</tr>
<tr>
<td>3 Electives</td>
<td>9</td>
</tr>
<tr>
<td>4 Internship</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong> 42</td>
<td></td>
</tr>
</tbody>
</table>

1 Public Health Foundation courses: Public Health 509 (2 hrs.)
3 Veterinary Public Health: Public Health 550, Veterinary Medicine 837, Comparative and Experimental Medicine 501.
4 Listings of electives specific for each concentration are available in MPH program office.

DUAL MS-MPH PROGRAM

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

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

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

Admission

Applicants for the MS-MPH program must make separate applications to and be accepted by the Department of Nutrition for the MS, and the Department of Instructional Technology, Health, and Cultural Studies for the MPH, and also 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 are 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; Public Health 509 (2 hours); and a minimum of 60 hours. The Department of Nutrition will award a maximum of 9 hours of credit toward the MS for successful completion of approved graduate level courses offered in the Department of Instructional Technology, Health, and Cultural Studies. 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 (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

Courses in the MS to be counted toward the MPH program must include 10 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.

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 electronical-
ly-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-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.

GRADUATE CERTIFICATE IN PUBLIC HEALTH LEADERSHIP

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 public health leadership for Health Department staff seeking continuing education and career advancement opportunities in the public health practice arena. Delivered exclusively through electronically mediated courses, the program is focused on leadership principles and skills as applied in public health and community settings.

The 15-hour certificate is available by completing Public Health 520, 522, 525, 580 and an elective, which may be satisfied by taking equivalent courses offered by East Tennessee State University and the University of Tennessee Health Science Center. For those holding the MPH, other identified elective coursework may be used to satisfy certificate requirements, by petition.

INSTRUCTIONAL TECHNOLOGY AND CULTURAL STUDIES

MASTER OF SCIENCE

INSTRUCTIONAL TECHNOLOGY AND CULTURAL STUDIES MAJOR

Requirements

Cultural Studies of Educational Foundations Concentration

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Specialization (choose one)</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Thesis or Problems in Lieu of Thesis</td>
</tr>
<tr>
<td>Total 35</td>
</tr>
</tbody>
</table>

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

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

Instructional Technology Concentration (Thesis Option)

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
</tr>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Instructional Technology, Health, and Cultural Studies 500 (Thesis)</td>
</tr>
<tr>
<td>Total 33</td>
</tr>
</tbody>
</table>

1 Select two courses in educational issues and/or theory (e.g., Theory and Practice in Teacher Education 517; Cultural Studies 511, 550; Ed Psychology 515, 516).
2 Instructional Technology 521, 570, 573, 575.
3 Research Elective.

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

SPECIALIST IN EDUCATION

INSTRUCTIONAL TECHNOLOGY AND CULTURAL STUDIES MAJOR

Requirements

Instructional Technology Concentration

Thesis/Non-Thesis

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Prerequisites</td>
</tr>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Electives (maximum 3 hours per semester)</td>
</tr>
<tr>
<td>Total 30</td>
</tr>
</tbody>
</table>

1 Must hold master’s degree in education or related field.
2 A student without prior coursework in IT must take 521, 570, 573, 575 and one elective (3 hours).
3 Two courses (6 hours) must be taken outside the IT program area.
4 Thesis students must take Instructional Technology, Health, and Cultural Studies 518; Problems students must take Instructional Technology, Health, and Cultural Studies 503; Non-thesis students must take research electives (6 hours).

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

DOCTOR OF PHILOSOPHY

EDUCATION MAJOR

Requirements

Cultural Studies of Educational Foundations Concentration

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Prerequisites</td>
</tr>
<tr>
<td>Departmental Core</td>
</tr>
<tr>
<td>Concentration</td>
</tr>
<tr>
<td>Specialization</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Cognate</td>
</tr>
<tr>
<td>Dissertation (Instructional Technology and Educational Studies 600)</td>
</tr>
<tr>
<td>Total 82</td>
</tr>
</tbody>
</table>

1 Students entering the PhD program with a concentration in cultural studies must possess a master’s degree in a related field of study.
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 emergency management or in safety 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

Emergency Management Concentration (Thesis Option)

Hours Credit

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>18</td>
</tr>
<tr>
<td>Required Concentration Courses</td>
<td>9</td>
</tr>
<tr>
<td>Thesis (Safety 500)</td>
<td>6</td>
</tr>
<tr>
<td>Total 33</td>
<td></td>
</tr>
</tbody>
</table>

1 Safety 532, 533, 534, 535, 592, and a 500-level graduate statistics course.
2 Safety 560, 537, Political Science 539 or Political Science 550.

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 depending upon academic background.

Emergency Management Concentration (Non-Thesis Option)

Hours Credit

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>18</td>
</tr>
<tr>
<td>Required Concentration Courses</td>
<td>12</td>
</tr>
<tr>
<td>Concentration Electives</td>
<td>3</td>
</tr>
<tr>
<td>Culminating Experience</td>
<td></td>
</tr>
<tr>
<td>Total 33</td>
<td></td>
</tr>
</tbody>
</table>

1 Safety 452, 532, 533, 534, 535, and 592.
2 Safety 560, 537, Political Science 539 or Political Science 550, and Safety 601 or 593.
3 A list of recommended safety electives for each concentration is available in the program office.
4 Non-thesis safety students are also required to complete a culminating experience and a written comprehensive exam prior to graduation. A list of options to achieve completion of the culminating experience is available in the safety program office.

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 depending upon academic background.

Safety Management Concentration (Thesis Option)

Hours Credit

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>18</td>
</tr>
<tr>
<td>Required Concentration Courses</td>
<td>6</td>
</tr>
<tr>
<td>Thesis (Safety 500)</td>
<td>6</td>
</tr>
<tr>
<td>Total 33</td>
<td></td>
</tr>
</tbody>
</table>

1 Safety 532, 533, 534, 535, 592, and a 500-level graduate statistics course.
2 Safety 536, 564.
3 A list of recommended safety electives for each concentration is available in the program office.

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.

Safety Management Concentration (Non-Thesis Option)

Hours Credit

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>18</td>
</tr>
<tr>
<td>Required Concentration Courses</td>
<td>6</td>
</tr>
<tr>
<td>Concentration Electives</td>
<td>9</td>
</tr>
<tr>
<td>Culminating Experience</td>
<td></td>
</tr>
<tr>
<td>Total 33</td>
<td></td>
</tr>
</tbody>
</table>

1 Safety 452, 532, 533, 534, 535, and 592.
2 Safety 536, 564.
3 A list of recommended electives for each safety concentration is available in the program office.
4 Non-thesis safety students are also required to complete a culminating experience, as well as a written comprehensive exam, prior to graduation. A list of options to achieve completion of the culminating experience is available in the safety program office.
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 depending on academic background.

DEPARTMENT OF NUTRITION

http://nutrition.utk.edu
Jay Whelan, Head
Michael Zemel, Graduate Liaison

Professors
Greer, B., PhD ........................................ Tennessee
Haughton, B., EdD ...................................... Columbia
Karlstad, M., PhD ...................................... Loyola
Moussa, N., PhD ...................................... Paris
Whelan, J., PhD ......................................... Penn State
Zemel, M., PhD ........................................ Wisconsin

Associate Professors
Bailey, J., PhD .......................................... Iowa State
Burney, J., PhD .......................................... Tennessee

Assistant Professors
Little, J., PhD ........................................ Tennessee
Hansen-Petrik, M., PhD .............................. Tennessee
Jahns, L., PhD ......................................... North Carolina
Kim, J., PhD ........................................... Tennessee
Truett, G., PhD ......................................... Georgia

Lecturer
Wetherall, K., MS ....................................... Boston

EmeritI Faculty
Sachan, D., PhD ...................................... Illinois
Skinner, J., PhD ....................................... Oregon State

MAJORS DEGREES

Nutrition MS
Nutrition science concentration
Public health nutrition concentration

Nutrition MS-MPH
Health and Human Sciences PhD
Nutrition science concentration

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

A graduate degree combined with a Dietetic Internship (DI) beyond the baccalaureate degree qualifies the graduate to apply for the Registration Examination to become a Registered Dietitian (RD). Students may learn more from the department about the Dietetic Internship from the departmental website. The Dietetic Internship is currently granted accreditation by the Commission on Accreditation for Dietetic Education of the American Dietetic Association; 120 South Riverside Plaza; Chicago, Illinois 60606-6995; telephone (312) 899-0040. Students may also select an interdisciplinary minor in gerontology.

Admission
A complete file for review includes the Graduate Application for Admission, completed departmental application form, Graduate Record Examination (GRE) scores for the general section, and three Graduate Rating Forms completed by individuals who can attest to the applicant’s potential for graduate education. Forms may be obtained from the department office at 229 Jessie Harris Building, The University of Tennessee, Knoxville, 37996-1920. Forms may also be obtained from the department’s Web site.

Admission into the graduate program in the department is dependent on completion of undergraduate courses that give the necessary background for success in the graduate program. Required undergraduate courses include general and organic chemistry, physiological chemistry/biochemistry, physiology, statistics and advanced nutrition. 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 of nutrition science students.
- Students in public health nutrition must take 511, 512, 513, 514, 515, 541, and the minor in public health.
- 6 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, 544, and 3 hours of graduate level statistics are required of nutrition science students.
- Students in public health nutrition must take 511, 512, 513, 514, 515, and the minor in public health.
- 6 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 applications to and be accepted by the Department of Nutrition for the Master of Science degree and the Department of Instructional Technology, Health, and Cultural Studies for the Master of Public Health degree.

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 are 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 Master of Science degree (public health nutrition concentration)
and the Master of Public Health degree, as well as the requirements for the dual program. All candidates for the dual degree must successfully complete Public Health 555; 2 hours (1 hour each) of Public Health 509 and Nutrition 509; and a minimum of 60 hours. The Department of Nutrition will award a maximum of 9 hours of credit toward the Master of Science degree for successful completion of approved graduate-level courses offered by the Department of Instructional Technology, Health, and Cultural Studies.

The Department of Instructional Technology, Health, and Cultural Studies 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 hours of Nutrition 515 and 1 hour of Nutrition 509. MPH courses to be counted toward the MS include Public Health 520, 530 and 540.

DOCTOR OF PHILOSOPHY
HEALTH AND HUMAN SCIENCES 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

- 16 hours in nutrition including 4 hours at the 600 level (exclusive of dissertation).
- Nutrition 511, 512, 541, and 544.
- 4 hours of Nutrition 540, attendance required every semester.
- 6 hours of statistics.
- 6 hours in a cognate area.
- 9 hours at the 600 level.

Students without college teaching experience are required to take the fall semester teaching seminar for GTAs.

Nutrition Minor

The graduate minor consists of Nutrition 511 and 512, plus at least 3 hours from any letter-graded 500-level or above nutrition courses.

DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

http://csm.utk.edu

Nancy B. Fair, Head
Laura Jolly, RCS Graduate Liaison
Rachel Chen, HRT Graduate Liaison

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

Associate Professors
Chen, R., PhD ........................................... North Carolina State
Morse, Steve, PhD ......................................... Tennessee
Wise, D., PhD ........................................... Texas A&M

Assistant Professors
Antun, J., PhD ........................................... South Carolina
Costen, W., PhD ........................................... Washington State
Lim, H., PhD ........................................... Purdue

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
Hospitality and tourism management concentration
Retail and consumer sciences concentration

Health and Human Sciences PhD
Hospitality and tourism management concentration
Retail and consumer sciences concentration

Graduate Certificate Programs
Services management
Tourism development

The Department of Retail, Hospitality, and Tourism 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 Retail, Hospitality, and Tourism 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 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 sup-
ported 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 3.00), 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.

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Services Management</td>
<td>.12</td>
</tr>
<tr>
<td>2 Tourism</td>
<td>.3</td>
</tr>
<tr>
<td>3 Research Methods</td>
<td>.3</td>
</tr>
<tr>
<td>Statistical Methods</td>
<td>.6</td>
</tr>
<tr>
<td>Cognate Area</td>
<td>.6</td>
</tr>
<tr>
<td>Hotel, Restaurant, and Tourism 547</td>
<td>.3</td>
</tr>
<tr>
<td>Thesis</td>
<td>.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Services Management</td>
<td>.12</td>
</tr>
<tr>
<td>2 Tourism</td>
<td>.6</td>
</tr>
<tr>
<td>3 Research Methods</td>
<td>.3</td>
</tr>
<tr>
<td>Statistical Methods</td>
<td>.3</td>
</tr>
<tr>
<td>Cognate Area</td>
<td>.6</td>
</tr>
<tr>
<td>Hotel, Restaurant, and Tourism 547</td>
<td>.3</td>
</tr>
<tr>
<td>4 Professional Paper/Project</td>
<td>.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Services Management</td>
<td>.12</td>
</tr>
<tr>
<td>2 Research Methods</td>
<td>.3</td>
</tr>
<tr>
<td>Statistical Methods</td>
<td>.6</td>
</tr>
<tr>
<td>Cognate Area</td>
<td>.6</td>
</tr>
<tr>
<td>Retail and Consumer Sciences Elective</td>
<td>.3</td>
</tr>
<tr>
<td>Thesis</td>
<td>.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

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>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Services Management</td>
<td>.12</td>
</tr>
<tr>
<td>2 Research Methods</td>
<td>.3</td>
</tr>
<tr>
<td>Statistics Methods</td>
<td>.3</td>
</tr>
<tr>
<td>Cognate Area</td>
<td>.6</td>
</tr>
<tr>
<td>Retail and Consumer Sciences Electives</td>
<td>.9</td>
</tr>
<tr>
<td>3 Professional Paper/Project</td>
<td>.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

1 Retail and Consumer Sciences 538, 541; Hotel, Restaurant, and Tourism 510, 532.
2 Retail and Consumer Sciences 562.
3 Retail and Consumer Sciences 501.

**DOCTOR OF PHILOSOPHY**

**HEALTH AND HUMAN SCIENCES MAJOR**

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

**Hospitality and Tourism Management Concentration**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Required Courses</td>
<td>.15</td>
</tr>
<tr>
<td>2 Research Methods</td>
<td>.5</td>
</tr>
<tr>
<td>3 Statistics</td>
<td>.9</td>
</tr>
<tr>
<td>4 Cognate Area</td>
<td>.9</td>
</tr>
<tr>
<td>5 Instructional Methods</td>
<td>.3</td>
</tr>
<tr>
<td>Electives</td>
<td>.21</td>
</tr>
<tr>
<td>Dissertation</td>
<td>.24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
</tr>
</tbody>
</table>

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

**Retail and Consumer Sciences Concentration**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Required Courses</td>
<td>.12</td>
</tr>
<tr>
<td>2 Research Methods</td>
<td>.5</td>
</tr>
<tr>
<td>3 Statistics</td>
<td>.12</td>
</tr>
<tr>
<td>4 Cognate Area</td>
<td>.9</td>
</tr>
<tr>
<td>5 Instructional Methods</td>
<td>.3</td>
</tr>
<tr>
<td>Electives</td>
<td>.21</td>
</tr>
<tr>
<td>Dissertation</td>
<td>.24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
</tr>
</tbody>
</table>

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

**GRADUATE CERTIFICATE IN SERVICES MANAGEMENT**
The Department of Retail, Hospitality, and Tourism Management offers a graduate certificate in services management for students seeking continuing education and career advancement opportunities in the services industry.
The 12-hour certificate is available by completing Retail and Consumer Sciences 541, 538, and Hotel, Restaurant, and Tourism 510, 532.
GRADUATE CERTIFICATE IN TOURISM DEVELOPMENT

The Department of Retail, Hospitality, and Tourism 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-hour certificate is available by completing Hotel, Restaurant, and Tourism 523, 524, 435, 423.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

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

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
Long, V. (Associate Dean), 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
Ubber, G., PhD .................................................... Minnesota

Associate Professors
Anfara, V., PhD ................................................ New Orleans
Bartley-McLaughlin, M., PhD .................................. Michigan
Bell, S., PhD ..................................................... Tennessee
Cagle, L. (Associate Dean), EdD ................................ Georgia
Davis, J., PhD ..................................................... New Mexico
Gilmore, C., PhD ................................................... Illinois
Melear, C., PhD ...................................................... Ohio State

Assistant Professors
Anfara, V., PhD ................................................ Louisiana State
Aydeniz, M., PhD ............................................... Florida
Botzekis, S., PhD ................................................. Georgia
Broekmiller, A., PhD ............................................ Southern Illinois
Brown, C., EdD .................................................... George Washington
Cady, J., PhD ..................................................... Georgia
Chik, D., PhD ....................................................... Georgia State
Groenke, S., PhD ................................................ Virginia Tech
Hagevick, R., PhD ............................................... North Carolina State
Hendricks, D., PhD .............................................. Alabama
Hodge, L., PhD ..................................................... Vanderbilt
Patterson, F., EdD ............................................... Tennessee
Stairs, A., PhD ................................................... Boston College
Taylor, M., PhD .................................................... Missouri
Wolters, K., PhD .................................................. Michigan State
Woolsey, L., PhD .................................................. Ohio State
Wooten, D., PhD ................................................... New York

MAJORS
Education

PhD
Leadership studies in education concentration
Literacy studies concentration (specializations in ESL and reading)
Special education concentration
Teacher education concentration (specializations in early childhood education, elementary education, English education, mathematics education, science education, and social science education)

Educational Administration

MS, EdS

Teacher Education

MS
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 (informal 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 teaching concentration
Modified and early childhood special education concentration
Secondary teaching concentration

Teacher Education

EdS
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

Graduate Certificate Program

Educational administration (PreK-12)
Urban education

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.

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.

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 PM) 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 degree 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

A completed application must be received by both the Office of Graduate and International Admissions and the Department of Theory and Practice in Teacher Education, educational administration program. A grade point average (GPA) of 2.70 or higher for undergraduate work or GPA 3.20 or higher for prior graduate work is required. Applicants to the Master of Science 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.

Requirements

| Hours Credit
| Core Requirements (513, 515, 548, 553) | 12 |
| Specialization (523, 554, 583, 544) | 15 |
| Research (516) | 3 |
| Internship (598) | 6 |
| Total | 36 |

1 A thesis option is available with approval of advisor.
2 Elective from outside the Educational Administration area chosen in consultation with 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 individuals who already possess a master’s degree in education. Exceptions may be made only by the faculty of the program to which the student is applying. This degree may be used to fulfill the course requirements for obtaining licensure as a school administrator.

Admission

Application forms must be completed and submitted by March 15. These include the Office of Graduate and International Admissions’ application and for those interested in licensure, the Educational Specialist in Educational Administration application. A graduate GPA of 3.20 or higher, documentation of teaching or related experience (a minimum of three years of school-related experience is needed for licensure as a school administrator), and three rating forms that assess a candidate’s strengths, weaknesses, leadership, and scholarly potential are required.

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.

| Hours Credit
| Core Requirements (513, 515, 548, 553) | 12 |
| Specialization (523, 554, 583, 544 and an approved curriculum course) | 15 |
| Research (516, 592, Elective) | 9 |
| Internship (580) | 6 |
| 580 | 3 |
| Total | 45 |

GRADUATE CERTIFICATE IN
EDUCATIONAL ADMINISTRATION (PREK-12)

The Certificate in Educational Administration (PreK-12) consists of a minimum of 18 graduate hours of selected coursework. Students that currently hold a Master of Science or Specialist in Education degree in Education, or a related field, may apply for admission to the certificate program. Admission criteria are the same as outlined for the Master of Science degree with the Educational Administration Major. Participants will obtain the competencies required for the Beginning Administrator License (with a 481 Tennessee endorsement). The curriculum for the Certificate in Educational Administration (PreK-12) is – Educational Administration 583 (3 hours), 515 (3 hours), 553 (3 hours), 554 (3 hours), 548 (3 hours), Theory and Practice in Teacher Education 595 (3 hours).

GRADUATE CERTIFICATE IN URBAN EDUCATION

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

The department offers programs for students seeking Tennessee license 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, letters of recommendation. For additional information about the various programs of study and admission, write to the Student Services Center in the College of Education, Health, and Human Sciences, Claxton Complex A332. http://www.utk.edu/departments/advising or visit the departmental Web site at http://web.utk.edu/%7Etpte/.

MASTER OF SCIENCE

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.

TRACK 1

Track 1 non-licensure concentrations are 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 (informal education); social science education; and 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, approved research course, 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 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 hours, satisfactory completion of written comprehensive examination; 2/3 of total hours for MS must be 500-level or above.

ART EDUCATION CONCENTRATION

• TRACK 1

Advising Note for Thesis and Non-Thesis Options

• The Track 1 MS serves those students who have a BS, BA, or BFA and desire a master’s degree, but do not wish to pursue certification to teach art, or who already have certification to teach art and wish to pursue a master’s.

• An exhibition, instead of a thesis, must be of work directed by art and art education faculty. The artwork must be completed while pursuing the master’s degree. A written paper must accompany the exhibition. The paper includes a philosophical statement; process and media explanation (demonstration of knowledge); compositional analysis of each work; and how the work relates to ones personal artist statement.

• For both tracks, a comprehensive written examination is required during the final semester of work. An oral exam is given over the thesis. Students are expected to read and meet requirements in the Graduate School section, at the front of the catalog, with regard to admission applications, candidacy forms, scheduling comprehensive exam, as well as meeting all requirements regarding the courses in their graduate program.

Art Education Concentration (Thesis Option) • Track 1

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Core</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2Concentration</td>
<td>18</td>
</tr>
<tr>
<td>Theory and Practice in Teacher Education 500 (Thesis)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total 30</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

1 Theory and Practice in Teacher Education 517, Educational Psychology 577, or other approved research design course.
2 Art Education 510, 520, 530, 540; 517, 550; art history 400 or 500 level (3); studio art courses 400 or 500 level (3).

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

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Core</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2Concentration</td>
<td>21</td>
</tr>
<tr>
<td>500-Level Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total 33</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

1 Theory and Practice in Teacher Education 517; Educational Administration 516; Educational Psychology 550, 582, or other committee approved research design.
2 Art Education 510, 520, 530, 540; 517, 550; art history 400 or 500 level (3); studio art courses 400 or 500 level (3); Theory and Practice in Teacher Education 593 or 595.

CONTENT FIELDS TEACHING • TRACK 1

Concentrations are English Education, Foreign Language/ESL Education, Mathematics Education, Science Education, Social Science Education.

Non-Thesis Option

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Core Area</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concentration Area</td>
<td>12</td>
</tr>
<tr>
<td>Related Studies</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>All classes must be approved by major advisor.</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

* Theory and Practice in Teacher Education 517; Educational Psychology 550, 582, Educational Administration 516, or other approved research course; Instructional Technology 521, 573 or other approved Instructional Technology course.

Non-Thesis: Minimum 33 hours of approved coursework and satisfactory completion of written and/or oral comprehensive examination. Two-thirds of the total hours for the MS must be 500 level or above.
Thesis Option
Minimum 30 hours of approved coursework, 6 hours of Theory and Practice in Teacher Education 500, and satisfactory completion of written thesis and oral defense of thesis. Two-thirds of the total hours for the MS must be 500 level or above.

EARLY CHILDHOOD SPECIAL EDUCATION CONCENTRATION • TRACK 1

Thesis Option
- Audiology and Speech Pathology 563: 3
- Special Education 554: 3
- Elementary Education 566: 3
- Elementary Education 567: 3
- Special Education 568: 3
- Special Education 504: 6
- Child and Family Studies 530: 3
- Educational Psychology 577: 3
  (other approved research design class may be substituted) 3
- Theory and Practice in Teacher Education 500: 6

total 30

Non-Thesis Option
- Audiology and Speech Pathology 563: 3
- Special Education 554: 3
- Elementary Education 566: 3
- Elementary Education 567: 3
- Special Education 568: 3
- Special Education 504: 6
- Child and Family Studies 530: 3
- Educational Psychology 550, 582, or Educational Administration 516: 3
- Electives (Advisor approval required): 9

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 • TRACK 1

Thesis Option
- 1Core: 9
- 2Concentration: 12
- 3Related Studies: 3
- Theory and Practice in Teacher Education 500 (Thesis): 6

Total 30

Non-Thesis Option
- 1Core: 9
- 2Concentration: 12
- 3Related Studies: 3
- Theory and Practice in Teacher Education 500 (Thesis): 6

Total 33

READING EDUCATION CONCENTRATION

TRACK 1

Thesis Option
- Core (reading education courses): 12
- Related Studies: 3
- Theory and Practice in Teacher Education 500 (Thesis): 6

Total 30

Non-Thesis Option
- Core (reading education courses): 12
- Related Studies: 9

Total 33

SCIENCE EDUCATION (INFORMAL EDUCATION) CONCENTRATION • TRACK 1

Thesis Option
- Core: 9
- Concentration: 12
- Related Studies: 3
- Theory and Practice in Teacher Education 500 (Thesis): 6

Total 30

Non-Thesis Option
- Core: 12
- Concentration: 15
- Related Studies: 6

Total 33

SPECIAL EDUCATION CONCENTRATION

TRACK 1

Thesis Option
- Core: 9
- Concentration: 15
- Theory and Practice in Teacher Education 500 (Thesis): 6

Total 30
Special Education 587 or Theory and Practice in Teacher Education 517; Special Education 586, 590.

2 Select (with major advisor) from affective motivational disorder (6-9); general special education (6-9); elementary education (6-9); reading education (6-9); cognitive education (6-9); gifted education (6-9); modified programs (6-12); comprehensive programs (6-12). Others by committee approval.

3 Coursework (24 hours); thesis (6 hours).

Non-Thesis Option

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>1Core</th>
<th>2Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>3Total 36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Special Education 587 or Theory and Practice in Teacher Education 517; Special Education 586, 590.

2 Select (with major advisor) from affective motivational disorder (6-9); general special education (6-9); elementary education (6-9); reading education (6-9); cognitive education (6-9); gifted education (6-9); modified programs (6-12); comprehensive programs (6-12). Others by committee approval.

3 Problem courses in lieu of thesis (30 hours); additional problem courses (6 hours); oral exams over problems courses.

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. Elementary or secondary education applicants must complete the equivalent of an undergraduate minor in either elementary or secondary education. Applications to the middle grades teaching program complete an academic minor in one of the following licensure areas – mathematics, science, social studies, language arts, or foreign language arts. 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 timeline.

Requirements

Track 2 Common Course Requirements

Master’s Track 2 programs are 36-hour (non-thesis); 42-hour (thesis). Students, regardless of teaching area (e.g., elementary, secondary, etc.), complete a common teacher licensure core of 24-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 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; 9 hours of educational electives (chosen from at least three areas): historical, philosophical, or social foundations; instructional technology; reading education; language arts education; science education; social science education; elementary education; middle school curriculum.

Middle Grades Teaching

Theory and Practice in Teacher Education 542; Reading Education 543; an education course in the primary area of licensure (see faculty advisor).

Modified and Comprehensive Special Education

Special Education 553, 590; 6 hours of electives (see advisor).

Secondary Teaching

Theory and Practice in Teacher Education 517; 549 or 558, or 588, or an elective in the history of sociology or philosophy of education; 6 hours of specialty area electives (see faculty advisor).

SPECIALIST IN EDUCATION

TEACHER EDUCATION MAJOR

The department offers a Specialist in Education degree with a major in teacher education. This degree is designed for those students who already possess a master’s degree in education. Exceptions may be made only by the faculty of the program to which the student is applying. 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; and special education.

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

Admission

Candidates must complete both university and departmental applications, including the Office of Graduate and International Admissions’ application and the EdS teacher education application from the department. A graduate GPA of 3.20 or higher, documentation of teaching or related experience, and three rating forms with recommendations that assess a candidate’s strengths, weaknesses, leadership, and scholarly potential are required. Some concentrations have specific application deadlines while others have a rolling admissions policy. Some concentrations require a minimum of three years of teaching or related experience. In addition, some concentrations have additional requirements such as writing samples, work samples, or interviews. The departmental EdS application, rating forms, specific program deadlines, and other requirements are available from the department.

Requirements

The total EdS program involves a minimum of four semesters of study with no fewer than 60 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 the semester hours accumulated in the master’s and all of the last 30 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 Graduate School for final approval and acceptance. The student must register for thesis hours during this time.

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Core Area</td>
</tr>
<tr>
<td>2Concentration Specialty Area Methods</td>
</tr>
<tr>
<td>3Research</td>
</tr>
<tr>
<td>4Related Studies</td>
</tr>
<tr>
<td>Total (Thesis and Non-Thesis) 30</td>
</tr>
</tbody>
</table>

1 Must include one course from two of the following areas outside the concentration – curriculum or leadership; anthropological, historical, philosophical or social foundations; human growth and development; preK-4 teaching methodology; instructional technology.

2 Theory and Practice in Teacher Education 593, 594, 595.
EDUCATION MAJOR

Faculty from the department participate in the delivery of the PhD with a major in education. Concentrations and specializations are available in leadership studies in education; literacy studies (specialization in ESL or reading); special education; and teacher education (specialization in early childhood education, elementary education, English education, mathematics education, science education, or social science education).

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

DOCTOR OF PHILOSOPHY

EDUCATION MAJOR

LEADERSHIP STUDIES IN EDUCATION

CONCENTRATION

LITERACY STUDIES CONCENTRATION

SPECIAL EDUCATION CONCENTRATION

TEACHER EDUCATION CONCENTRATION

Students in these 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.

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Research Area</td>
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<tr>
<td>8</td>
<td>Core Requirements</td>
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<tr>
<td>15</td>
<td>Concentration/ Specialization</td>
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<tr>
<td>6</td>
<td>Cognate</td>
</tr>
<tr>
<td>24</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

1 Must include Theory and Practice in Teacher Education 640 (3) or Educational Administration 615 (3).
2 Seminar in primary concentration (3); Theory and Practice in Teacher Education 604, 605, 617.

Note: Please contact the academic department for additional information on course requirements in each of these areas.

Admission

Students must submit the University of Tennessee, Knoxville, Graduate Application to the Office of Graduate and International Admissions. Students must also submit the Theory and Practice in Teacher Education Departmental Application for Graduate Study. Applicants must submit current (taken within the past five 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 record and promise are required. An overall GPA of 3.30 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.