



College of Education, Health, and Human Sciences

Robert A. Rider, Dean

Lynn C. Cagle, Associate Dean, Professional Licensure and Outreach

Thomas W. George, Associate Dean, Academic Affairs and Administrative Services

Shirley W. Hastings, Associate Dean, Extension

Vena M. Long, Associate Dean, Research and Development

Dulcie L. Peccolo, Director of Student Services

<http://cehhs.utk.edu/>

The College of Education, Health, and Human Sciences was created in 2002 from 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 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.

The college, with its disciplines located at the intersection of many of society's greatest challenges, is positioned to make a significant difference through its programs of study, research, and outreach. Recognizing that the strength of the college is greater than the sum of its parts, the college is subdivided into the following academic departments – Child and Family Studies; Educational Psychology and Counseling; Instructional Technology, Health, and Educational Studies; Nutrition; Exercise, Sport, and Leisure Studies; Retail, Hospitality, and Tourism Management; and Theory and Practice in Teacher Education.

Degrees and Majors

Bachelor of Science in Education – art education major; special education major (concentrations in education of the deaf and hard of hearing, educational interpreting, modified and early childhood special education); exercise science major; recreation and leisure studies major (concentrations in recreation and leisure administration, therapeutic recreation); and sport management major.

Bachelor of Science in Human Ecology – child and family studies major and nutrition major.

Bachelor of Science in Service Management – hotel, restaurant, and tourism major (concentrations in hotel and tourism management, restaurant and foodservice management); and retail and consumer sciences major.

Minors

The academic departments within the College of Education, Health, and Human Sciences offer minors in adolescent health, child and family studies, community health education, dance, elementary education (for Arts and Sciences students only), engineering communication and performance (For Engineering students only), gerontology (intercollegiate/interdisciplinary), middle grades education (for Arts and Sciences students only), nutrition, restaurant and foodservice management, retail and consumer sciences, secondary education, and tourism and hospitality management.

Students pursuing a minor must complete at least one-half of the required classes at the University of Tennessee, Knoxville, and all courses must be taken for a letter grade unless otherwise specified.

Admission to the College of Education, Health, and Human Sciences

Entering freshmen and transfer freshmen students (i.e., with fewer than 30 credit hours and a minimum 2.0 GPA) are eligible for admission to the College of Education, Health, and Human Sciences. Transfer students, with 30 or more credit hours completed and a minimum 2.3 GPA are eligible for admission to the college.

Typically, students who are admitted to the college are expected to have attained the minimum GPA (ranging from 2.4-2.7) necessary for admission/progression to the major, concentration, or program by the completion of 59 credit hours or the completion of lower division coursework (i.e., 100- and 200-level). Normally, students who fail to progress by the completion of 59 credit hours will be ineligible to enroll in most upper-division and specialized courses and, as a result, will significantly extend the time needed or negate their ability to earn a baccalaureate degree.

College advisors will assist students who fail to progress to identify other academic alternatives and, if necessary, to facilitate the transfer of those students to other academic units.

Progression to a Major, Concentration, or Program

Progression refers to the process during which a student demonstrates an aptitude to complete an academic major, concentration, or academic program. Typically, progression requirements include completion of prerequisite courses and attainment of a minimum grade point average. Some majors, concentrations, and programs also require applicants to attain certain minimum performance levels on standardized aptitude or achievement tests and a favorable recommendation from an interview panel. Academic majors, concentrations, and programs involving teaching or other interaction with children require applicants to submit to security checks. Upon successful progression (i.e., admission) to a major, concentration, or program, students must meet additional criteria in order to maintain good standing and to graduate or complete a program.

Complete progression requirements for each major or concentration are located in the following sections of this catalog. Progression requirements for the Teacher Education Program appear in the section entitled, Teacher Education at the University of Tennessee, Knoxville.

Advising

The mission of the Student Services Center is to provide academic program planning and related services to students in the College of Education, Health, and Human Sciences. The center, located in Claxton Complex A332, maintains a full-time staff of academic advisors to respond to students' concerns regarding progression to academic programs, courses of study, academic petitions (e.g., course substitutions, etc.), and referrals to other campus services.

Course Load

Undergraduate students may enroll in a maximum of 19 credit hours during fall and spring semesters and for no more than 12 credit hours during summer term. Appeals to exceed these maximums should be directed to the college's Assistant to the Dean for Student Services or to the Director of Undergraduate Student Services; decisions to approve overloads are based on a review of each student's academic record but, typically, will not be granted to students with less than a 3.0 GPA.

Students who are granted permission by the university's Dean of Graduate Studies to earn graduate credits (see Seniors Eligible for Graduate Credit) prior to earning a bachelor's degree may enroll in no more than 15 credit hours during either fall or spring semesters or a maximum of 12 credit hours during summer term.

Course Credit

With permission of the instructor, an undergraduate student who has a minimum 3.0 GPA may enroll in a 500-level course for undergraduate credit. Exclusions include courses numbered 500, 502, and independent or directed study courses for which there are appropriate undergraduate course alternatives.

Grading

Students enrolled in the College of Education, Health, and Human Sciences may take courses graded on a Satisfactory/No Credit (S/NC) basis when letter grading (i.e., A-F) is not an option or in non-specified (i.e., free electives). Additionally, students must earn at least a C in major prefix courses and in any other course so identified by the major area faculty (see departmental sections for specific progression requirements for each major).

General Education Test for Seniors

The Tennessee Higher Education Commission (THEC) requires each public institution of higher education to evaluate the general education skills of the senior class. The College of Education, Health, and Human Sciences requires each of its

senior students to take this general education test prior to graduation. The test results enable the University of Tennessee, Knoxville, to evaluate its general education program and to qualify for needed funding from the State of Tennessee. Students enrolled in programs that are scheduled to take a major field test are exempt from the general education testing.

Major Field Test for Seniors

The Tennessee Higher Education (THEC) requires that each public institution for higher education to assess the knowledge and expertise of students within each major area of study. Each year, a subset of all major fields of study on campus is required to test all graduating seniors from those respective fields. The results from these tests enable the University of Tennessee, Knoxville, to evaluate and, where necessary, improve the quality of major fields of study. Students are informed in their senior year if they are required to take a major field test. Students enrolled in a major field of study that is scheduled to test majors are exempt from the general education testing that particular year.

Seniors Eligible for Graduate Credit

Students intending enter certain graduate programs and teacher education students who are required to finish a post-baccalaureate (5th Year) before earning a teacher license may qualify as seniors to take graduate courses that may be applied to a master's degree.

Subject to approval by the Dean of Graduate Studies, a senior at the University of Tennessee, Knoxville, who needs fewer than 30 semester hours to complete requirements for a bachelor's degree and has at least a B average (3.0) may enroll in graduate courses for graduate credit, provided the combined total of undergraduate and graduate coursework does not exceed 15 credit hours per semester.

- Senior privilege is extended only to students working toward a first bachelor's degree.
- Students who have met all requirements for graduation are not eligible for senior privilege.

Approval must be obtained each semester at the Office of Graduate Student Services, P-105 Andy Holt Tower; (865) 974-2475. Form available online at: <http://gradstudies.tennessee.edu>.

- A maximum of nine hours of graduate credit at the 400- and 500-level can be obtained in this status.
- Some departments do not permit seniors to register for graduate courses without prior permission.
- Courses taken for graduate credit may not be used toward both the baccalaureate and a graduate degree.

Teacher Education at the University of Tennessee, Knoxville

The College of Education, Health, and Human Sciences is the administrative base for the majority of the university's preparation programs for educators; the college has oversight responsibilities for those programs attached to other academic units.

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

Admission to Teacher Education

A student desiring to become a teacher, regardless of college affiliation or academic major must be admitted to the Teacher Education Program. Admission to Teacher Education allows a student to enroll in upper-division professional courses. Admission includes, but is not limited, to the following.

1. Academic achievement – (a) minimum 2.7 cumulative GPA (except agriculture education, 2.5) including transfer

courses; (b) GPA based on completion of 45 credit hours Agriculture Education and Special Education, 60 hours Elementary Education and PreK-K, 75 hours Secondary Education, and 90 hours Early Childhood Education; (c) completion of specific courses prior to admission to the following teaching areas: mathematics education – Mathematics 141-142, plus at least six hours 200-level mathematics; science education – at least eight hours of laboratory natural science; music education – Music Theory 210 and at least one semester 200 level (applied) music; English education and foreign language education – minimum nine hours 300-level in respective fields with minimum 3.0 GPA.

- Standardized test performance – minimum 22 ACT (enhanced version)/21 ACT composite score; 1020 SAT (revised version)/920 total score; or State Board of Education determined passing scores on PRAXIS I (contact the college's Student Services Center for current PRAXIS I scores).
- Speech and hearing screening – prospective teachers, except for deaf applicants to deaf education, must perform within normal limits on measures of speech and hearing proficiency or participate in remedial therapy through the university's Hearing and Speech Center. Deaf applicants need to inform the college's Office of Teacher Education Admissions.
- Security check – Criminal background checks will be performed to determine the appropriateness of each applicant's request to enter teaching and, thus, to interact with children and youth.

Boards of Admission in Teacher Education

Applicants performing satisfactorily on the above criteria will be invited by the Office of Teacher Education Admissions to interview with a Board of Admission. Admission decisions will be based on the above admission criteria, as well as each applicant written application, oral expression, and expressed interest in teaching.

Admission is competitive and certain teaching fields have more qualified applicants than space available. Admission limitations are a function of the availability of faculty to serve students and to provide appropriate field placements. Interviews are conducted during fall and spring semesters; each board is comprised of content and pedagogy specialists, as well as a practitioner and an advanced student.

Maintaining Good Academic Standing in Teacher Education

To maintain good standing in the Teacher Education Program and to qualify for a degree and/or licensure as a teacher, students must perform adequately both in the university classroom and in the school(s). Students must maintain a minimum 2.7 cumulative GPA, establish or maintain a minimum 2.5 GPA in their major, and maintain a minimum 2.8 GPA (course grade C or higher required) in professional courses.

Complete details on maintaining good standing and completing the teacher licensure program are available through the College of Education, Health, and Human Sciences Web site (<http://cehhs.utk.edu/main.html>), the college's School-Based Experiences Office, Claxton Complex, A 332, or teaching area faculty.

University-Wide Involvement in Teacher Education

Though faculty in the College of Education, Health, and Human Sciences assume primary responsibility for teaching students how to teach (i.e., pedagogy), the College of Arts and Sciences faculty have major responsibility for providing the broad, general education, background required of all teachers and for providing the specialized content knowledge needed by secondary teachers.

Information regarding specific teaching fields and educational specialties is available at the following campus locations.

- Agriculture Education – 325 Morgan Hall
- Art Education – 1715 Volunteer Boulevard, 213 Art and Architecture Building

- Music Education – 1741 Volunteer Boulevard, 211A Music Building
- School Counseling – A525 Claxton Complex
- School Psychology – A525 Claxton Complex
- Speech and Hearing Education – 457 South Stadium Hall
- Social Work – 221 Henson Hall

Inquiries regarding business education, family and consumer sciences education, marketing education, and technology education are directed to 310 Jessie Harris Building.

Information regarding early childhood education, elementary education, secondary education, and special education is available through the College of Education, Health, and Human Sciences Student Services Center, A332 Claxton Complex and the Department of Child and Family Studies, 115 Jessie Harris Building.

Title II, HEA Compliance Report

Per requirements of Title II of the Higher Education Act, the College of Education, Health, and Human Sciences reports the following pass rates on State required licensure tests for the 2002-2003 Academic Year: The University of Tennessee 97%; State of Tennessee 95%.

DEPARTMENT OF CHILD AND FAMILY STUDIES

<http://cfs.he.utk.edu>

Vey M. Nordquist, Head

Professors

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

Associate Professors

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

Assistant Professors

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

ECE Internship Coordinators

Justice, D., MS	Tennessee
Stott, A., MS	Tennessee

Undergraduate Practicum Coordinators

Fitzgerald, K., MS	New York
Malia, J.E., PhD	Iowa State

The Department of Child and Family Studies prepares students to be effective family members as well as competent professionals with the knowledge and skills to help children, youth, and families face the difficult challenges of today's complex society. As a professional, a graduate of the department understands the variety of contexts that impact children and families. Students are particularly prepared to work with children, youth, and families at risk, and to be sensitive to the many forms of diversity that characterize today's families.

Students in the department complete an integrated curriculum that includes human and child development, family dynamics and interaction patterns, research skills, and interpersonal and professional skills needed in the workplace. The major course of study concludes with a field-based experience that enables students to hone practical skills and knowledge in a work setting consistent with their personal and professional goals. Core coursework is complemented with a range of elective options that will give students a broad, general education as well as spe-

cialized knowledge in areas of their choosing.

Graduates of the department are prepared to work with individuals and groups from diverse backgrounds and in diverse settings: in schools as early childhood educators, with agencies providing services to children and families, and with for-profit businesses. Many students continue their education with graduate study in a number of different fields (e.g., child and family studies, education, counseling, psychology, ministry, social work, law).

CHILD AND FAMILY STUDIES MAJOR

The department's major is designed for students whose educational and career goals are focused on studying and working with children and families within educational programs, community services, and other professional settings. The major is designed to accommodate the special interests or strengths of students and allows for flexibility and individualization. Students design a program of study in consultation with their advisor that includes a core of required courses, a complement of specialty courses supportive of individual interests, and a 12-hour practicum that will complete their program of study. All students graduating with a child and family studies major will have in-depth knowledge about children and families, a broad integrative perspective, and means for application.

In consultation with their faculty advisor, students will select at least 27 credit hours from the list of courses meeting departmental requirements for specialty areas. Students must complete a total of three specialty areas of 9 credit hours each.

Students electing to pursue the Early Childhood Education Teacher Licensure (PreK-K) or the Early Childhood Education Teacher Licensure Preparation (PreK-3) specialty areas will take a total of 34 credit hours in this specialty area plus an additional 3 credit hours from their advanced social science electives.

Students wishing to emphasize the advanced child development specialty area may satisfy two of their three specialty areas by taking 18 credit hours in that area. A course may be counted in one specialty area only and may not be used to fulfill any other elective requirement.

Progression Requirements

Students are expected to know the criteria they must meet in order to progress into a practicum (Child and Family Studies 470, 472, 480, or 490) and to regularly monitor their progress in meeting these criteria. Students will not be allowed to progress into the practicum until these criteria are met. If students do not appear able to meet these criteria, they are encouraged to work closely with their advisor to plan an alternative educational program. Specific information on how to apply for the practicum is available from the student's advisor. Students must work closely with their advisor to ensure that they understand the requirements for progression and that they strictly follow the application process for the practicum experience of their choice.

Prior to the Practicum

- Obtain written permission from the academic advisor to apply for the practicum and complete the application one year prior to the intended practicum semester.
- Complete the self-disclosure forms allowing university personnel to obtain student conduct and criminal background information one year prior to the intended practicum semester. The department's Undergraduate Committee will evaluate any negative background check.

Prerequisites for the Practicum

- Completion of all prerequisites enforced by the registration system.
- A cumulative GPA of at least 2.5 (A cumulative GPA of at least 2.7, including transfer credits, is required for students electing the Child and Family Studies 470 or 472 practicum option).
- A minimum grade of C in all child and family studies courses.

Certified Family Life Educator

Students interested in applying for certification as a Family Life Educator through the National Council on Family Relations must complete 5 courses from the Family Life Education specialty area: Child and Family Studies 240, 345, 360, 440, and Counselor Education 480. These courses are in addition to the Child and Family Studies core courses. Contact your advisor for specific information about becoming a Certified Family Life Educator through the department's approved program of study.

Early Childhood Education Teacher Licensure (PreK-K)

The child and family studies major provides the undergraduate preparation needed for a student who would like to be licensed to teach early childhood education in the State of Tennessee (PreK-K). This licensure program prepares students to teach children with and without disabilities, birth through age 5. Students who wish to pursue this licensure must complete the Early Childhood Education Teacher Licensure: PreK-K specialty area. Upon completion of 60 undergraduate hours, including completion of Child and Family Studies 350, students will complete the admission process to PreK-K Teacher Education. Students interested in this licensure should work closely with their advisor to ensure that they understand and meet teacher education program requirements and that they strictly follow the application process.

Early Childhood Education Teacher Licensure (PreK-3)

The child and family studies major can provide the undergraduate preparation needed for a student who would like to be licensed to teach early childhood education in the State of Tennessee (PreK-3). The early childhood education licensure option is offered in conjunction with a master's degree in child and family studies (early childhood education concentration). Students who wish to pursue this option must take the early childhood education-licensure specialty area as an undergraduate. Upon attainment of senior status (i.e., 90 hours), students will complete the admission to Teacher Education process (see details in the teacher education section of this catalog) and simultaneously make application for admission to the MS with a major in child and family studies (See the *Graduate Catalog* for details.) Acceptance into the teacher licensure program is contingent upon acceptance into the department's master's program. Students interested in this option should work closely with their advisor to ensure that they understand and meet the Teacher Education Program requirements and the requirements for graduate study and that they strictly follow the application process.

Requirements for the Bachelor of Science in Human Ecology • Child and Family Studies Major

First Year	Hours	Credit
Child and Family Studies 101	2
English 101*, 102*	6
¹ Natural Sciences Electives*	8
² Arts and Humanities Electives*	6
Mathematics 113* or 123*	3
Mathematics 115* or 202*	3
Second Year		
Child and Family Studies 210*	3
Child and Family Studies 220*	3
³ History Electives	6
⁴ Foreign Language Electives*	6
⁵ Social Sciences Electives*	6
⁶ Specialty Area Electives	6
⁷ Elective	3

Third Year

⁸ Child and Family Studies 211 or 213	3
Child and Family Studies 320	3
Child and Family Studies 385	3
Child and Family Studies 395	3
⁶ Specialty Area Electives	15
⁹ Advanced Social Sciences Electives	6

Fourth Year

Child and Family Studies 405*	3
¹⁰ Child and Family Studies 470, 472, 480, or 490	12
⁶ Specialty Area Electives	6
⁹ Advanced Social Sciences Electives	6
⁷ Electives	4

Total 125

* Meets University General Education requirement.

Note: Students must meet the General Education Requirement for Communicating through Writing and Communicating Orally by selecting a course with a (WC) designation and a course with an (OC) designation. These courses may be in the major or from another discipline.

- Select one of the following sequences – Astronomy 161-162, Biology 101-102; 111-112, Chemistry 100-110, Chemistry 120-130, Geography 131-132, or Geology 101 and 102, or 103.
- Select two courses from the list of courses meeting the University General Education Requirement for Arts and Humanities (AH).
- Any two History-prefix courses may be chosen. (A non-U.S. History sequence is needed to meet the College of Arts and Science's history requirement.)
- A sequence of a modern foreign language at the 200-level or above must be selected. Consult the University General Education Requirement for the intermediate foreign language courses listed under the Cultures and Civilizations (CC) category for courses approved to meet this requirement.
- Select one of the following sequences – Psychology 110-220 or Sociology 110-120 (The sociology sequence meets the Social Science General Education Requirement.).
- A minimum of 27 hours must be chosen, in consultation with a faculty advisor, from a list of courses meeting departmental requirements for specialty areas. Teacher Licensure students, both PreK-K and PreK-3, must take 34 hours of specialty area electives plus 3 additional hours from their Advanced Social Science elective requirement.
- At least 48 hours in 300-400 level courses are required.
- Early Childhood Education Teacher Licensure students, both PreK-K and PreK-3, must take Child and Family Studies 211.
- A total of 12 hours selected from 300-400 level CFS courses or 300-400 level Sociology, Psychology, Political Science, or Anthropology courses. Early Childhood Education Teacher Licensure students must take Child and Family Studies 353 to fulfill 3 of the required 12 hours.
- Child and Family Studies 480 and 490 require a cumulative GPA of 2.5 (2.7 for Child and Family Studies 470 and 472, including transfer credits); completion of all prerequisites enforced by the registration system; a minimum grade of C in all child and family studies courses; completed application; student conduct and criminal background clearance. Child and Family Studies 470, 472, and 480 must be completed in one semester. Child and Family Studies 490 may be completed over several semesters.

Specialty Areas

Specialty electives are grouped into specialty areas. Students must complete a total of three specialty areas of 9 credit hours each. Students electing to pursue the Early Childhood Education Teacher Licensure (PreK-K) or the Early Childhood Education Teacher Licensure Preparation (PreK-3) specialty areas will take a total of 34 credit hours in this specialty area plus an additional 3 credit hours from their advanced social science electives. Students wishing to emphasize the advanced child development specialty area may satisfy two of their three specialty areas by taking 18 credit hours in that area. A course may be counted in one specialty area only and may not be used to fulfill any other elective requirement. Check the *Undergraduate Catalog* for any prerequisites required for these courses.

Adulthood and Aging

Child and Family Studies 312; Health 406, 465; Nursing 400.

Advanced Child Development

Audiology and Speech Pathology 320; Child and Family Studies 211, 213, 485; Education of the Deaf and Hard of Hearing 425; Educational Psychology 431; Psychology 310, 320, 360, 400, 470, 475; Sociology 370; Special Education 470.

Advanced Research

Anthropology 431; Child and Family Studies 481; Psychology 295, 385, 395; Sociology 331; Statistics 201, 251, 320, 330, 471, 472, 473.

Child and Family Diversity

Africana Studies 201, 202, 429, 473, 480, 483; Anthropology 130, 312, 410, 413; Sociology 340, 343.

Child and Family Studies Skills – Interpersonal Communication

Communication Studies 220, 310, 320, 350, 420, 430.

Child and Family Studies Skills – Public Policy

Political Science 311, 312, 340, 446; Public Relations 270; Women's Studies 340.

Child and Family Studies Skills – Working with Children

Audiology and Speech Pathology 300; Art Education 301; Child and Family Studies 350, 351; Elementary Education 445; Educational Interpreting 223, 226; Information Sciences 330.

Child and Family Studies Skills – Writing and Mass Media

English 360, 455; Journalism and Electronic Media 200, 201, 414.

Children and Families at Risk

Educational Psychology 432; Health 406, 430, 435; Psychology 330; Recreation and Leisure Studies 320; Sociology 340, 351, 352; Special Education 470.

Early Childhood Education Teacher Licensure (PreK-K) (all courses are required)

Audiology and Speech Pathology 320; Child and Family Studies 106, 350, 353, 423; Cultural Studies in Education 400; Educational Psychology 401; Special Education 410, 471; Instructional Technology 486; Special Education 402.

Early Childhood Education Teacher Licensure (PreK-3) (all courses are required)

Child and Family Studies 106, 350, 351, 353, 422; Cultural Studies in Education 400; Educational Psychology 401; Elementary Education 445; Information Sciences 330; Instructional Technology 486; Reading Education 430; Special Education 402.

Family and Community Services

Communication Studies 210, 440; Counselor Education 410; Educational Psychology 460; Political Science 446; Psychology 424; Social Work 200, 250; Sociology 110.

Family Life Education

Agricultural and Extension Education 211; Child and Family Studies 240, 360, 345, 440; Communication Studies 330; Counselor Education 480; Educational Psychology 210; Health 426; Philosophy 244; Psychology 409.

Health and Wellness

Communication Studies 425; Health 330, 375, 400, 405, 425; Nursing 202; Philosophy 246; Psychology 430; Public Health 300, 305; Sociology 414; University Studies 311.

Women and Families

Africana Studies 483; Counselor Education 410; Health 425; History 453; Religious Studies 320; Women's Studies 220, 360, 382; Women's Studies/Psychology 434.

Minor in Child and Family Studies

	Hours Credit
Child and Family Studies 210, 220, and one of 211, 213, or 320 . . . . .	.9
Select 9 hours from Child and Family Studies 211, 213, 240, 312, 320, 345, 360 . . . . .	.9
Total	18

**DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
AND COUNSELING**

R. Steve McCallum, Head
Tricia McClam, Associate Head

Professors

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

Associate Professors

Bain, S., PhD	Southern Mississippi
Diambra, J., EdD	William & Mary
Studer, J., EdD	Toledo
Ziegler, M., EdD	Columbia

Assistant Professors

Paulus, T., PhD	Indiana
Skinner, A., PhD	Mississippi State
Strayhorn, T.L., PhD	Virginia Tech

Research Professors

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

**Minor in Engineering Communication and
Performance**

The engineering communication and performance minor is available for engineering students desiring additional training and certification in team facilitation and organizational communication. (See College of Engineering – Engineering Fundamentals section of this catalog.)

	Hours Credit
Counselor Education 206 . . . . .	.3
Counselor Education 306 . . . . .	.3
Counselor Education 406 . . . . .	.3
Two of the following courses – Psychology 360, Management 440, Communication Studies 420, 440 . . . . .	.6
Total	15

**DEPARTMENT OF EXERCISE,
SPORT, AND LEISURE STUDIES**

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

Joy T. DeSensi, Head

Professors

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

Associate Professors

Kelley, D.R., PhD	Georgia State
Thompson, D., PhD	Virginia
Zhang, S., PhD	Oregon

Assistant Professors

Bemiller, J., JD	Tennessee
Fairbrother, J., PhD	Florida State
Fisher, L.A., PhD	California (Berkeley)
Fitzhugh, E., PhD	Alabama
Hardin, R.L., PhD	Tennessee
Klein, D., PhD	Arizona State
Koo, G., PhD	Florida State
McCutchen, M.G., EdD	North Carolina (Greensboro)
Milner, C.E., PhD	Leeds (UK)
Waller, S.N., PhD	Michigan State

Faculty Associate

Wirtz, M., MS	Florida
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Internship Coordinator

Brown, L.Y., MS	Tennessee
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PEAP Program Coordinator

Catignani, E., MS	Tennessee
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EXERCISE SCIENCE MAJOR**Progression Requirements**

Progression to the exercise science major requires a minimum undergraduate cumulative GPA of 2.5 after a minimum of 45 hours of coursework and completion of Exercise Science 100, Chemistry 120, and Physics 221.

Any professional course, taken before or after progression into the exercise science program, must be passed with a minimum letter grade of C. No professional courses with a grade below C will be counted toward the major. Professional courses are Biochemistry and Cellular and Molecular Biology 230, all exercise science courses, and all professional electives.

Students admitted into the exercise science major must maintain a minimum cumulative GPA of 2.5 thereafter to remain in good academic standing. Students with less than a 2.5 GPA for two consecutive semesters will be dropped from the program.

Students must have a minimum cumulative 2.5 GPA to be able to register for all 400-level exercise science classes.

Requirements for the Bachelor of Science in Education**• Exercise Science Major**

First Year	Hours Credit
Exercise Science 100 . . . . .	.1
English 101*, 102* . . . . .	.6
Mathematics 123* and 125* or 141*-142* or 151*-152*	6-8
Chemistry 120*, 130* . . . . .	.8
Psychology 110* . . . . .	.3
Agriculture and Natural Resources 290 . . . . .	.3
Arts and Humanities Elective* . . . . .	.3
*Proficiency in two activities	

Second Year

Physics 221*, 222*	.8
Biochemistry and Cellular and Molecular Biology 230	.5
Nutrition 100* or 300	.3
Health 310	.3
Communication Studies 210* or 240*	.3
English 295* or 360*	.3
Cultures and Civilizations Elective*	.3
Arts and Humanities Elective*	.3
1Proficiency in two activities	

Third Year

Exercise Science 325, 332, 350	.9
Sport Studies 290	.3
Sport Studies 231, 335, or 336	.3
Cultures and Civilizations Elective*	.3
Social Science Elective*	.3
2Professional Electives	.6
Statistics 201* or Mathematics 115*	.3

Fourth Year

3Exercise Science 411, 414, 422, 480	.12
Health 425 or 435 or 465	.3
2Professional Electives	.14
4CPR Certification	

Total 120-122

* Meets University General Education Requirement.

Students must meet the University General Education requirement for Communicating through Writing by selecting a course with a (WC) designation.

- 1 Proficiency in at least four activities. Proficiency: passing an activity course with a minimum grade of C or participation in an intercollegiate varsity sport. See advisor.
- 2 Professional elective courses passed with a minimum C grade. See advisor for appropriate courses.
- 3 Exercise Science students must have cumulative minimum GPA of 2.5 to register for and complete these courses.
- 4 Evidence of current CPR certification at time of graduation.

RECREATION AND LEISURE STUDIES MAJOR

The professional disciplines that comprise recreation and leisure studies prepare students for management and administrative positions in recreation and leisure. The recreation and leisure administration concentration provides students with an understanding of the role and impact of recreation and leisure in achieving and sustaining socioeconomic and political order in an increasingly culturally diverse society. A business minor is built into the curriculum, which makes graduates more competitive in the job market. Graduates of the program pursue careers with city/county parks and recreation departments, state and national parks, resorts and theme parks, campus recreation and a variety of corporate settings.

The therapeutic recreation concentration prepares students for employment in management and leadership positions with agencies that deliver health care services. Graduates fulfill the eligibility requirements for National Council for Therapeutic Recreation Certification. Graduates are successful in securing employment in programs for mental health and mental retardation, physical rehab centers, drug and alcohol treatment centers and community-based programs.

A minimum of a 2.5 GPA is required for progression to and retention in the program.

Requirements for the Bachelor of Science in Education
• Recreation and Leisure Studies Major • Recreation and Leisure Administration Concentration (Accredited in General Recreation by NRPA/AALR)

First Year	Hours Credit
English 101*, 102*	.6
Mathematics 125* or 141*	.3
Statistics 201*	.3
Cultures and Civilizations Electives*	.6
Arts and Humanities*	.6
Recreation and Leisure Studies 201	.4
Communication Studies 210* or 240*	.3
Electives	.4

Second Year

Accounting 200	.3
1English Elective*	.3
Economics 201*	.4
Recreation and Leisure Studies 320	.3
Business Administration 201	.4
2Recreation and Leisure Studies 290	.2
Social Sciences Electives*	.3
Natural Sciences Electives*	.7-8

Third Year

3Recreation and Leisure Studies 310, 415	.6
Sport Management 450, 370; Recreation and Leisure Studies 440, 470	.6
2Recreation and Leisure Studies 390	.2
Health 310	.3
Marketing 300	.3
Finance 301	.3
Management 300	.3
Safety 443; Forestry 321, 423; Political Science 330, 340; Hotel and Restaurant Administration 425	.3

Fourth Year

Social Sciences Elective*	.3
Recreation and Leisure Studies 410, 430	.3
4Electives	.9
3, 5Recreation and Leisure Studies 490	.12

Total 120-121

* Meets University General Education Requirement.

1 Must be a Communicating through Writing (WC) course.

2 Recreation and Leisure Studies 290 and 390 are for majors only and are required prior to enrolling in senior internship.

3 A 2.5 GPA is required for enrollment in Recreation and Leisure Studies 310 and 490.

4 Courses must be in addition to those specified for the major.

5 Must meet guidelines set by Recreation and Leisure Studies. Senior standing required for Recreation and Leisure Studies 490.

NOTE: A 2.5 GPA is required for progression to the major. A minimum of 48 upper-division hours is required for graduation.

Requirements for the Bachelor of Science in Education
• Recreation and Leisure Studies Major • Therapeutic Recreation Concentration (Accredited in General Recreation by NRPA/AALR)

First Year	Hours Credit
English 101*, 102*	.6
Quantitative Reasoning*	.6
Chemistry 100* and 110* or 120* and 130*	.8
Child and Family Studies 210*	.3
Recreation and Leisure Studies 201	.4
Psychology 110*	.3

Second Year

Classics 273	.3
Biochemistry and Cellular and Molecular Biology 230	.5
Communication Studies 210* or 240*	.3
Health 310	.3
1Recreation and Leisure Studies 290	.2
Recreation and Leisure Studies 320, 325	.6
Philosophy 246 *	.3
Cultures and Civilizations*	.6

Third Year

Exercise Science 332 or Ecology and Evolutionary Biology 240	.3-4
Psychology 330	.3
2Professional Support Course Electives	.3
Arts and Humanities*	.6
3Recreation and Leisure Studies 310, 330	.6
Recreation and Leisure Studies 390	.2
Sport Studies 290	.3
Electives	.3
4Any 400-level course from: recreation and leisure studies, psychology, health, sociology, special education, exercise science	.3

Fourth Year

Psychology (400 level)	.3
Recreation and Leisure Studies 410, 420, 430	.9
3, 5Recreation and Leisure Studies 490	.12
Electives	.6

Total 123-124

- * Meets University General Education Requirement.
- 1 Recreation and Leisure Studies 290 and 390 are for majors only and are required prior to enrolling in senior internship.
- 2 Courses must be in addition to those specified for the major and must be elected from child and family studies, psychology, sociology, health, safety, recreation and leisure studies, special education, exercise science, sport studies.
- 3 A 2.5 GPA is required for enrollment in Recreation and Leisure Studies 310 and 490.
- 4 Must select one course from this group.
- 5 Must meet guidelines for national NCTRC certification.
NOTE: A 2.5 GPA is required for progression to the major. A minimum of 48 upper-division hours is required for graduation.

SPORT MANAGEMENT MAJOR

The sport management major is designed for students interested in working in the sport industry. The program combines sport management and sport studies with a minor in business administration. The program concludes with a semester-long internship experience.

Progression Requirements

Students must submit an application upon meeting the following minimum criteria.

- Minimum of 30 semester hours earned.
- Minimum 2.5 GPA for all college work.
- Completion of Sport Management 100 and 250 with a grade of C or better.
- Completion of English 101 and 102, and Mathematics 125 or 141.

Board of Admissions

The Board of Admissions consists of the sport management program faculty and will meet at the end of each term to review applications. Applications must be submitted by December 1, May 1, or August 1 to be considered for the following term.

The Board of Admissions will base admissions decisions on applicants' academic qualifications, oral and written communication skills, experience in sport management, and expressed interest in sport management.

Retention

Students admitted to the sport management major must maintain a minimum cumulative GPA of 2.5 to remain in good academic standing. Students who drop below the minimum for one semester will be advised of their status by letter. Students who are below the minimum for two semesters will be advised by letter that they have been dropped from the major.

Requirements for the Bachelor of Science Education

• Sport Management Major

First Year	Hours Credit
English 101*, 102*	.6
Cultures and Civilizations Electives*	.6
Social Science Elective*	.3
Sport Management 100	.1
Arts and Humanities Elective*	.3
Business Administration 101	.1
Mathematics 125* or 141*	3-4
General Electives	.7
Second Year	
1Accounting 200	.3
1Economics 201*	.4
1Business Administration 201	.4
Natural Sciences Electives*	7-8
Communication Studies 210* or 240*	.3
Sport Management 250, 290 ²	.6
1Statistics 201*	.3

Third Year	
1Management 300	.3
1Finance 301	.3
1Marketing 300	.3
Sport Management 350 ² , 390**	.6
Arts and Humanities Elective*	.3
Sport Studies 335	.3
Communicating through Writing Elective*	.3
General Electives	.6
Fourth Year	
Sport Management 490	.12
Choose 5: Sport Management 330 ² , 360, 370 ² , 380 ² , 440 ² , 450 ² , 460 ² ; Recreation and Leisure Studies 415 ² , 440 ² ; Sport Studies 336	.15
General Electives	.3
<hr/> Total 120-122	

- * Meets University General Education Requirement.
- 1 Business Administration minor requirement.
- 2 Requires progression into the sport management major.

Minor in Dance

Core Courses	Hours Credit
Dance 480	.3
Dance 490	.3
and	
OPTION I: PERFORMANCE	
Dance 101 or 201	.1
Select from Dance 310*, 320*, 330*, 340, 410**, 420**, 430**	.10
Dance 440	.2
Dance 445	.2
or	
OPTION II: PEDAGOGY	
Select from Dance 310*, 320*, 330*, 340, 410**, 420**, 430**	.6
Dance 415	.2
Dance 440	.2
Dance 445	.2
Dance 495	.3
<hr/> Total 21	

- * Course may be repeated for up to 12 credit hours.
- ** Course may be repeated for up to 16 credit hours.

DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND EDUCATIONAL STUDIES

<http://ites.tennessee.edu>

<http://hes.utk.edu>

Barbara Thayer-Bacon, Interim Head

Professors

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

Associate Professors

Connelly, M., EdD	.Virginia Tech
O'Bannon, B., EdD	.Memphis
Pursley, R., PhD	.Iowa
Smith, S., EdD	.Tennessee
Wright, H., PhD	.Toronto (Canada)

Assistant Professors

Moyer, D., PhD	.Ohio State
Pfaffman, J., PhD	.Vanderbilt
Skolits, G., EdD	.ETSU

Minor in Adolescent Health

	Hours Credit
Health 305 (required)	3
Select 9 hours from Health 310, 405, 406, 420, 430, 435; Nutrition 100, 300; Safety 443; Child and Family Studies 213	9
Total	12

Minor in Community Health Education

Required Courses	Hours Credit
Health 300, 330, 426, 475	12
Public Health 300, 305	6
Psychology 430	3
Total	21

Minor in Gerontology (Intercollegiate/Interdisciplinary)

An intercollegiate/interdisciplinary undergraduate gerontology minor is coordinated through the interdisciplinary Gerontology Colloquy group members from the College of Education, Health, and Human Sciences; the College of Nursing; and the College of Social Work. Courses from these colleges are available under the gerontology minor.

Required Courses	Hours Credit
9 hours from Child and Family Studies; Health 406, 465; Sociology 415; Nursing 400; and other courses approved by the Interdisciplinary Gerontology Colloquy member coordinating the minor	9
3 hours from a practicum experience (within the home department) or Nursing 402	3
Total	12

DEPARTMENT OF NUTRITION

<http://nutrition.utk.edu>

Jay Whelan, Head

Professors

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

Associate Professors

Bailey, J., PhD	Iowa State
Burney, J., PhD	Tennessee
Greer, B., PhD	Tennessee

Assistant Professors

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

Lecturer

Wetherall, K., MS	Boston
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Emeriti Faculty

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

The Department of Nutrition promotes an understanding of nutrition for the enhancement of the physiological and social well-being of individuals and families across the lifespan through teaching, research and service. Students learn about nutritional needs from the smallest unit of the cell to the individual's needs throughout the lifecycle; the ways that attitudes and beliefs influence food patterns; the management of resources in food service and the properties of foods. Thus, departmental programs service society through graduates who are able to interpret and contribute to social needs in regard to nutrition and wellness, both as professionals and as responsible citizens.

The professional discipline of nutrition is rooted firmly in general education and provides a clearly defined base of professional knowledge. The foundation for the major includes basic sci-

ences, i.e., chemistry, microbiology, physiology, and psychology. The natural sciences provide a base for understanding nutrient functions in the body and the social sciences to better understand cultural aspects of food and food related consumer needs. In addition, students with a strong research interest may prepare for research-oriented careers in laboratories or as graduate students in nutrition or other biomedical disciplines.

NUTRITION MAJOR

This major is designed for students interested in basic and applied sciences. Students are expected to acquire advanced education in chemistry. The Bachelor of Science in Human Ecology with a major in nutrition is currently granted approval status by the Commission of Accreditation/Approval for Dietetics Education of the American Dietetic Association, 120 S. Riverside Plaza, Chicago, Illinois 60606-6995, (312) 899-0040, url <http://www.eatright.org/cade>. These requirements are regarded as the basic education component for the preparation of persons entering the dietetic profession. The generalist emphasis of this program prepares individuals to enter the dietetic profession in general dietetics and includes nutrition, foodservice systems management, management theory and principles and communication sciences including computer and statistical applications. Graduates are prepared to enter accredited dietetic internships. An internship experience completes academic and practice requirements for eligibility as a member of The American Dietetic Association and qualifies the graduate to apply for the Registration Examination to become a Registered Dietitian (RD). Students may receive more information from the department about RD requirements. RDs work as members of health care teams in acute care hospitals and community-based settings, home health care programs, college and university foodservice facilities, wellness clinics and private practice. Extension Service and food companies are also avenues of employment.

Progression Requirements

Students should apply for progression after completing Nutrition 100, 310, and Chemistry 350, and prior to enrolling in Nutrition 313 and 314. Applications are available in the departmental office or from the departmental Web site.

For progression into the major, students must meet the following criteria.

- Cumulative grade point average 2.4 or greater.
- Grade of C or better in each required nutrition prefix course.

For graduation, students must earn a grade of C or better in all required nutrition courses.

Requirements for the Bachelor of Science in Human Ecology • Nutrition Major

First Year	Hours Credit
Chemistry 120, 130*	8
English 101*, 102*	6
Cultures and Civilizations Elective*	3
Mathematics 119 ¹ and 125*	6
Psychology 110*	3
Nutrition 100*	3
Social Sciences Elective*	3
Second Year	
Hotel, Restaurant and Tourism 210	3
Nutrition 201, 302	4
Chemistry 350	3
Hotel, Restaurant and Tourism 101	3
Statistics 201*	3
Biochemistry and Cellular and Molecular Biology 230	5
Electives	7

Third Year	
Accounting 200	.3
Electives	.6
Cultures and Civilizations Elective*	.3
Arts and Humanities Elective*	.3
Nutrition 310, 313, 314	10
Communication Studies 240*	.3
Microbiology 210*	.3
Fourth Year	
Electives	.6
Hotel, Restaurant and Tourism 326, 341	.3
Arts and Humanities Elective*	.3
Nutrition 303, 410, 412*, 415, 416, 420	17
Total 120	

* Meets University General Education Requirement. Students must meet the University General Education Requirement for Communicating through Writing by selecting a course with a (WC) designation.

¹ If a student successfully completes the proficiency exam for Math 119, those credit hours must be replaced with additional elective credit hours.

Minor in Nutrition

	Hours Credit
Nutrition 100, 302, 310, 313, 314	16
Total 16	

NOTE: All course prerequisites are required. A student must earn a grade of C or better in each course to successfully complete the requirements for this minor.

DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

<http://rhtm.utk.edu>

Nancy B. Fair, Head

Professors

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

Associate Professors

Kim, Y., PhD	North Carolina
Morse, Steve, PhD	Tennessee
Wise, D., PhD	Texas A&M

Assistant Professors

Antun, J., PhD	South Carolina
Chen, R., PhD	North Carolina State
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
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The mission of the Department of Retail, Hospitality, and Tourism Management is to provide nationally and internationally recognized interdisciplinary programs that prepare professionals and serve organizations in the public and private sectors through teaching, research, and technology transfer.

HOTEL, RESTAURANT, AND TOURISM MAJOR

The hotel, restaurant, and tourism major focuses on meeting the middle- and upper-level management needs of the food and lodging industry. It is a program that assists students in getting the breadth of knowledge, responsibility and creativity to meet the changing environment of complex management problems in indus-

try. A business minor is built into the degree requirements.

The major requires extensive field experience. The curriculum provides a strong base in management and practical application of these skills. The general education electives help students to sharpen their analytical, conceptual, and communications abilities. Graduates may start as management trainees in restaurants, foodservice, hotels, support industries, or in tourism operations with subsequent upward mobility into management positions.

Progression Requirements

Students should apply for progression into the major after completing Hotel, Restaurant, and Tourism 210 or 211 and prior to entering Hotel, Restaurant, and Tourism 390. Applications for progression are available in the departmental office.

For progression into each concentration, students must meet the following criteria.

- Cumulative grade point average 2.3 or greater for at least 30 semester hours completed.
- Grade of C or better in all hotel, restaurant, and tourism prefix courses.
- Completion of English 102, 102, and Mathematics 125.
- Complete 300 post-secondary school hours of industry related work for the chosen major. A list of appropriate work experiences is available in the departmental office.

For graduation, students must earn a grade of C or better in all hotel, restaurant, and tourism courses.

Requirements for the Bachelor of Science in Service Management • Hotel, Restaurant, and Tourism Major • Hotel and Tourism Management Concentration

First Year		Hours Credit
English 101*, 102*		.6
Natural Sciences Electives*		.7-8
Mathematics 119 or 123* and 125*		.6
Arts and Humanities Electives*		.6
Cultures and Civilizations Elective*		.3
Second Year		
Accounting 200		.3
Statistics 201*		.3
Economics 201*		.4
Social Sciences Elective*		.3
Business Administration 201		.4
Hotel, Restaurant, and Tourism 210		.3
Hotel, Restaurant, and Tourism 211		.3
Hotel, Restaurant, and Tourism 224		.3
Hotel, Restaurant, and Tourism 311		.3
Elective		.3
Third Year		
Marketing 300		.3
Management 300		.3
Communication Studies 240*		.3
Cultures and Civilizations Elective*		.3
Retail and Consumer Sciences 341		.3
Hotel, Restaurant, and Tourism 326		.3
Hotel, Restaurant, and Tourism 360		.3
Hotel, Restaurant, and Tourism 423		.3
Hotel, Restaurant, and Tourism 390*		.3
Hotel, Restaurant, and Tourism 392		.6
Hotel, Restaurant, and Tourism 450		.3
Fourth Year		
Finance 301		.3
Hotel, Restaurant, and Tourism 410		.3
Hotel, Restaurant, and Tourism 425		.3
Hotel, Restaurant, and Tourism Elective		.3
Hotel, Restaurant, and Tourism 492		.9
Electives		.4
Total 121-122		

* Meets University General Education Requirement.

Students must meet the General Education requirement for Communicating through Writing by selecting a course with a (WC) designation. This course may be in the major or from another discipline.

Requirements for the Bachelor of Science in Service Management • Hotel, Restaurant, and Tourism Major • Restaurant and Foodservice Management Concentration

First Year	Hours	Credit
English 101*, 102*	6	6
Natural Sciences Electives*	7-8	7-8
Mathematics 119 or 123* and 125*	6	6
Arts and Humanities Electives*	6	6
Hotel, Restaurant, and Tourism 101	3	3
Elective	3	3
Second Year		
Accounting 200	3	3
Statistics 201*	3	3
Economics 201*	4	4
Social Sciences Elective*	3	3
Business Administration 201	4	4
Cultures and Civilizations Elective*	3	3
Hotel, Restaurant, and Tourism 210	3	3
Retail and Consumer Sciences 341	3	3
Elective	3	3
Third Year		
Marketing 300	3	3
Management 300	3	3
Communication Studies 240*	3	3
Finance 301	3	3
Cultures and Civilizations Elective*	3	3
Hotel, Restaurant, and Tourism 311	3	3
Hotel, Restaurant, and Tourism 326	3	3
Hotel, Restaurant, and Tourism 341	1	1
Hotel, Restaurant, and Tourism 360	3	3
Hotel, Restaurant, and Tourism 423	3	3
Hotel, Restaurant, and Tourism 390*	3	3
Hotel, Restaurant, and Tourism 392	6	6
Fourth Year		
Hotel, Restaurant, and Tourism 410	3	3
Hotel, Restaurant, and Tourism 425	3	3
Hotel, Restaurant, and Tourism 445	3	3
Hotel, Restaurant, and Tourism Elective	3	3
Hotel, Restaurant, and Tourism 492	9	9
Elective	3	3
		Total 121-122

* Meets University General Education Requirement.

Students must meet the General Education requirement for Communicating through Writing by selecting a course with a (WC) designation. This course may be in the major or from another discipline.

Minor in Restaurant and Foodservice Management

	Hours	Credit
Hotel, Restaurant and Tourism 101, 210, 311, 326, 341, 445	15	15
		Total 15

Minor in Tourism and Hospitality Management

	Hours	Credit
Hotel, Restaurant and Tourism 210, 211, 224	9	9
Select two from Hotel, Restaurant, and Tourism 311, 423, 435, 450	6	6
		Total 15

RETAIL AND CONSUMER SCIENCES MAJOR

Through a combination of classroom instruction and field-based experience, students prepare for entry-level positions in diverse occupations and for advanced education. The retail and consumer sciences major is one of the largest programs of this type in the southeast. Retailing is one of the fastest growing segments of our economy, and opportunities for employment will continue to be excellent through the 21st century.

Retail and consumer sciences provides students with knowledge of the retailing industry and the principles and theories involved in managing personnel and merchandising goods for the consumer. A business minor is built into the degree requirements. The progressive direction that this program takes provides graduates with excellent management opportunities in the retail sector.

This program requires field study experiences where students are guided by faculty in the selection of locations for on-the-job experiences related to their career area as a part of their educational program. Professional contacts made in field study experiences often lead to opportunities for career placement upon graduation.

Progression Requirements

Students should apply for progression into the major after completing Retail and Consumer Sciences 210, and prior to entering Retail and Consumer Sciences 390. Applications for progression are available in the department office.

For progression into the major, students must meet the following criteria.

- Cumulative grade point average 2.3 or greater with a minimum of 30 semester hours completed.
- Grade of C or better in all retail and consumer sciences prefix courses.
- Completion of English 101, 102, and Mathematics 125.
- Complete 300 post-secondary school hours of industry related work for the chosen major. A list of appropriate work experiences is available in the department office.

For graduation, students must earn a grade of C or better in all retail and consumer sciences courses.

Requirements for the Bachelor of Science in Service Management • Retail and Consumer Sciences Major

First Year	Hours	Credit
English 101*, 102*	6	6
Natural Sciences Electives*	7-8	7-8
Mathematics 119 or 123*, and 125*	6	6
Arts and Humanities Electives*	6	6
Cultures and Civilizations Elective*	3	3
Elective	3	3
Second Year		
Cultures and Civilizations Elective*	3	3
Statistics 201*	3	3
Economics 201*	4	4
Social Sciences Elective*	3	3
Accounting 200	3	3
Business Administration 201	4	4
Retail and Consumer Sciences 210, 341	6	6
Elective	3	3
Third Year		
Marketing 300	3	3
Management 300	3	3
Communication Studies 240*	3	3
Retail and Consumer Sciences 310, 311, 346, 376, 390*	16	16
Retail and Consumer Sciences 422	6	6
Fourth Year		
Finance 301	3	3
Retail and Consumer Sciences 360	3	3
Retail and Consumer Sciences 410	3	3
Retail and Consumer Sciences 415 or 421	3	3
1Retail and Consumer Sciences Electives	12	12
Electives	6	6
		Total 121-122

* Meets University General Education Requirement.
 1 Select 12 hours from Retail and Consumer Sciences 320, 411, 412, 415, 421, 480, 482, 484, 493, 495, 497; Hotel, Restaurant, and Tourism 425; Materials, Science and Engineering 220.

Minor in Retail and Consumer Sciences

	Hours Credit
Retail and Consumer Sciences 210, 341	.6
Select 3 from Retail and Consumer Sciences 310, 346, 376, 412, 415, 421, 480	.9
Total 15	

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

Susan M. Benner, Head

Professors

Allington, R., PhD	Michigan State
Benner, S., EdD	Columbia
Brewer, E., EdD	Tennessee
Davis-Wiley, P., EdD	Houston
Hargis, C., EdD	Northern Colorado
Hatch, J., PhD	Florida
Judge, S., PhD	California (Santa Barbara)
Long, V. (Associate Dean), EdD	Missouri (Columbia)
McGill-Franzen, A., PhD	State University of New York (Albany)
Rider, R. (Dean), PhD	North Carolina
Rowell, C., EdD	George Peabody
Turner, T., EdD	Penn State
Ubben, G., PhD	Minnesota

Associate Professors

Anfara, V., PhD	New Orleans
Barclay-McLaughlin, M., PhD	Michigan
Cagle, L. (Associate Dean), EdD	Georgia
Davis, J., PhD	New Mexico
Gilrane, C., PhD	Illinois
Melear, C., PhD	Ohio State

Assistant Professors

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

ART EDUCATION MAJOR

Students seeking licensure to teach art in the schools pursue the Bachelor of Fine Arts degree with a major in studio art or the Bachelor of Arts Degree with a major in studio art in the College of Arts and Sciences and will complete a major in art education at the undergraduate level. The undergraduate major in art education includes the following.

	Hours Credit
Art Education 301	.3
Art Education 302	.3
Art Education 303	.3
Art Education 400	.3
Art Education 350	.1
Cultural Studies in Education 400	.2
Educational Psychology 401	.2
Special Education 402	.2
Educational Psychology 210	.3
Instructional Technology 486	.3
Undergraduate Total 25	

The following courses are taken during the post-baccalaureate professional year. Students must apply to and be admitted by the Office of Graduate and International Admissions prior to registration.

	Hours Credit
Education 574	.2
Education 575	.12
Education 591	.4
Art Education 530	.3
Art Education 540	.3
Graduate Total 24	

NOTE: Teacher licensure is granted at the successful completion of the professional year; 12 additional hours may be taken to complete the master's degree. For details, see the *Graduate Catalog*.

SPECIAL EDUCATION MAJOR

Requirements for the Bachelor of Science in Education

• Special Education Major • Educational Interpreting Concentration

	Hours Credit
First Year	
English 101*, 102*	.6
Arts and Humanities Elective*	.3
Social Sciences Elective*	.3
Natural Sciences Electives*	.6-8
Sociology Elective	.3
Physical Education Activity or Recreation Therapy Elective	.2-3
Quantitative Reasoning Electives*	.6
Second Year	
Communication Studies 210* or 240*	.3
Communicating through Writing (WC) Elective*	.3
Counselor Education 380	.3
Psychology Elective	.3
History 241*, 242*	.6
Arts and Humanities Elective*	.3
Social Sciences Elective*	.3
Educational Interpreting 223 and 226	.6
Third Year	
Instructional Technology 486	.3
Philosophy 340*	.3
Educational Psychology 210	.3
Psychology 300	.3
Cultural Studies in Education 400	.2
Educational Psychology 401	.2
Educational Interpreting 431, 432	.6
Educational Interpreting 335	.3
Educational Interpreting 340	.3
Educational Interpreting 350	.3
Educational Interpreting 355	.3
Fourth Year	
Cultures and Civilizations Electives*	.6
Education of the Deaf/Hard of Hearing 415, 416, 425	.9
Educational Interpreting 345	.3
Special Education 402	.2
Educational Interpreting 435	.3
Educational Interpreting 440	.6
Total 122-125	

* Meets University General Education Requirement.

NOTE: Progression to the educational interpreting concentration requires a 2.7 cumulative GPA after a minimum of 30 semester hours of coursework and completion of Educational Interpreting 223 and 226 with a grade of B or better in both courses. A Board of Admissions will meet once each fall and spring to review applications and conduct interviews with each applicant. Students admitted to the program must maintain a minimum cumulative GPA of 2.7 while in the program. Students with less than a 2.7 GPA for two consecutive semesters will be dropped from the program. Students who fail to meet the standards for professional conduct during the course of their fieldwork will not be retained in the major.

**Requirements for the Bachelor of Science in Education
• Special Education Major • Education of the Deaf and Hard
of Hearing Concentration**

	Hours Credit
First Year	
English 101*, 102* . . . . .	.6
Arts and Humanities Elective* . . . . .	.3
Anthropology 130* . . . . .	.3
Cultures and Civilizations Electives* . . . . .	.6
Natural Sciences Elective*	3-4
Sociology Elective . . . . .	.3
Physical Education Activity or Recreation Therapy Electives	2-3
Mathematics 113*-115* or 123*-125* . . . . .	.6
Second Year	
Communication Studies 210* or 240* . . . . .	.3
Literature Elective . . . . .	.3
Counselor Education 380 . . . . .	.3
Psychology Elective . . . . .	.3
History 241*, 242* . . . . .	.6
Biological Science Elective . . . . .	.4
¹ Natural Sciences Elective*	3-4
Third Year	
² Communicating through Writing Elective* . . . . .	.3
Instructional Technology 486 . . . . .	.3
Philosophy/Religious Studies 246* . . . . .	.3
Social Sciences Elective* . . . . .	.3
Educational Psychology 210 . . . . .	.3
Health 305 or 306 . . . . .	.3
Cultures and Civilizations Electives* . . . . .	.3
Cultural Studies in Education 400 . . . . .	.2
Educational Psychology 401 . . . . .	.2
Special Education 402 . . . . .	.2
Educational Methods (see advisor) . . . . .	.6
Fourth Year	
Arts and Humanities Elective* . . . . .	.3
Educational Interpreting 223 . . . . .	.3
Education of Deaf/Hard of Hearing 410, 415, 416, 419, 425	16
Audiology and Speech Pathology 303 and 473 or Education of the Deaf/Hard of Hearing 424 . . . . .	.6
Audiology and Speech Pathology 494 . . . . .	.3
Total	121-124

The following courses are taken during the post-baccalaureate professional year. Students must apply to and be admitted by the Office of Graduate and International Admissions prior to registration.

	Hours Credit
Education 574 . . . . .	.2
Education 575	12
Education 591 . . . . .	.4
Education of the Deaf/Hard of Hearing 528, 529 . . . . .	.6
Graduate Total	24

- 1 A physical or biological science course to complete science sequence.
- 2 Any course with a (WC) designation satisfies this requirement.

**Requirements for the Bachelor of Science in Education
• Special Education Major • Modified and Early Childhood
Special Education Concentration**

	Hours Credit
First Year	
English 101*, 102* . . . . .	.6
Anthropology 130* . . . . .	.3
Quantitative Reasoning Elective* . . . . .	.6
Psychology Electives . . . . .	.6
¹ Sociology Elective . . . . .	.3
¹ Political Science Elective . . . . .	.3
¹ Economics Elective . . . . .	.3
Second Year	
Philosophy 246* . . . . .	.3
Philosophy or Religious Studies Elective . . . . .	.3
Educational Psychology 210 . . . . .	.3
Non-US History . . . . .	.6
Geography Elective . . . . .	.3
² Physical Science Electives . . . . .	.6
² Biological Science Electives . . . . .	.8

Third Year	
Information Sciences 330 . . . . .	.3
Recreation and Leisure Studies 425 . . . . .	.3
Health 306 . . . . .	.3
³ Foreign Language* . . . . .	.6
Arts and Humanities* . . . . .	.3
Communication Studies 210* or 240* or other Oral Communication (OC) General Education Elective* . . . . .	.3
Educational Psychology 401 . . . . .	.2
Special Education 402 . . . . .	.2
Cultural Studies in Education 400 . . . . .	.2
Audiology and Speech Pathology 320 . . . . .	.3
Fourth Year	
Instructional Technology 486 . . . . .	.3
Special Education 419 . . . . .	.6
Special Education 471 . . . . .	.6
Special Education 420 . . . . .	.3
Elementary Education 422 . . . . .	.6
Reading Education 430 . . . . .	.2
Special Education 456 or 410 . . . . .	.3
Undergraduate Total	121

The following courses are taken during the post-baccalaureate professional year. Students must apply to and be admitted by the Office of Graduate and International Admissions prior to registration.

	Hours Credit
Education 575	12
Elementary Education 505 . . . . .	.6
Education 574 . . . . .	.2
Education 591 . . . . .	.4
Graduate Total	24

- * Meets University General Education Requirement. Students must meet the University General Education Requirement for Communicating through Writing by selecting a course with a (WC) designation.
- 1 At least two of these three (Sociology, Political Science, Economics) should be from those Social Sciences courses that are approved for partial fulfillment of the University General Education requirement.
- 2 Must include a total of 2 lab sciences from the Natural Sciences list.
- 3 Intermediate-level competence.

Teaching Minors

Students who are earning a baccalaureate degree in the College of Arts and Sciences and who are also seeking teacher licensure in elementary education, English education, foreign language education, mathematics education, music education, science education, or social science education are urged to earn a minor in either elementary or secondary education. Students who do not earn a minor as a part of their undergraduate studies will be required to complete the equivalent of a minor as a prerequisite to entering the fifth year of professional study.

Students should note that courses taken to satisfy the minor will not fulfill teacher licensure requirements.

Minor in Elementary Education

Students interested in becoming elementary school teachers (K-grade 6) earn a Bachelor of Art or a Bachelor of Science in the College of Arts and Sciences. While completing requirements for the baccalaureate degree, students are encouraged to take a minor in elementary education.

	Hours Credit
Educational Psychology 210 . . . . .	.3
Information Sciences 330 . . . . .	.3
Reading Education 430 . . . . .	.2
Instructional Technology 486 . . . . .	.3
Cultural Studies in Education 400 . . . . .	.2
Educational Psychology 401 . . . . .	.2
Special Education 402 . . . . .	.2
Elementary Education 351 . . . . .	.2
Elementary Education 422 . . . . .	.6
Undergraduate Total	25

The following courses are taken during the post-baccalaureate professional year. Students must apply to and be admitted by the Office of Graduate and International Admissions prior to registration.

	Hours Credit
Education 574 .....	.2
Education 575 .....	.12
Education 591 .....	.4
Elementary Education 505 .....	.6
<hr/> Graduate Total 24	

NOTE: Teacher licensure is granted at the successful completion of the professional year; 12 additional hours may be taken to complete the master's degree. For details, see the *Graduate Catalog*.

Minor in Middle Grades Education

Students interested in becoming middle school teachers (grades 4-8) earn a BA or BS in the College of Arts and Sciences in either mathematics, English, an area of science (e.g., astronomy, biology, chemistry, geology, physical geography, physics, environmental science) or one of the social sciences (e.g., history, geography, political science, anthropology, sociology, economics). Students who have pursued programs in engineering or forestry may have coursework that may count in this area.

Students also complete a minor in middle grades education which consists of a minimum of 12 credit hours in one of the other four content areas: mathematics, science, social science, or English, as well as the professional education core courses (6 hours) as outlined below. Contact advisors in the college's Student Services Center, A332 Claxton Complex, for more information about specific requirements. The coursework listed below leads to middle grades licensure.

	Hours Credit
Professional Education Core	
Cultural Studies in Education 400 .....	.2
Educational Psychology 401 .....	.2
Special Education 402 .....	.2
Coursework in Second Content Area	
12 hours as approved by an advisor .....	.12
<hr/> Undergraduate Total 18	

The following courses are taken during the three semesters beginning in the summer prior to the internship year. Students must apply to and be admitted by the Office of Graduate and International Admissions prior to registration.

	Hours Credit
Theory and Practice in Teacher Education 542 .....	.6
Education 574 .....	.2
Education 575 .....	.12
Education 591 .....	.4
Theory and Practice in Teacher Education 543 .....	.3
English Education 543, Mathematics Education 543, Science Education 543, or Social Science Education 543 .....	.3
Reading Education 543 .....	.3
<hr/> Graduate Total 33	

Teacher licensure is granted at the successful completion of this coursework; 3 additional hours may be taken to complete the master's degree. For details, see the *Graduate Catalog*.

Minor in Secondary Education

Students interested in becoming secondary school teachers (K-grade 6) earn a Bachelor of Arts or a Bachelor of Science in the College of Arts and Sciences (e.g., English, mathematics, etc.). While completing requirements for the baccalaureate degree, students are encouraged to take a minor in secondary education.

	Hours Credit
Educational Psychology 210 .....	.3
Theory and Practice in Teacher Education 352 .....	.1
Theory and Practice in Teacher Education 355 .....	.3
Cultural Studies in Education 400 .....	.2
Educational Psychology 401 .....	.2
Special Education 402 .....	.2
Instructional Technology 486 .....	.3
<hr/> Undergraduate Total 16	

The following courses are taken during the post-baccalaureate professional year. Students must apply to and be admitted by the Office of Graduate and International Admissions prior to registration.

	Hours Credit
Education 574 .....	.2
Education 575 .....	.12
Education 591 .....	.4
English Education 461 .....	.3
Social Science Education 454, Foreign Language/ESL Education 454, English Education 459, Mathematics Education 485, Science Education 495 .....	.3
<hr/> Graduate Total 24	

NOTE: Teacher licensure is granted at the successful completion of the Professional Year; 12 additional hours may be taken to complete the master's degree. For details, see the *Graduate Catalog*.