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 Leisure Studies 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 (Jane and David Bailey Education Complex A332) or at http://cehhs.utk.edu/main.html.

Title II, HEA Compliance Report

Per requirements of Title II of the Higher Education Act, the College of Education, Health, and Human Sciences reports the following pass rates on State required licensure tests for the 2005-2006 Academic Year – the University of Tennessee 98%; State of Tennessee 97%. 
Graduate Programs of Study
Graduate study in the College of Education, Health, and Human Sciences prepares students for teaching, research, and public service in schools, colleges, universities, and agencies or managerial positions in government, business, and industry. The college offers programs leading to completion of the Master of Public Health degree, Master of Science degree, Specialist in Education degree, and Doctor of Philosophy degree. Additionally, the college makes available graduate certificate programs and various minors.

DOCTOR OF PHILOSOPHY
EDUCATION MAJOR
Application Process
Individuals seeking admission to the Doctor of Philosophy with a major in education must first be admissible to the University of Tennessee, Knoxville, (see 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, offsetting 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 concentration areas may have GRE requirements which exceed those indicated above. Information regarding other admission criteria (e.g., GPA, letters of reference, writing samples, etc.), as well as GRE requirements for non-native English speaking applicants are available through the academic department in which the specific concentration is located.

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, Jane and David Bailey Education Complex A332, or at http://web.utk.edu/~7Ecehhsstu/.

DEPARTMENT OF CHILD AND FAMILY STUDIES
http://lifs.he.utk.edu
Vey M. Nordquist, Head

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

Associate Professors
Brandon, D., PhD ....................................................... Tennessee
Malia, J.A., PhD ......................................................... Iowa State
Moran, M., PhD ......................................................... New Hampshire
Smith, D., PhD ........................................................ Oklahoma State

Assistant Professors
Devereaux, M., PhD ................................................... Tennessee
Fouts, H., PhD ........................................................ Washington State
Hallam, R., PhD ......................................................... Delaware
Stoll, H., PhD ........................................................ Brigham Young
Tu, J., PhD ............................................................ Purdue

ECE Internship Coordinators
Justice, D., MS .......................................................... Tennessee
Stott, A., MS ........................................................... Tennessee

Director/Clinical Associate Professor
Durham, R.S., PhD ................................................... Louisiana State

Clinical Assistant Professors
Fitzgerald, K., PhD ..................................................... Tennessee
Malia, J.E., PhD ........................................................ Iowa State

MAJORS DEGREES
Child and Family Studies MS
General-Emphasis concentration
Teacher Licensure (PreK-3) concentration
Child and Family Studies PhD

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

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

Admission
A completed file for review includes a departmental application, Graduate Record Examination (GRE) scores for the general section, and completion of three Graduate Rating Forms by individuals who can attest to the applicant’s potential for graduate education. Forms may be obtained from the department or departmental link on the college Web site.
Admission to the program is contingent upon faculty evaluation of GRE scores, undergraduate/graduate GPA, rating forms, work experience, and the match between student's goals and department's foci. Prerequisites for admission to the master's program are 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-LICENSURE (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.

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Child and Family Studies Foundation Courses</td>
</tr>
<tr>
<td>24</td>
<td>Childhood Education Core (Includes licensure)</td>
</tr>
<tr>
<td>3</td>
<td>Childhood Education Specialization Elective</td>
</tr>
<tr>
<td><strong>Total 36</strong></td>
<td></td>
</tr>
</tbody>
</table>

2 Child and Family Studies 512 (3), 569 (3) 574 (2), 575 (12), 591 (4).
3 Elected from list of courses with prior committee approval.

**DOCTOR OF PHILOSOPHY CHILD AND FAMILY STUDIES**

(This program is pending approval from the Tennessee Higher Education Commission.)

The department supports a doctoral program leading to a PhD with a major in child and family studies. 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.
- 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 or 660, 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/%7Edpsych/

R. Steve McCallum, Head
Tricia McClam, Associate Head, Graduate Program Director

**Professors**

- Bogge, E.G., EdD .......................... Memphis
- Bockett, 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
- Metz, N., EdD ............................. North Carolina State
- Peters, J., EdD ............................. North Carolina State
- Skinner, C., PhD ............................. Lehigh
- Studer, J., EdD ............................. Toledo
- Williams, R., PhD ............................. George Peabody
- Woodside, M., EdD ............................. Virginia Tech

**Associate Professors**

- Bain, S., PhD ............................. Southern Mississippi
- Cochran, J., PhD ............................. Virginia Tech
- Dicambreri, J., EdD ............................. William & Mary
- Dunn, P., PhD ............................. Ohio State
- Skinner, A., PhD ............................. Mississippi State
- Ziegler, M., EdD ............................. Columbia
Assistant Professors
Gibbons, M., PhD .......................... North Carolina (Greensboro)
Morrow, J.A., PhD .......................... Rhode Island
Pauls, T., PhD .............................. Indiana
Skolits, G., EdD .............................. East Tennessee State
Spurgeon, S., PhD .......................... North Carolina (Greensboro)
Strayhorn, T.L. (Special Assistant to the Provost), PhD .......................... Virginia Tech

Research Assistant Professor
Rawlins, L.A., PhD .......................... Tennessee

MAJORS DEGREES
College Student Personnel MS
Counseling MS
Counselor Education PhD
Educational Psychology MS
Educational Psychology and Research PhD
Higher Education Administration PhD
School Counseling EdS
School Psychology EdS, PhD

Graduate Certificate Programs
Evaluation
Qualitative research methods in education
Quantitative research methods in education

EDUCATIONAL PSYCHOLOGY AND RESEARCH

Educational psychology and research offers individuals a choice of two concentrations at the master’s level and four PhD concentrations. 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 such as higher education, K-12 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 concentration 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 concentration 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 concentration includes coursework in program (and project) evaluation, classroom assessment, and personnel evaluation systems. This concentration 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>Requirements</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education Core</td>
<td>15</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>Courses outside of Educational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Departmental Electives</td>
<td>12+</td>
</tr>
</tbody>
</table>

1 Educational Psychology 513, 520, 521, 522, 525.
2 Options could include Cultural Studies in Education 560, 661; Educational Administration 516; Educational Psychology 530, 550, 582.
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, 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>Course Description</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Educational Psychology Core</td>
<td>3</td>
</tr>
<tr>
<td>Human Development</td>
<td>6</td>
</tr>
<tr>
<td>Learning Principles</td>
<td>9</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Intervention</td>
<td>6</td>
</tr>
<tr>
<td>Thesis or Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

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.
4 Students explore statistics and research from a conceptual perspective. Non-thesis students take Educational Psychology 550. Thesis students take Educational Psychology 577.
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

EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR

(This program is pending approval from the Tennessee Higher Education Commission.)

Major Core (13 hours)

The major core in educational psychology and research reflects the connections between concentrations 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 concentration requirements as described below. Core courses include Educational Psychology 507, 513, 525, 533, 601.

ADULT EDUCATION CONCENTRATION

Requirements

The PhD concentration 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>Course Description</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Core</td>
<td>13</td>
</tr>
<tr>
<td>Concentration</td>
<td>18</td>
</tr>
<tr>
<td>Research</td>
<td>15</td>
</tr>
<tr>
<td>Cognate</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>3-12</td>
</tr>
<tr>
<td>Dissertation</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>79-88</td>
</tr>
</tbody>
</table>

1 The major core consists of courses as described above.
2 Courses for the concentration are from adult education courses such as those listed under the master's degree requirements and electives.
3 A departmental course introducing quantitative and qualitative methods is required for all students as a 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/research), he/she must continually thereafter register for a minimum of 3 hours every semester until the dissertation is defended and submitted.
APPLIED EDUCATIONAL PSYCHOLOGY CONCENTRATION

The applied educational psychology concentration provides study for students with varying interests in the areas of human learning and development or statistics and measurement. Doctoral students selecting the first specialization focus on acquisition and participatory theories of learning and development and the role of the teacher/mediator of learning experiences. Doctoral students selecting the second specialization focus on quantitative methods, research design, and test construction. This concentration involves a community of learners in which beginning students, advanced students, and faculty members come together regularly, to share with and learn from one another. The cornerstone of this concentration is a seminar attended by all students (for their first three years), as well as the concentration’s faculty members. Collaboration on research projects, group trips to professional meetings, and social events also help to create the sense that “I belong; others care about me; and everyone benefits from the group’s array of skills, knowledge, background, and contacts.”

Requirements

The concentration requires a minimum of 88 hours of graduate credit beyond the baccalaureate degree distributed among the following seven categories.

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Major Core</td>
<td>Educational Psychology 581, 651, 652, 653, 654, and 670.</td>
</tr>
<tr>
<td>12</td>
<td>Applied Educational Psychology Doctoral Seminar</td>
<td>Educational Psychology 630 during the student’s first semester.</td>
</tr>
<tr>
<td>9</td>
<td>Research</td>
<td>Educational Psychology 635 plus Research Methods (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 summer.</td>
</tr>
<tr>
<td>6</td>
<td>Cognate</td>
<td>At least six hours of statistics are strongly encouraged.</td>
</tr>
<tr>
<td>9</td>
<td>Professional Preparation</td>
<td>Two independent study courses in instructional design for higher education.</td>
</tr>
<tr>
<td>24</td>
<td>Dissertation</td>
<td>Educational Psychology 670 and 674.</td>
</tr>
</tbody>
</table>

Total 88

The major core is described above and includes one designated 3-hour course from each concentration in educational psychology and a 1-hour doctoral seminar, which is taken during the student’s first semester.

All applied educational psychology students enroll in 2 hours of the applied educational psychology doctoral seminar during every fall and spring semester during their first three years.

Applied educational psychology students select a specialization in either applied statistics and measurement, or human learning and development. For students with the learning/development emphasis, course options include (but are not limited to) mediated learning theory, educational applications of cognitive learning theories, educational applications of behavioral learning theories, collaborative learning, 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.

A departmental course introducing quantitative and qualitative methodologies is required for all students as a part of the minimum 15 hours of research. In addition to this course, students can elect to take a set of courses that deal with qualitative methodologies (e.g., experimental design, seminar in applied psychometrics) or they can elect to take a full set of courses that deal with qualitative methodologies (e.g., phenomenology, discourse analysis, or a survey of qualitative methods) or they can elect to take a mix of these courses.

The cognate requires a minimum of two courses outside the Department of Educational Psychology and Counseling. Many students choose psychology or statistics, although many other cognates are possible.

Toward the end of the program, each student will take 12 hours of courses that involve the refinement of professional skills including technical or scholarly writing, two independent study course experiences, and an internship in educational psychology. Students planning to teach in a college or university setting are encouraged to take an additional course in instructional design for higher education.

All students will enroll in a minimum of 24 hours of dissertation. Further details are described elsewhere in this catalog.

COLLABORATIVE LEARNING CONCENTRATION

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

Requirements

Doctoral students in the collaborative learning concentration are expected to complete a minimum of 94 hours of graduate credit beyond the baccalaureate degree. Required is a two-year residency, consisting of six consecutive semesters in which the student will enroll in a minimum of 6-9 hours of coursework in each of four semesters and a minimum of 9 hours in each of two consecutive semesters. These hours are distributed among the following categories.

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Major Core in Educational Psychology and Research</td>
<td>Educational Psychology 581, 651, 652, 653, 654, and 670.</td>
</tr>
<tr>
<td>24</td>
<td>Concentration Core in Collaborative Learning</td>
<td>Educational Psychology 630.</td>
</tr>
<tr>
<td>15</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Cognate</td>
<td>At least six hours of statistics are strongly encouraged.</td>
</tr>
<tr>
<td>12</td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Dissertation Research</td>
<td>Educational Psychology 670 and 674.</td>
</tr>
</tbody>
</table>

Total 94

1. The major consists of courses in each concentration and a departmental seminar course as described in the major section above.
2. The concentration core consists of four 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 program emphasis.
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 CONCENTRATION

Requirements

The PhD concentration 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>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Major Core</td>
<td>Educational Psychology 507, 513, 525, and 533.</td>
</tr>
<tr>
<td>18</td>
<td>Concentration</td>
<td>Educational Psychology 506.</td>
</tr>
<tr>
<td>15</td>
<td>Research</td>
<td>Educational Psychology 519.</td>
</tr>
<tr>
<td>6-12</td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Cognate</td>
<td>Educational Psychology 521.</td>
</tr>
<tr>
<td>24</td>
<td>Dissertation</td>
<td>Educational Psychology 670 and 674.</td>
</tr>
</tbody>
</table>

Total 82-88

1. The major consists of the following courses: Educational Psychology 507, 513, 525, and 533. In addition, all students take Educational Psychology 506 as part of the research requirement.
2. This concentration consists of the following Educational Psychology courses: Educational Psychology 581, 651, 652, 653, 654, and 670.
3. A departmental course introducing quantitative and qualitative methodologies 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.
GRADUATE CERTIFICATE IN EVALUATION

The 12-hour graduate certificate in evaluation is comprised of courses that will expose students to both theories/methods used in evaluation research and applied experience conducting an evaluation. The graduate certificate in evaluation is administered by faculty members within the Department of Educational Psychology and Counseling.

Requirements

- Educational Psychology 533*.
- Educational Psychology 651.
- At least one of the following: Educational Psychology 652, or 670.
- At least one of the following: Educational Psychology 581*, 583*, 653*, or 654*.
- Individuals must have a master’s degree or higher.
- Individuals must complete 12 credits of the courses listed above in order to earn a certificate.
- All courses must be completed within the past five years of the application for a certificate.

Courses marked with an asterisk (*) may be replaced with a comparable course with permission of the certificate committee (i.e., Evaluation and Assessment faculty).

Refer to the Graduate Catalog for a description of the courses. Contact Dr. Gary Skolits (gskolits@utk.edu) for more information and a copy of the certificate application.

GRADUATE CERTIFICATE IN QUALITATIVE RESEARCH METHODS IN EDUCATION

The 12-hour graduate certificate in qualitative research methods in education is an intercollegiate, interdisciplinary program of study that is administered by the Department of Educational Psychology and Counseling. The certificate is intended for currently admitted graduate students wishing to develop their skills in conducting qualitative research studies. Certificate candidates must currently be admitted to a graduate program at the university or hold a terminal research degree.

Requirements

- Cultural Studies in Education 560.
- At least one of the following: Cultural Studies 661, Child and Family Studies 650, Educational Administration 618.
- At least two of the following: Educational Psychology 531, Educational Administration 617, Cultural Studies in Education 660, 625, 526.

Other courses may, where appropriate, be substituted for the courses listed above with the permission of the program coordinator.

GRADUATE CERTIFICATE IN QUANTITATIVE RESEARCH METHODS IN EDUCATION

The 15-hour graduate certificate in quantitative research methods in education is administered within the Department of Educational Psychology and Counseling. The certificate is intended for currently admitted graduate students wishing to develop their quantitative research knowledge and skills base. Certificate candidates must be admitted to a graduate program at the university or hold a graduate degree.

Requirements

- Educational Psychology 577/Educational Administration 577 (3) or Educational Administration 614/Higher Education Administration 614 (3).
- Educational Psychology 677 (3).
- Educational Administration 616/Higher Education Administration 616 (3) or Psychology 522 (3).
- Two of the following Educational Psychology 505 (3), 550 (3), 583 (3), 663 (3).

Other courses may, where appropriate, be substituted for the courses listed above with the permission of the program coordinator.

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 with a major 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 focus of the mental health counseling program is the preparation of excellent counselor practitioners and scholars to serve in agencies that provide counseling to adolescents, children, adults, and families (such as outpatient and inpatient mental health treatment centers, programs serving troubled youth and families, hospitals, counseling and related service programs in colleges and universities, drug and alcohol treatment programs, and private practices). Our graduates are self-aware counselors and scholars whose life long learning continually informs their service, practice, and development. Many also choose to continue their graduate studies at the doctoral level.

The mental health counseling program at the University of Tennessee is accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). The program of study includes at least 1000 hours of closely supervised practicum and internship counseling experiences in clinical settings. Each student’s program is customized to support individual goals as well as to provide a common core of counselor preparation. Graduates of the program will have completed the educational and graduate clinical preparation requirements for licensure as a professional counselor with mental health service provider designation (LPC-MHSP) in Tennessee. CACREP accreditation helps ensure the portability of the degree. For example, the counselor licensure requirements of many states match the CACREP standards for Mental Health Counseling Programs.

The faculty provides rigorous, experiential, practical education, aimed at maximizing the professional and personal-development of our graduates through this 60-credit hour, 2.5 year
graduate program. It is important that our graduate students learn and develop in a challenging and supportive learning community.

The goal of the program is the preparation of future counselors as:

- Strong, effective, self-aware counselors
- Persons ready to develop deeply healing therapeutic relationships
- Professionals well-skilled in the full range of task areas needed from mental health counselors
- Scholars with a solid background of understanding and a personal and professional curiosity to guide their ongoing, life-long study of counseling, mental health, and human development
- Persons and professionals ready to thrive in and embrace the increasingly diverse world in which we all live and work.

Requirements

<table>
<thead>
<tr>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education: 480, 554, 535, 570, 555, 551, 525, 556, 552</td>
<td>27</td>
</tr>
<tr>
<td>Counselor Education (Internship) 559</td>
<td>9</td>
</tr>
<tr>
<td>Educational Psychology 550</td>
<td>3</td>
</tr>
<tr>
<td>One course in human development, approved by advisement</td>
<td>3</td>
</tr>
<tr>
<td>One psychopathology course, approved by advisement</td>
<td>3</td>
</tr>
<tr>
<td>One psychopharmacology course, approved by advisement</td>
<td>3</td>
</tr>
<tr>
<td>One substance abuse course, approved by advisement</td>
<td>3</td>
</tr>
<tr>
<td>Three electives or a thesis (6 credit hours) and one elective</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**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 or other Research Foundation course selected in consultation with advisor (3 hours)
- 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.

Most rehabilitation counseling courses are offered only one semester per year. Students admitted to the program must meet with an advisor each semester to plan their studies.

**Distance Education**

The rehabilitation counseling program offers instruction in the 48-hour track through distance delivery. Students interested in pursuing this option should contact the program coordinator (see below).

**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.
**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**
  - Counselor Education 480, 535, 550, 551, 554, 555, 570: 21 hours
  - Educational Psychology 510: 3 hours
  - **Year 1 Total 24**

- **Year 2**
  - Counselor Education 525, 552: 6 hours
  - Counselor Education 558: 6 hours
  - Educational Psychology 550: 3 hours
  - Electives: 6 hours
  - **Year 2 Total 24**

- **Total Program Hours 48**

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

**DOCTOR OF PHILOSOPHY COUNSELOR EDUCATION MAJOR**

*(This program is pending approval from the Tennessee Higher Education Commission.)*

The doctoral major 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 major 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.

- **Major**
  - **33 hours**
- **Courses outside the department but inside the college**
  - **9 hours**
- **Cognate**
  - **6 hours**
- **Core**
  - **10 hours**
- **Research**
  - **15 hours**
- **Dissertation**
  - **24 hours**

- **Total 97 hours**

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 major in higher education administration.

**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 ad-
ministration 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. An 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
HIGHER EDUCATION ADMINISTRATION MAJOR
(This program is pending approval from the Tennessee Higher Education Commission.)

The major in higher education administration 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 terms 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.

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 recommend-
ed sequence of course and field experience work are provided in the School Psychology Handbook.

DOCTOR OF PHILOSOPHY

SCHOOL PSYCHOLOGY MAJOR
(This program is pending approval from the Tennessee Higher Education Commission.)

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)
Hardin, R.L., PhD ........................................................ Tennessee
Hums, M., PhD ............................................................ Ohio State
Zhang, S., PhD ............................................................. Oregon

Assistant Professors
Andrew, D., PhD ......................................................... Florida State
Bemiller, J., JD ............................................................. Tennessee
Coe, D., PhD ............................................................... Michigan State
Dzikus, L., PhD .............................................................. Ohio State
Fairbrother, J., PhD ......................................................... Florida State
Fitzhugh, E., PhD ........................................................... Alabama
Koo, G., PhD ............................................................... Florida State
McCulchen, M.G., EdD .................................................. North Carolina (Greensboro)
Milner, C.E., PhD ........................................................ Leeds (UK)
Waller, S.N., PhD .......................................................... Michigan State

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

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

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

Clinical Assistant Professor
Polite, F., PhD ............................................................. Florida State

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

Exercise Science
- 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 psychology concentration
- Sport sociology concentration

Graduate Certificate Program Gerontology

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

Graduate Assistantships

A limited number of graduate assistantships are available for qualified students who are graduates of accredited colleges or universities. These assistantships are open to students in the master’s and doctoral programs. Students interested in these opportunities should file their applications before February. For information please contact Margy Wirtz, Department of Exercise, Sport, and Leisure Studies, The University of Tennessee, 1914 Andy Holt Ave., 322 HPOR Building, Knoxville, Tennessee 37996-2700, mwirtz@utk.edu or (865) 974-7154.

Admission

Applicants are required to complete the departmental application that is sent to all persons upon their initial inquiry about the program. This is in addition to the Graduate Application for Admission, submitted to the Office of Graduate and International Admissions. Applications from persons who have less than a 3.00 GPA will, in general, not be considered.

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

- Graduate students are required to maintain an overall 3.00 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.
- If a student’s overall GPA remains below 3.00 for a second semester, the student will have his/her degree status revoked.

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 emphasis in courses taught in this area include biomechanical as well as medical considerations related to exercise and/or rehabilitation. The Doctor of Philosophy program requires coursework in engineering mechanics,
Exercise science 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 or applied physiology research. Students may elect to do internships in cardiac rehabilitation at several area hospitals and are encouraged to take the ACSM Exercise Specialist exam upon graduation. The doctoral program requires coursework in the life sciences, physiological chemistry, statistics and advanced topics in exercise physiology. Graduate students collaborate with an exercise physiology faculty member to perform research in the areas of physical activity assessment, metabolism, the health benefits of exercise, and body composition 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, statistics) may be required.

**MASTER OF SCIENCE**
**EXERCISE SCIENCE MAJOR**

**BIOMECHANICS/SPORTS MEDICINE CONCENTRATION**

**Requirements**

Exercise Science 508, 513, 531, 601 (1 hour seminar, 2 enrollments), 633, and one additional 3-credit graduate exercise science course; and either Exercise Science 501 (project) or 500 (thesis). Thesis students must also take a statistics course approved by advisor. Electives approved by advisor from exercise science, sports studies, biomedical engineering, and other approved programs. Thirty total hours are required for thesis students, and 32 hours for non-thesis students.

**EXERCISE PHYSIOLOGY CONCENTRATION**

**Requirements**

Exercise Science 508, 533, 565, 567, 601 (1 hour seminar, 2 enrollments), and 635. One additional 3-credit graduate exercise science course and either Exercise Science 501 (project) or 500 (thesis). Thesis students must also take a statistics course approved by advisor. Electives approved by advisor from exercise science, nursing, nutrition, sport studies or other approved discipline. Thirty total hours are required for thesis students, and 32 hours for non-thesis students.

**DOCTOR OF PHILOSOPHY**

**EXERCISE AND SPORT SCIENCES MAJOR**

This program is pending approval from the Tennessee Higher Education Commission.

**EXERCISE SCIENCE CONCENTRATION**

**Requirements**

- 15 hours in exercise science.
- 9 hours in an exercise science specialization: biomechanics/sports medicine, exercise physiology, physical activity and population health, or other area approved by committee.
- 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.

**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 Recreation. In light of the fact that many public, quasi-public and nonprofit recreation and leisure services employers are mandating professional certification as a condition of employment, obtaining certification is a must. Courses in the RLS degree program prepare the student to do so. The primary purpose of certification is to ensure that personnel employed in recreation, therapeutic recreation and leisure services meet high standards of performance. Practice exams and study sessions provide students with ample opportunities to successfully pass the certification examination. Our graduates are eligible to take the Associate Park and Recreation Professional (APRP), Certified Park and Recreation Professional (CPRP) and the National Council For Therapeutic Recreation (NCTRC) exams.

**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.
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
Recreation and Leisure Administration Concentration (Thesis Option)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation and Leisure Studies 415, 511, 515, 540, 541</td>
<td>15</td>
</tr>
<tr>
<td>Safety 443 or Sport Management 512</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Recreation and Leisure Studies 590 Internship</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 33</strong></td>
<td></td>
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</table>

Recreation and Leisure Administration Concentration (Non-Thesis Option)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation and Leisure Studies 415, 511, 515, 540, 541</td>
<td>15</td>
</tr>
<tr>
<td>Safety 443</td>
<td>3</td>
</tr>
<tr>
<td>Sport Management 512</td>
<td>3</td>
</tr>
<tr>
<td>Recreation and Leisure Studies 590 (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>Electives</td>
<td>3</td>
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<tr>
<td><strong>Total 36</strong></td>
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</table>

Therapeutic Recreation Concentration (Thesis Option)

<table>
<thead>
<tr>
<th>Course Description</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>
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<tr>
<td>Research Methods</td>
<td>3</td>
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<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total 33</strong></td>
<td></td>
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</tbody>
</table>

* Must meet national certification requirements

Therapeutic Recreation Concentration (Non-Thesis Option)

<table>
<thead>
<tr>
<th>Course Description</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 591 or 592</td>
<td>3</td>
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<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total 36</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Must meet national certification requirements

SPORT STUDIES
The primary focus of the sport studies program is on the organizational, psychological and sociological factors that permeate all levels of organized sport. The program is committed to the principles of diversity and social justice, the critical examination of sport in contemporary society, and the provision of positive and movement experiences for all people. We strive for excellence in research, teaching, practice, and service and are dedicated to providing superior and innovative programs of study that will enable our students to become effective and imaginative professionals, scholars, and citizens. The program offers three Master of Science concentrations and four PhD specializations.

The motor behavior doctoral specialization involves the study of theories of motor control and learning, research regarding the factors that influence motor performance and learning, and the application of principles of motor control and skill learning to a variety of movement settings. Students acquire the knowledge and skills necessary to critically evaluate motor behavior research, conduct independent scholarly activity, and prepare for a career as a university faculty member.

The sport management master’s concentration and doctoral specialization involves the study of sport organizations and the application of management theory and principles to a variety of sport endeavors. Students learn a combination of skills related to the planning, organizing, leading, and evaluating of any organization or department for which the primary product or service is sport related. Sport management has been a formally recognized degree program since 1983, providing students with the cutting-edge knowledge necessary for a successful career in the sport industry. The standard curriculum offers students a unique combination of coursework and practicum experience in both the public and private sector. Graduates obtain positions in collegiate and other amateur sport settings as well as in professional sport.

The master’s sport psychology concentration and doctoral specialization involve the study of psychological theory, systematic research of both a quantitative and qualitative nature, and the application of psychological concepts to the performance and learning of sport skills in both competitive and recreational settings. Students acquire the knowledge and skills necessary to critically examine the literature in sport psychology and to provide psychological assistance for sport performers in a variety of forms (e.g., mental training, injury rehabilitation, skill refinement, stress management, etc.). The majority of graduates of the sport psychology master’s concentration obtain positions in teaching, coaching, athletic training, and strength and conditioning when they finish their degrees. The remaining students apply for PhD programs after completing master’s degree requirements and aspire to careers as faculty members at the university level. The
The majority of PhD students obtain university faculty positions after completing their degrees. However, some obtain positions as full-time mental training consultants in university athletic departments or privately owned sport psychology businesses.

The master’s sport sociology concentration and doctoral specialization are concerned with socio-cultural issues in sport and the way in which sport interacts with social aspects of life, with a focus on inclusion and diversity. This area also explores the social institutions of media, politics, religion, and education in relation to sport, as well as the historical development of sport. The majority of graduates of the sport sociology master’s concentration continue their education at the doctoral level. However, some work in teaching/coaching positions in interscholastic and intercollegiate sports. The majority of PhD students pursue careers as faculty in higher education after completing their degrees. However, some have obtained positions outside of academia, for example in diversity services for major corporations.

**MASTER OF SCIENCE**

**SPORT STUDIES MAJOR**

**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>Sport Management Electives</th>
<th>Sport Studies Elective</th>
<th>Sport Management 501 (Project)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 33**

**Sport Management Concentration (Thesis Option)**

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

**Total 30**

1 Sport Management 512, 530, 540, 544, 553, 554, 555, 570, 580.

2 These courses can be taken within Exercise, Sport, and Leisure Studies or outside the department. A total of 6 hours may be earned in Sport Management 590 and 595 combined.

**SPORT PSYCHOLOGY CONCENTRATION**

**SPORT SOCIOLOGY CONCENTRATION**

**Requirements**

The master’s degree concentrations in sport psychology and sport sociology have a great deal of flexibility that allows students to take courses that best suit their individual professional goals and interests. Students are required to take 30 hours, with at least 20 of those hours comprised of 500 or 600 level courses. A minimum of 15 hours must be selected from the current sport studies courses. Additional courses may be selected from either sport studies or other departments. The non-thesis option, which consists of 30 hours and a written comprehensive exam, is designed for graduates seeking positions as practitioners (e.g., teachers, coaches, athletic trainers, etc.). The thesis option, which consists of 24 hours of coursework and a 6-hour thesis (Sport Studies 500), is recommended for students who intend to pursue a Ph.D. degree after graduating and is available only upon consultation with and approval by the student’s advisor.

**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 33 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>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Management 501</td>
<td>Business Administration 511</td>
<td>Business Administration 501</td>
<td>Business Administration 512</td>
<td>Sport Management 511</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>1</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Business Administration 512</td>
<td>Business Administration 513</td>
<td>MBA Elective – Recommend: Marketing 520</td>
<td>Sport Management 554</td>
<td>Sport Management 535</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
DOCTOR OF PHILOSOPHY
EXERCISE AND SPORT SCIENCES MAJOR
(This program is pending approval from the Tennessee Higher Education Commission.)

SPORT STUDIES CONCENTRATION

The PhD with a major in exercise and sport sciences offers a concentration in sport studies with areas of specialization in motor behavior, sport management, sport psychology, and sport sociology. The program stresses an interdisciplinary approach to coursework and research and expects 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 obtain faculty positions in higher education and/or jobs with applied educational, business, and sport enterprises. Students must have completed all requirements for a master’s degree in kinesiology, physical education, psychology, sociology, sport studies, business, 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

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

TOTAL 63

* Can also be taken in the fall with an elective being taken in the summer.

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>Requirement</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>1</td>
</tr>
<tr>
<td>Social – Social Work 566</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
</tr>
<tr>
<td>Internship or practicum</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

1 Select one from Health/Public Health 650; Nutrition 518; other courses approved by the interdisciplinary gerontology colloquy member coordinating the gerontology minors and the certificate program.

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.

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 .......................... California (Los Angeles)
Hamilton, C., DrPH ........................ Oklahoma
Petty, G., PhD ............................ Missouri
Thayer-Bacon, B., PhD ........................ Indiana
Waugh, M., EdD .......................... Georgia

Associate Professors
O’Bannon, B., EdD ........................ Memphs
Smith, S., EdD ............................ Tennessee

Assistant Professors
Anders, A.D., PhD ........................ North Carolina
Bates, D.R., PhD .......................... Texas Woman’s
Moyer, D., PhD ............................ Ohio State
Pffman, J., PhD ............................ Vanderbilt
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 apply 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, PhD admission decisions for the cultural studies and instructional technology concentrations of educational foundations 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 concentration within the PhD with a major in community health, 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 community health 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
COMMUNITY HEALTH MAJOR

(This program is pending approval from the Tennessee Higher Education Commission.)

The community health major 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 Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Research and Foundations</td>
</tr>
<tr>
<td>4</td>
<td>Community Health Major</td>
</tr>
<tr>
<td>12</td>
<td>Supporting Specialization (Public Health or Safety)</td>
</tr>
<tr>
<td>6</td>
<td>Cognate</td>
</tr>
<tr>
<td>24</td>
<td>Dissertation (Health 600)</td>
</tr>
</tbody>
</table>

Total 84

1 Instructional Technology, Health, and Cultural Studies 601; Health 590; Statistics 531, 532 or a two-course 500-level statistics sequence approved by doctoral chair. Three hours of natural or behavioral sciences approved by doctoral chair.
2 Community Health Major (Public Health or Safety).
3 Supporting Specialization (Public Health or Safety).
4 Cognate.

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.
MART 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 theories, concepts, and skills in an actual work setting.

Requirements

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th></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</td>
<td>550, 552, 590. Health Planning and Administration</td>
</tr>
<tr>
<td>3 Elections specific for each concentration are available in MPH program office</td>
<td></td>
</tr>
<tr>
<td>4 Internship: Public Health 587, 588 (field practice with an affiliated health agency or completion of a master’s essay)</td>
<td></td>
</tr>
</tbody>
</table>

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

DUAL MS-MPH PROGRAM

Also offered is a coordinated dual program leading to the conferment 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 (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

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 EPIEMOLOGY

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

The 15-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 degree, 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>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.14</td>
<td>Concentration</td>
</tr>
<tr>
<td>0.9</td>
<td>Specialization (choose one)</td>
</tr>
<tr>
<td>0.6</td>
<td>Research</td>
</tr>
<tr>
<td>0.6</td>
<td>Thesis or Problems in Lieu of Thesis</td>
</tr>
</tbody>
</table>

Total 35

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, or 609); Sociology of Education (Cultural Studies in Education 545, 549); History of Education (Cultural Studies in Education 511, 539, 609, or 620).
3  Select two courses from Cultural Studies in Education 526, 560, 625, 660, or 661.
4  Instructional Technology, Health, and Cultural 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>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6</td>
<td>Core</td>
</tr>
<tr>
<td>0.12</td>
<td>Concentration</td>
</tr>
<tr>
<td>0.6</td>
<td>Electives</td>
</tr>
<tr>
<td>0.3</td>
<td>Research, Instructional Technology, Health, and Cultural Studies 500 (Thesis)</td>
</tr>
</tbody>
</table>

Total 33

1  Select two courses in educational issues and/or theory (e.g., Theory and Practice in Teacher Education 517; Cultural Studies in Education 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.

Instructional Technology Concentration (Non-Thesis Option)

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6</td>
<td>Core</td>
</tr>
<tr>
<td>0.12</td>
<td>Concentration</td>
</tr>
<tr>
<td>0.12</td>
<td>Electives</td>
</tr>
<tr>
<td>0.3</td>
<td>Research</td>
</tr>
</tbody>
</table>

Total 33

1  Select two courses in educational issues and/or theory, (e.g., Theory and Practice in Teacher Education 517; Cultural Studies in Education 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

<table>
<thead>
<tr>
<th>Thesis/Non-Thesis</th>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>0.15</td>
<td>Program Prerequisites</td>
</tr>
<tr>
<td>Thesis</td>
<td>0.9</td>
<td>Concentration</td>
</tr>
<tr>
<td>Thesis</td>
<td>0.6</td>
<td>Electives (maximum 3 hours per semester)</td>
</tr>
<tr>
<td>Non-Thesis</td>
<td></td>
<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 Instructional Technology 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>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.12</td>
<td>Program Prerequisites</td>
</tr>
<tr>
<td>0.16</td>
<td>Departmental Core</td>
</tr>
<tr>
<td>0.9</td>
<td>Concentration</td>
</tr>
<tr>
<td>0.6</td>
<td>Specialization</td>
</tr>
<tr>
<td>0.15</td>
<td>Research</td>
</tr>
<tr>
<td>0.6</td>
<td>Cognate</td>
</tr>
<tr>
<td></td>
<td>Dissertation (Instructional Technology and Educational Studies 600)</td>
</tr>
</tbody>
</table>

Total 82

1  Students entering the PhD program with a concentration in cultural studies must possess a master's degree in a related field of study.
2  Instructional Technology and two courses in educational theory (e.g., Ed Psychology 510, Theory and Practice in Teacher Education 517, 617, 640). Select one course in each of the following areas – Cultural Studies in Education 607; Instructional Technology 521, 679, or advisor approved substitute.
3  Cultural Studies in Education 550, 590 (4), 591, 592, 609.
4  Select three courses in one of the following areas – philosophy of education (Cultural Studies in Education 526, 539, 544, or 548); sociology of education (Cultural Studies in Education 545, 549); history of education (Cultural Studies in Education 511, 512, 539, 609, or 625).
5  Both qualitative and quantitative research methodologies must be included.

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

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.9</td>
<td>Core</td>
</tr>
<tr>
<td>0.18</td>
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<tr>
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</tr>
<tr>
<td>0.6</td>
<td>Electives</td>
</tr>
<tr>
<td>0.15</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Dissertation (Instructional Technology, Health, and Cultural Studies 600)</td>
</tr>
</tbody>
</table>

Total 81
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.

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)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</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></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></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 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)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</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><strong>Culminating Experience</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

1 Safety 452, 532, 533, 534, 535, and 592.
2 Safety 560, 537, Political Science 539 or 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)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</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 Elective Select</td>
<td>.3</td>
</tr>
<tr>
<td>Thesis (Safety 500)</td>
<td>.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></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)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</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><strong>Culminating Experience</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></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. Elective hours may include a 3-hour internship or a 3-hour research project, if approved by advisor.
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 upon academic background.
MAJORS DEGREES

Nutrition MS
    Nutrition Science concentration
    Public health nutrition concentration

Nutrition MS-MPH
    MS

Nutritional Sciences PhD

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 Web site. The Dietetic Internship is currently granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association; 120 South Riverside Plaza; Chicago, Illinois 60606-6995; telephone (312) 899-0040. Students may also select an interdisciplinary minor in gerontology.

Admission

A complete file for review includes the Graduate Application for Admission, completed departmental application form, Graduate Record Examination (GRE) scores for the general section, and three Graduate Rating Forms completed by individuals who can attest to the applicant’s potential for graduate education. Forms may be obtained from the departmental office 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, 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 providing 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 graduate-level courses offered in the Department of Nutrition.

All courses for which such cross-credit is awarded must be approved by the Public Health Academic Program Committee and the student’s graduate committee. A single block field experience (or public health internship) is required of all students and the analytical field paper incorporates public health nutrition and the student’s public health concentration.

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

Approved Dual Credit

MS courses to be counted toward the MPH program must include 10 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
NUTRITIONAL SCIENCES MAJOR

(This program is pending approval from the Tennessee Higher Education Commission.)

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, and 541.
• 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://rhtm.utk.edu/
Nancy J. Rutherford, Head
Ann Fairhurst, RCS Graduate Program Director
Rachel Chen, HRT Graduate Program Director

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

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
Retail, Hospitality, and Tourism Management MS
Hospitality and tourism management concentration
Retail and consumer sciences concentration

Retail, Hospitality, and Tourism Management 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 retail, hospitality, and tourism management and concentrations in hospitality and tourism management and retail and consumer sciences.

The programs in retail, hospitality, and tourism 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 concentrations in hospitality and tourism management, students should have an adequate background in hotel and/or restaurant management and/or tourism management supported by coursework in food production, cost control, or lodging management. For the concentration in retail and consumer sciences, students should have an adequate background in retailing and/or consumer science supported by coursework in marketing and statistics.

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

Academic Standards
Evaluation of student progress will normally occur prior to enrollment for thesis hours (or the non-thesis option) and during the second semester of full-time enrollment in the program. The review of the student will be undertaken by the faculty with consideration given to factors such as GPA (minimum 3.00), 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
RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT MAJOR

Requirements
The requirements for the major in retail, hospitality, and tourism management are listed below by concentration.

Hospitality and Tourism Management Concentration (Thesis)

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

1Services Management ........................................ 12
2Tourism ............................................................ 3
3Research Methods ............................................ 9
4Statistical Methods .......................................... 8
5Cognate Area ..................................................6
6Hotel, Restaurant, and Tourism 547 ...................... 3

[1286 rows removed]
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>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Services Management</td>
</tr>
<tr>
<td>6</td>
<td>Tourism</td>
</tr>
<tr>
<td>3</td>
<td>Research Methods</td>
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<tr>
<td>3</td>
<td>Statistical Methods</td>
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<tr>
<td>6</td>
<td>Cognate Area</td>
</tr>
<tr>
<td>3</td>
<td>Hotel, Restaurant, and Tourism 547</td>
</tr>
<tr>
<td>3</td>
<td>Professional Paper/Project</td>
</tr>
<tr>
<td>36</td>
<td>Total</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>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Required Courses</td>
</tr>
<tr>
<td>5</td>
<td>Research Methods</td>
</tr>
<tr>
<td>12</td>
<td>Electives</td>
</tr>
<tr>
<td>3</td>
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</tr>
<tr>
<td>9</td>
<td>Elective</td>
</tr>
<tr>
<td>1</td>
<td>Dissertation</td>
</tr>
<tr>
<td>36</td>
<td>Total</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/~tpte/
Susan M. Benner, Head

**Professors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allington, R.</td>
<td>Michigan State</td>
</tr>
<tr>
<td>Benner, S.</td>
<td>Columbia</td>
</tr>
<tr>
<td>Brewer, E.</td>
<td>Tennessee</td>
</tr>
<tr>
<td>Davis-Wiley, P.</td>
<td>Houston</td>
</tr>
<tr>
<td>Hatch, J.</td>
<td>Florida</td>
</tr>
<tr>
<td>Long, V. (Associate Dean)</td>
<td>Missouri</td>
</tr>
<tr>
<td>McGill-Franzen, A.</td>
<td>State University of New York (Albany)</td>
</tr>
<tr>
<td>Rider, R. (Dean)</td>
<td>North Carolina</td>
</tr>
<tr>
<td>Rowell, C.</td>
<td>George Peabody</td>
</tr>
<tr>
<td>Turner, T.</td>
<td>Penn State</td>
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<td>Ubben, G.</td>
<td>Minnesota</td>
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**Associate Professors**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Anfara, V.</td>
<td>New Orleans</td>
</tr>
<tr>
<td>Barlag-McLaughlin, M.</td>
<td>Michigan</td>
</tr>
<tr>
<td>Bell, S.</td>
<td>Tennessee</td>
</tr>
<tr>
<td>Cagle, L. (Associate Dean)</td>
<td>Georgia</td>
</tr>
<tr>
<td>Davis, J.</td>
<td>New Mexico</td>
</tr>
<tr>
<td>Gilrane, C.</td>
<td>Illinois</td>
</tr>
<tr>
<td>Melear, C.</td>
<td>Ohio State</td>
</tr>
</tbody>
</table>
Assistant Professors
Angelle, P., PhD .................................. Louisiana State
Botzakis, S., PhD  .................................. Georgia
Broemmels, A., PhD ................................. Southern Illinois
Brown, C., EdD ..................................... George Washington
Cady, J., PhD ........................................ Illinois State
Chikanj, 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
Rearden, K., PhD ................................. Texas A&M
Stairs, A., PhD ....................................... Boston College
Woolsey, L., PhD .................................... Ohio State
Wooten, D., PhD ..................................... New York

MAJORS DEGREES

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, EdD
Teacher Education MS

Track 1 (does not result in a teaching license)
Art education concentration
Elementary education concentration
English education concentration
Foreign language/ESL education concentration
Mathematics education concentration
Reading education concentration
Science education concentration
Social science education concentration

Track 2 (for individuals seeking an initial teaching license)
Art education concentration
Elementary education concentration
English language learning concentration
Middle grades teaching 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 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

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Core Requirements (513, 515, 548, 553)</td>
</tr>
<tr>
<td>15</td>
<td>Specialization (523, 554, 583, 544 and an approved curriculum course)</td>
</tr>
<tr>
<td>3</td>
<td>Research (516)</td>
</tr>
<tr>
<td>6</td>
<td>Internship (580)</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong> 36</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Core Requirements (513, 515, 548, 553)</td>
</tr>
<tr>
<td>15</td>
<td>Specialization (523, 554, 583, 544 and an approved curriculum course)</td>
</tr>
<tr>
<td>9</td>
<td>Research (516, 592, 5Elective)</td>
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<tr>
<td>6</td>
<td>Internship (580)</td>
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<tr>
<td></td>
<td><strong>Total</strong> 45</td>
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</tbody>
</table>

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

For admission, most programs (except the Track 2 Initial Licensure/ Master of Science) require current scores from the GRE general section, and all require a departmental application form and letters of recommendation. For additional information about the various programs of study and admission, write to the Student Services Center in the College of Education, Health, and Human Sciences, Claxton Complex A332: http://www.utk.edu/departments/advising or visit the departmental Web site at http://web.utk.edu/%7Etpte/.

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 I MS serves those students who have a BS, BA, or BFA and desire a master’s degree, but do not wish to pursue certification to teach art, or who already have certification to teach art and wish to pursue a master’s.
- An exhibition, 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 one’s personal artist statement.
- For both tracks, a comprehensive written examination is required during the final semester of work. An oral exam is given over the thesis. Students are expected to read and meet requirements 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
</tr>
<tr>
<td>Theory and Practice in Teacher Education 500 (Thesis)</td>
</tr>
<tr>
<td><strong>Total 30</strong></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; 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
</tr>
<tr>
<td>Theory and Practice in Teacher Education 500 (Thesis)</td>
</tr>
<tr>
<td><strong>Total 33</strong></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; 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>
</tr>
</thead>
<tbody>
<tr>
<td><em>Core Area</em></td>
</tr>
<tr>
<td>Concentration Area</td>
</tr>
<tr>
<td>Related Studies</td>
</tr>
</tbody>
</table>
| **Total**+

1 Core Area
2 Concentration Area
3 Related Studies
4 All classes must be approved by major adviser.
5 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.
6 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**

<table>
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<th>Hours Credit</th>
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<tbody>
<tr>
<td>Audiology and Speech Pathology 563</td>
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<tr>
<td>Special Education 554</td>
</tr>
<tr>
<td>Elementary Education 567</td>
</tr>
<tr>
<td>Special Education 568</td>
</tr>
<tr>
<td>Special Education 504</td>
</tr>
<tr>
<td>Child and Family Studies 530</td>
</tr>
<tr>
<td>Educational Psychology 577</td>
</tr>
<tr>
<td><strong>Total 33</strong></td>
</tr>
</tbody>
</table>

1 Theory and Practice in Teacher Education 500
2 (other approved research design class may be substituted)
3 Contact the department head for information on this concentration.

**Non-Thesis Option**

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiology and Speech Pathology 563</td>
</tr>
<tr>
<td>Special Education 554</td>
</tr>
<tr>
<td>Elementary Education 566</td>
</tr>
<tr>
<td>Elementary Education 567</td>
</tr>
<tr>
<td>Special Education 568</td>
</tr>
<tr>
<td>Special Education 504</td>
</tr>
<tr>
<td>Child and Family Studies 530</td>
</tr>
<tr>
<td>Educational Psychology 550, 582, or Educational Administration 516</td>
</tr>
<tr>
<td>Electives (Advisor approval required)</td>
</tr>
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<td><strong>Total 36</strong></td>
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</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Component</th>
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</thead>
<tbody>
<tr>
<td>.9</td>
<td>1 Core</td>
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<tr>
<td>.9</td>
<td>Concentration (reading education courses)</td>
</tr>
<tr>
<td>.3</td>
<td>Related Studies</td>
</tr>
<tr>
<td>.6</td>
<td>Theory and Practice in Teacher Education 500 (Thesis)</td>
</tr>
</tbody>
</table>

**Total 30**

1. Educational Psychology 577 or other approved research design course; Theory and Practice in Teacher Education 517; 3 hours determined by student and advisor.
2. Choose from at least three areas – reading education, language arts, education, mathematics education, science education, social studies education, elementary curriculum, middle school curriculum.
3. Determined by student and advisor.

#### Non-Thesis Option

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>.9</td>
<td>1 Core</td>
</tr>
<tr>
<td>.9</td>
<td>Concentration (reading education courses)</td>
</tr>
<tr>
<td>.3</td>
<td>Related Studies</td>
</tr>
<tr>
<td>.6</td>
<td>Theory and Practice in Teacher Education 500 (Thesis)</td>
</tr>
</tbody>
</table>

**Total 33**

1. Educational Psychology 550, 582, Educational Administration 516, or other approved research design course; Theory and Practice in Teacher Education 517; 6 hours determined by student and advisor.
2. Choose from at least three areas – reading education, language arts, education, mathematics education, science education, social studies education, elementary curriculum, middle school curriculum.
3. Determined by student and advisor.

### SPECIAL EDUCATION CONCENTRATION

#### TRACK 1

#### Thesis Option

<table>
<thead>
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<th>Hours Credit</th>
<th>Component</th>
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</thead>
<tbody>
<tr>
<td>.9</td>
<td>1 Core</td>
</tr>
<tr>
<td>.9</td>
<td>Concentration (reading education courses)</td>
</tr>
<tr>
<td>.15</td>
<td>Theory and Practice in Teacher Education 500 (Thesis)</td>
</tr>
</tbody>
</table>

**Total 30**

1. Educational Psychology 577 or other approved research design course; Theory and Practice in Teacher Education 517; 3 hours determined by student and advisor.
2. Choose 9 hours from language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.
3. Determined by student and advisor.

#### Non-Thesis Option

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>.9</td>
<td>1 Core</td>
</tr>
<tr>
<td>.9</td>
<td>Concentration (reading education courses)</td>
</tr>
<tr>
<td>.15</td>
<td>Theory and Practice in Teacher Education 500 (Thesis)</td>
</tr>
</tbody>
</table>

**Total 36**

1. Educational Psychology 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); 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. Determine 30 hours; thesis (6 hours).

### 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. Either 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 time line.
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.

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; special education; elementary education; middle school curriculum.

English Language Learning
Theory and Practice in Teacher Education 517; advisor-approved electives (9).

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 Early Childhood 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; special 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.

Total (Thesis and Non-Thesis) 30

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.
3 Theory and Practice in Teacher Education 518 or 500 (thesis).
4 Must be related to focus of degree and must be outside specialty area education program, e.g., English, reading, speech, drama, communication, instructional technology, math, science, social sciences.

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.

Total (Thesis and Non-Thesis) 30

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.