

University of Tennessee

Members Present

Robert Auge, Melissa Bowers, Edward Caudill, Mary Jane Connelly, Kathleen Davis, Wayne Davis, Ray DeGennaro, Adam Drisin, Charles Feigerle, Greer Fox, Paul Frymier, Nan Gaylord, Thomas George, George Hoemann, Anne Mayhew, Samuel Morton, Stefanie Ohnesorg, Mary Papke, Mary Rogge, Patrick Schuneman, Otto Schwarz, Chad Toney, Richard Townsend, Thomas Turner, Gretchen Whitney, Luther Wilhelm, Handel Wright.

The Graduate Council of the University of Tennessee, Knoxville was called to order at 3:00 p.m., Thursday, January 30, 2003 in Room 221, University Center, by Dr. Majid Keyhani, Chair.

1. Minutes of the Preceding Meeting

The minutes of the December 5, 2002 meeting were approved as distributed.

2. Committee Reports

- Academic Policy

Dr. Wayne Davis (Chair) reported that the committee recommended that Graduate Council approve an additional statement on non-degree admission, following the request from the Educational Policy Committee.

CURRENT STATEMENT as it appears in the 2002-2003 Graduate Catalog, page 14, second column:

NON-DEGREE ADMISSION

Applicants may apply for non-degree status who, for example:

1. need additional time to fulfill application requirements for a degree program.
2. do not wish to pursue a degree program.

Admission to the non-degree status requires that a person meet the minimum requirements (see Admission Requirements).

A major area must be declared if the intent is to seek an advanced degree. If no degree is desired, a major area need not be declared, but some departments do not permit non-degree students to register for graduate courses (see Majors and Degree Programs chart for information on restricted programs).

There is no specific limit on the number of courses that a student may take in non-degree status. However, before accumulating 15 hours of graduate coursework in this status, the student must either:

1. apply and be admitted to a specific degree program (see Revision of Admission Classification for procedures); or
2. submit a Plan of Study form to the Office of Graduate Student Services for approval to continue taking courses in non-degree status. The plan of study must include a stated educational objective and a list of courses proposed to achieve that objective.

A maximum of 15 graduate hours taken before acceptance into a degree program may be applied toward a graduate degree, if approved by the student's committee. Courses applied toward any graduate degree must fall within the time limit specified for the degree.

Every graduate student must meet with an academic advisor at least once each semester to discuss his/her program. For non-degree students with a declared major, the advisor must be from the appropriate academic unit. If no advisor has been assigned, the department head or designee is the advisor. For a non-degree student who has no declared major, the Dean of Graduate Studies, or designee, is the advisor.

A student must maintain a 3.0 grade-point average to continue enrollment in non-degree status (see Academic Standards).

Admission to non-degree status does not constitute admission to a degree program. The student who seeks to enter a degree program will be directed to the appropriate department.

An international student on a non-immigrant visa may not enroll in the non-degree status.

**PROPOSED STATEMENT APPROVED OCTOBER 17, 2002 WITH
CONDITION REQUESTED BY EPC (as it would appear in the 2003-
2004 Graduate Catalog):**

NON-DEGREE ADMISSION

Applicants may apply for non-degree status who, for example:

1. need additional time to fulfill application requirements for a degree program.
2. do not wish to pursue a degree program.

Minimum requirements (see Admission Requirements) must be met for admission to non-degree status. Some departments do not permit non-degree students to register for graduate courses (see Majors and Degree Programs chart for information on restricted programs).

A major area must be declared if the intent is to seek an advanced degree. If no degree is desired, a major area need not be declared. Students anticipating long-term enrollment as non-degree students are advised to apply as undergraduate students in non-degree status.

Students holding a degree who are taking additional work as undergraduate non-degree students may be allowed to take 600-level courses for undergraduate credit with the approval of the instructor.

Before accumulating 15 hours of coursework in graduate non-degree status, the student must apply and be admitted to a specific degree program (see Revision of Admission Classification for procedures).

A maximum of 15 graduate hours may be taken in graduate non-degree status. If admitted into a degree program, no more than 15 graduate hours may be applied toward a graduate degree, if approved by the student's committee. Courses applied toward any graduate degree must fall within the time limit specified for the degree.

Every graduate student must meet with an academic advisor at least once each semester to discuss his/her program. For non-degree students with a declared major, the advisor must be from the appropriate academic unit. If no advisor has been assigned, the department head or designee is the advisor. For a non-degree student who has no declared major, the Dean of Graduate Studies, or designee, is the advisor.

A student must maintain a 3.0 grade-point average to continue enrollment in non-degree status (see Academic Standards).

Admission to non-degree status does not constitute admission to a degree program. The student who seeks to enter a degree program will be directed to the appropriate department.

An international student on a non-immigrant visa may not enroll in the non-degree status.

PROPOSED EFFECTIVE DATE: FALL 2003

The Graduate Council approved the change as presented.

Dr. Davis presented a recommendation from the committee for the approval of Council to change Graduate Catalog text concerning the dissemination of final copies of electronic theses and dissertations.

CURRENT STATEMENT as it appears in the 2002-2003 Graduate Catalog, under Theses and Dissertations, page 20, third column:

Electronic copies approved for final submission will be catalogued and placed on the ETD website (<http://etd.utk.edu>) approximately four weeks after the conferral of the graduate degree. At this time, the electronic copies will be in the public domain via the library catalog and the ETD website.

PROPOSED STATEMENT as it would appear in the 2003-2004 Graduate Catalog:

Electronic copies approved for final submission will be catalogued and placed on the ETD website (<http://etd.utk.edu>) approximately four weeks after the conferral of the graduate degree. At this time, the electronic copies will be in the public domain.

Council approved the change in text for the Graduate Catalog.

- Credentials

Dr. Kathleen Davis (Chair) presented the following faculty members recommended by the Credentials Committee for approval to direct doctoral dissertations:

<u>Faculty Member</u>	<u>Academic Department</u>	<u>Approval Period</u>
Beck, Micah	Computer Science	Until tenure decision
Chu, Kung-Hui`	Civil & Environ. Engin.	Until tenure decision
Huang, Baoshan	Civil & Environ. Engin.	Until tenure decision
Huang, Jian	Computer Science	Until tenure decision
Ingram, Earl	Civil & Environ. Engin.	Until tenure decision
Keffer, David J.	Chemical Engineering	Until tenure decision
Parker, Lynne	Computer Science	Until tenure decision
Turner, John F.	Chemistry	Until tenure decision
Wofford, B. Eugene	Botany	5 years
Zhang, X. Peter	Chemistry	Until tenure decision
Zhao, Bin	Chemistry	Until tenure decision

Graduate Council approved the report.

- Curriculum

Dr. Paul Frymier (Chair) presented the report recommended by the committee for approval by the Council. Graduate Council approved the report (Attachment 1). Corrections to curricular materials appearing in Attachment 1 are contained in Attachment 2.

Dr. Frymier expressed appreciation to Ms. Brenda Rayman, Catalog Editor, and Ms. Cookie Ely, assistant to the editor, for their support in organizing the curriculum material submitted by the colleges.

Two proposals for cross-listed courses from the College of Engineering are pending until parallel proposals are submitted by Management Science and Geology.

Two additional courses in Nursing (400 and 402) were presented without prior review and recommendation from the Curriculum Committee. These two courses were approved earlier by the Undergraduate Council. A MOTION was made by Gaylord and SECONDED by Fox to approve the Nursing 400 course. Following discussion, the MOTION WAS WITHDRAWN and the course was returned to the College for reconsideration. A MOTION was made by Frymier and SECONDED by Fox to approve the Nursing 402 course. Following discussion, the MOTION WAS WITHDRAWN and the course was returned to the College for reconsideration.

A MOTION was made by George and SECONDED by Turner to approve a new course Sport Management 460 (in Sport and Leisure Studies, College of Education, Health and Human Sciences). The course was approved.

- Graduate Deans Group

Dr. Edward Caudill (Chair) presented a report of the Graduate Deans Group. Their discussion included the Admissions Database Reporting Project, student records imaging, the pilot program for improving English skills in international students, and graduate student recruitment issues.

- Graduate Student Association

Mr. Samuel Morton (President) reported on recent activities of the Graduate Student Association, including a planned symposium on

plagiarism, the "Love Your Libraries" Fun Run on February 22, 2003, and changes initiated for the next year in the graduate student travel fund awards.

- Professional Development

Dr. Anne Mayhew (Chair) reported that two additional rounds of professional development awards would be made since funds were still available. She stated that a fuller report would be made at the end of the academic year.

3. Other Business

No other business was presented for consideration by the Council.

4. Announcements

An announcement was made that Ms. Heather Doncaster, Thesis and Dissertation Consultant, would be leaving her position at the end of February 2003 and that Ms. Joan Dolence would become Interim Consultant until a search results in a permanent replacement.

The meeting adjourned at 4:10 p.m.

Respectfully submitted,

Kay Reed, Secretary to the Graduate Council

NEXT GRADUATE COUNCIL MEETING Thursday, March 6, 2003 8th Floor Board Room, Andy Holt Tower
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Attachment 1



MEMORANDUM

TO: Graduate Council

FROM: Mary Lewnes Albrecht
Associate Dean for Academic Programs

RE: Graduate Curricular Changes –
College of Agricultural Sciences and
Natural Resources

cc: Ron Yoder, BEES
Neil Rhodes, PSLS
Carl Jones, EPP

College of Agricultural Sciences and
Natural Resources

2621 Morgan Circle, Rm. 125

Knoxville, TN 37996-4500

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Attached are the Graduate Curricular Changes being proposed by the College of Agricultural Sciences and Natural Resources. Since we were far into the process when the change in formatting of submissions was announced, our changes are in a hybrid fashion between the old and the new. We will do a much better job in the future.

The changes and accompanying **rationales** that are being submitted are:

1. Agriculture and Natural Resources (Interdepartmental Unit):

Adding ANR 491, International Experience in Agriculture and Natural Resources, so graduate students may receive academic credit for faculty guided international experiences. **This course already exists at the undergraduate level** and we are now submitting it for approval at the graduate level. At least half of the students who have participated in our international experiences have been graduate students. The faculty believe it is to the student's benefit to have this type of experience appear on the transcript.

Since this course already exists there is **no impact** on the College or other colleges. Dr. Robert Orr, Professor and Director of International Programs in Agriculture and Natural Resources is the instructor of record.

2. Biosystems Engineering & Environmental Science

There are some minor changes to Biosystems Engineering courses (one drop, one add, three courses having co-requisite added). By listing BsE 321 Biothermodynamics as a co-requisite will facilitate scheduling. It is an existing course in the department, so **there is no impact**.

The one Biosystems Engineering Technology course description change is a result of a new faculty member teaching the course. The previous faculty member retired.

3. Changes to the Plant and Soil Sciences MS and PhD programs, Ornamental Horticulture and Landscape Design MS program, with companion revisions to courses in Integrated Plants Systems, Ornamental Horticulture & Landscape Design, and Plant and Soil Sciences

The changes being submitted are a continuation of the reorganization of the Departments of Agricultural & Biosystems Engineering, Plant and Soil Sciences, and Ornamental Horticulture & Landscape Design into the Departments of Biosystems Engineering & Environmental Science and Plant Sciences & Landscape Systems.

With the reorganization of the departments, the Plant and Soil Sciences doctoral program became an interdepartmental program by virtue of the fact that faculty who participated in the program were now in two different departments. This allowed the faculty to closely examine the program. The result was a broadening of the program to include faculty from the Department of Entomology and Plant Pathology.

In summary then the changes that are presented are:

- a. Change the Plant and Soil Sciences doctoral program (and associated concentrations) to the Plants, Soils and Insects doctoral program (and associated concentrations). Each department is presenting catalog copy for the doctoral program to be included in their catalog entries.
- b. Change the Plant and Soil Sciences master's program to the Environmental and Soil Sciences master's program.
- c. Change the Ornamental Horticulture and Landscape Design master's program to the Plant Sciences and Landscape Systems master's program.

With the changes in the programs, numerous changes were made to courses:

- a. All former soils courses at the 500- and 600-levels were changed from Plant and Soil Sciences to Environmental and Soil Sciences. With the addition of new soils faculty, some of the courses not only had the designation change from PSS to ESS, but there were revisions in some course titles, descriptions, and prerequisites. These are all noted in the proposal document. **None of the course formats are changing.**
- b. To participate in the Plants, Soils and Insects doctoral program, Entomology & Plant Pathology is adding 600-level courses (dissertation and topics courses in four subject areas). Additionally, **a faculty member moved from OHLD into EPP**, therefore **three 500-level courses are being moved from OHLD to EPP**, renumbered to account for numbers already used by EPP, and then co-listing them with EPP as the primary department and PSLS as the co-listing department.
- c. Plant Sciences and Landscape Systems faculty had further discussions and decided to have **all courses designated as PSLS**. Therefore, most of their course changes are

changing courses from OHLD, IPS, or PSS to PSLs. Only one course is unaffected, PSLs 471 Statistics for Biological Research. **None of the course formats are changing.**

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

Graduate Majors and Degree Programs

On page 10 of 2003-03 *Graduate Catalog*, under College of Agricultural Sciences and Natural Resources change:

FROM

MAJOR	DEG.	GRE	RATING FORM	DEPT REQ.	THESIS REQ.	LANG. REQ.	CONC.
Ornamental Horticulture & Landscape Design	MS		3	X			Landscape design, public horticulture, turfgrass, woody ornamentals (974-7324, ague@utk.edu)
Plant and Soil Sciences*	MS PHD	G G	3 3	X X	X		MS & PHD -crop physiology & ecology, plant breeding & genetics, soil science (974-8828, deytond@utk.edu)

TO

MAJOR	DEG.	GRE	RATING FORM	DEPT REQ.	THESIS REQ.	LANG. REQ.	CONC.
Environmental & Soil Sciences	MS	G	3	X			(974-7266, bees@utk.edu).
Plant Sciences & Landscape Systems*	MS	G	3	X			(974-7324, uthort@utk.edu)
Plants, Soils, & Insects*	PHD	G	3	X			Horticulture, crop sciences, weed biology, plant improvement, environmental & soil sciences, entomology, plant pathology, integrated pest management, bioactive natural products. (974-7324, uthort@utk.edu)

EFFECTIVE DATE: FALL 2003

EQUIVALENCY TABLE FOR COURSES IN CASNR

**Department of Biosystems Engineering & Environmental Science
Department of Entomology & Plant Pathology
Department of Plant Sciences & Landscape Systems**

**Integrated Plant Systems Courses
and
Equivalent Plant Sciences and Landscape Systems Courses
Effective: Fall 2003**

Current Integrated Plant Systems Courses	Equivalent Plant Sciences and Landscape Systems Courses (Fall 2003)
Integrated Plant Systems 431 (3)	Plant Sciences and Landscape Systems 431 (3)
Integrated Plant Systems 433 (3)	Plant Sciences and Landscape Systems 433 (3)
Integrated Plant Systems 434 (3)	Plant Sciences and Landscape Systems 434 (3)
Integrated Plant Systems 435 (3)	Plant Sciences and Landscape Systems 435 (3)
Integrated Plant Systems 440 (4)	Plant Sciences and Landscape Systems 440 (4)
Integrated Plant Systems 453 (3)	Plant Sciences and Landscape Systems 453 (3)

**Ornamental Horticulture and Landscape Design Courses
and
Equivalent Entomology and Plant Pathology Courses
Effective: Fall 2003**

Current Ornamental Horticulture and Landscape Design Courses	Equivalent Entomology and Plant Pathology Courses (Fall 2003)
Ornamental Horticulture and Landscape Design 523 (1)	Entomology and Plant Pathology 543 (2) (primary department) Plant Sciences and Landscape Systems 543 (2) (co-list)
Ornamental Horticulture and Landscape Design 524 (1)	Entomology and Plant Pathology 544 (1) (primary department) Plant Sciences and Landscape Systems 544 (1) (co-list)
Ornamental Horticulture and Landscape Design 525 (1)	Entomology and Plant Pathology 545 (1) (primary department) Plant Sciences and Landscape Systems 545(1) (co-list)

**Ornamental Horticulture and Landscape Design Courses
and
Equivalent Plant Sciences and Landscape Systems Courses
Effective: Fall 2003**

Current Ornamental Horticulture and Landscape Design Courses	Equivalent Plant Sciences and Landscape Systems Courses (Fall 2003)
Ornamental Horticulture and Landscape Design 410 (3)	Plant Sciences and Landscape Systems 410 (3)
Ornamental Horticulture and Landscape Design 427 (3)	Plant Sciences and Landscape Systems 427 (3)
Ornamental Horticulture and Landscape Design 429	Plant Sciences and Landscape Systems 429 (3)
Ornamental Horticulture and Landscape Design 435 (3)	Plant Sciences and Landscape Systems 437 (3)
Ornamental Horticulture and Landscape Design 436 (3)	Plant Sciences and Landscape Systems 436 (3)
Ornamental Horticulture and Landscape Design 446 (3)	Plant Sciences and Landscape Systems 446 (3)

Current Ornamental Horticulture and Landscape Design Courses	Equivalent Plant Sciences and Landscape Systems Courses (Fall 2003)
Ornamental Horticulture and Landscape Design 450 (3)	Plant Sciences and Landscape Systems 450 (3)
Ornamental Horticulture and Landscape Design 451 (3)	Plant Sciences and Landscape Systems 451 (3)
Ornamental Horticulture and Landscape Design 460 (2)	Plant Sciences and Landscape Systems 460 (2)
Ornamental Horticulture and Landscape Design 480 (3)	Plant Sciences and Landscape Systems 480 (3)
Ornamental Horticulture and Landscape Design 485 (3)	Plant Sciences and Landscape Systems 485 (3)
Ornamental Horticulture and Landscape Design 494 (3)	Plant Sciences and Landscape Systems 494 (3)
Ornamental Horticulture and Landscape Design 500 (1-15)	Plant Sciences and Landscape Systems 500 (1-15)
Ornamental Horticulture and Landscape Design 501 (1-3)	Plant Sciences and Landscape Systems 501 (1-3)
Ornamental Horticulture and Landscape Design 502 (1-5)	Plant Sciences and Landscape Systems 502 (1-5)
Ornamental Horticulture and Landscape Design 503 (1-2)	Plant Sciences and Landscape Systems 503 (1-2)
Ornamental Horticulture and Landscape Design 507 (1)	Plant Sciences and Landscape Systems 507 (1)
Ornamental Horticulture and Landscape Design 521 (1)	Plant Sciences and Landscape Systems 521 (1)
Ornamental Horticulture and Landscape Design 511 (4)	Plant Sciences and Landscape Systems 510 (4)
Ornamental Horticulture and Landscape Design 522 (1)	Plant Sciences and Landscape Systems 522 (1)
Ornamental Horticulture and Landscape Design 523 (1)	Entomology and Plant Pathology 543 (2) (primary department) Plant Sciences and Landscape Systems 543 (2) (co-list)
Ornamental Horticulture and Landscape Design 524 (1)	Entomology and Plant Pathology 544 (1) (primary department) Plant Sciences and Landscape Systems 544 (1) (co-list)
Ornamental Horticulture and Landscape Design 525 (1)	Entomology and Plant Pathology 545 (primary department) Plant Sciences and Landscape Systems 545(1) (co-list)
Ornamental Horticulture and Landscape Design 590 (1)	Plant Sciences and Landscape Systems 504 (1)
Ornamental Horticulture and Landscape Design 592 (1-2)	Plant Sciences and Landscape Systems 592 (1-2)
Ornamental Horticulture and Landscape Design 593 (1-3)	Plant Sciences and Landscape Systems 593 (1-3)

**Plant and Soil Sciences Courses
and
Equivalent Plant Sciences and Landscape Systems Courses
Effective: Fall 2003**

Current Plant and Soil Sciences Courses	Equivalent Plant Sciences and Landscape Systems Courses (Fall 2003)
Plant and Soil Sciences 501 (1)	Plant Sciences and Landscape Systems 505 (1)
Plant and Soil Sciences 530 (3)	Plant Sciences and Landscape Systems 530 (3)
Plant and Soil Sciences 532 (3)	Plant Sciences and Landscape Systems 532 (3)
Plant and Soil Sciences 536 (3)	Plant Sciences and Landscape Systems 536 (3)
Plant and Soil Sciences 571 (3)	Plant Sciences and Landscape Systems 571 (3)
Plant and Soil Sciences 600 (3-15)	Plant Sciences and Landscape Systems 600 (3-15)
Plant and Soil Sciences 603 (1-3)	Plant Sciences and Landscape Systems 603 (1-3)
Plant and Soil Sciences 605 (1-3)	Plant Sciences and Landscape Systems 605 (1-3)
Plant and Soil Sciences 633 (3)	Plant Sciences and Landscape Systems 633 (3)

Current Plant and Soil Sciences Courses	Equivalent Plant Sciences and Landscape Systems Courses (Fall 2003)
Plant and Soil Sciences 653 (4)	Plant Sciences and Landscape Systems 653 (3)
Plant and Soil Sciences 551(3)	Plant Sciences and Landscape Systems 551 (3)

**Plant and Soil Sciences Courses
and
Equivalent Environmental and Soil Sciences Courses
Effective: Fall 2003**

Current Plant and Soil Sciences Courses	Equivalent Environmental and Soil Sciences Courses (Fall 2003)
Plant and Soil Sciences 500 (1-15)	Environmental and Soil Sciences 500 (1-15)
Plant and Soil Sciences 516 (3)	Environmental and Soil Sciences 516 (3)
Plant and Soil Sciences 501 (1)	Environmental and Soil Sciences 501 (1)
Plant and Soil Sciences 502 (3-15)	Environmental and Soil Sciences 502 (3-15)
Plant and Soil Sciences 503 (1)	Environmental and Soil Sciences 503 (1)
Plant and Soil Sciences 614 (2)	Environmental and Soil Sciences 614 (2)
Plant and Soil Sciences 507 (1)	Environmental and Soil Sciences 507 (1)
Plant and Soil Sciences 511 (3)	Environmental and Soil Sciences 511 (3)
Plant and Soil Sciences 512 (3)	Environmental and Soil Sciences 512 (3)
Plant and Soil Sciences 513 (3)	Environmental and Soil Sciences 513 (3)
Plant and Soil Sciences 514 (3)	Environmental and Soil Sciences 514 (3)
Plant and Soil Sciences 615 (2)	Environmental and Soil Sciences 615 (2)
Plant and Soil Sciences 593 (1-3)	Environmental and Soil Sciences 593 (1-3)
Plant and Soil Sciences 613 (2)	Environmental and Soil Sciences 613 (2)
Plant and Soil Sciences 601 (1-3)	Environmental and Soil Sciences 601 (1-3)

AGRICULTURE AND NATURAL RESOURCES (Interdepartmental Unit)**ADD FOR GRADUATE CREDIT
NON-STANDARD FORMAT**

491 International Experience in Agriculture and Natural Resources (1-15) Credit for formalized international experiences related to agricultural sciences and natural resources. Determination of credit based on nature of the proposed experience. Student should discuss the opportunity with their faculty advisor prior to the trip to determine if it is appropriate for credit. Credit hours will be determined by the department and college depending on the extent of activity and types of projects and/or presentations to be completed by the student upon return. Letter grade or S/NC.

- Projected Dates for Session: **Mini-term, Summer term, break between summer and fall terms**
- Total Number of Weeks: **Variable; our study tours have ranged from 10 to 30 days.**
- Total Number of Contact Hours: **Variable; from 120 hours (10-day study tour) to 360 hours (30-day study tour); we normally average about 12 hours of contact time with students per day during the study tours. Past study tours have been to Thailand and Mexico. We are planning on taking a group again to Thailand and introducing a new study tour for rising sophomores to the Dominican Republic. For more information about past study tours and to learn about the tours planned for 2003, go to <http://www.agriculture.utk.edu/ipanr/>.**

EFFECTIVE DATE: SPRING 2003

DEPARTMENT OF BIOSYSTEMS ENGINEERING AND ENVIRONMENTAL SCIENCE**Biosystems Engineering****DROP**

630 Feedback and Control Systems 630 (3)

ADD

636 Geospatial Methods for Environmental Research 632 (3) Sampling and displaying the multidimensionality of environmental variables. Spatial and temporal sensing of the environment. Geostatistical mapping and interpretation; sampling theory; precision geomatic techniques for the environmental scientist and engineer. Prereq: 555 or equivalent. 2 hrs and 1 lab.

REVISE PREREQUISITES

411 Mechanical Systems Engineering (3) Prereq: Mechanical Engineering 231 Dynamics, Mechanical Engineering 321 Mechanics of Materials. Coreq: 321 Biothermodynamics, Heat and Mass Transfer (Formerly: Prereq: 431, Mechanical Engineering 231 Dynamics, Mechanical Engineering 321 Mechanics of Materials)

431 Bioprocess Engineering (3) Coreq: 321 Biothermodynamics, Heat and Mass Transfer or equivalent (Formerly: Prereq: 321 Biothermodynamics, Heat and Mass Transfer or equivalent)

441 Life Systems Engineering (3) Prereq: Mathematics 231 Differential Equations. Coreq: 321 Biothermodynamics, Heat and Mass Transfer (Formerly: Prereq: 321 Biothermodynamics, Heat and Mass Transfer, Mathematics 231 Differential Equations)

Biosystems Engineering Technology**REVISE DESCRIPTION****FROM**

506 Physical Phenomena (3) Properties of materials, fundamentals of hydraulics, principles of electricity, thermal phenomena, applications in biological systems. Prereq: Consent of instructor. 2 hrs and 1 lab. F

TO

506 Physical Phenomena (3) Mechanics, properties of materials, fundamentals of hydraulics, principles of electricity, thermal phenomena, applications in biological systems. Prereq: Consent of instructor. 2 hrs and 1 lab.

Environmental and Soil Sciences

ADD

600 Doctoral Research and Dissertation (3-15)

REVISE NAME AND DESCRIPTION

FROM

444 Environmental Soil Physics (3) Basic understanding of soil physical properties and processes; practical experience in the measurement of soil physical properties; methods of analysis related to agricultural, environmental, and engineering issues. Prereq: 210 and Physics 221 or equivalent. Sp

TO

444 Transport Processes in Soil (3) Basic understanding of soil physical properties and processes; influence of soil physical properties on water and chemical movement in soil; practical experience in the measurement and analysis of soil physical properties, water flow, and chemical movement in soil. Prereq: 210 Introduction to Soil Science and Physics 221 or equivalent.

REVISE NUMBER AND CROSS-LIST

Environmental and Soil Sciences 501 Seminar Preparation (Same as Plant Sciences and Landscape Systems 505. Primary department is PSLS.) (Formerly Plant and Soil Sciences 501 Seminar Preparation)

REVISE DESIGNATION/NUMBER

Environmental and Soil Sciences 500 Thesis (Formerly: Plant and Soil Sciences 500 Thesis)

Environmental and Soil Sciences 502 Registration for Use of Facilities (Formerly: Plant and Soil Sciences 502 Registration for Use of Facilities)

Environmental and Soil Sciences 503 Seminar (Formerly: Plant and Soil Sciences 503 Seminar)

Environmental and Soil Sciences 507 Professional Development Seminar (Formerly: Plant and Soil Sciences 507 Professional Development Seminar)

Environmental and Soil Sciences 601 Special Topics in Soil Science (Formerly Plant and Soil Sciences 601 Special Topics in Soil Science)

Environmental and Soil Sciences 615 Advanced Topics in Soil Physics, Genesis, and Morphology (Formerly: Plant and Soil Sciences 615 Advanced Topics in Soil Physics, Genesis, and Morphology)

REVISE NAME

Environmental and Soil Sciences 593 Special Problems in Environmental and Soil Sciences (Formerly: Plant and Soil Sciences 593 Special Problems in Plant and Soil Science)

REVISE NUMBER AND PREREQUISITES

Environmental and Soil Sciences 511 Soil-Plant Relationships Prereq: 434 or Plant Sciences & Landscape Systems 431 or

general plant physiology (Formerly: Plant and Soil Sciences 511 Soil-Plant Relationships Prereq: Environmental and Soil Science 434 or Integrated Plant Systems 431 or general plant physiology)

Environmental and Soil Sciences 512 Pedology Prereq: 442 or consent of instructor (Formerly: Plant and Soil Sciences 512 Pedology Prereq: Environmental and Soil Sciences 442 or consent of instructor)

Environmental and Soil Sciences 513 Advanced Soil Chemistry Prereq: 434 or consent of instructor (Formerly: Plant and Soil Sciences 513 Advanced Soil Chemistry Prereq: Environmental and Soil Sciences 434 or consent of instructor)

Environmental and Soil Sciences 516 Soil Biology and Biochemistry Prereq: 210 Introduction to Soil Science or consent of instructor (Formerly: Plant and Soil Sciences 516 Soil Biology and Biochemistry Prereq: Soil science)

Environmental and Soil Sciences 613 Advanced Topics in Soil Chemistry and Fertility Prereq: 513 or equivalent (Formerly: Plant and Soil Sciences 613 Advanced Topics in Soil Chemistry and Fertility Prereq: 513 or equivalent.)

Environmental and Soil Sciences 614 Advanced Topics in Soil Biology and Biochemistry Prereq: 516 or equivalent (Formerly: Plant and Soil Sciences 614 Advanced Topics in Soil Biology and Biochemistry Prereq: 516 or equivalent)

REVISE DESIGNATION, TITLE, DESCRIPTION, AND PREREQUISITES

FROM

Plant and Soil Sciences 514 Advanced Soil Physics (3) Theory and mathematical modeling of flow and solute transport in saturated-unsaturated soil; geostatistical analysis of soil heterogeneity, stochastic properties of multi-scale pore processes, anisotropy, hysteresis. Analytical and numerical solution of flow and transport equations for unsaturated flow. Prereq: Calculus III, ESS 444 or consent of instructor. Sp, A

TO

Environmental and Soil Sciences 514 Environmental Soil Physics (3) Principles of water, gas, heat, and solute movement in soil/water systems; application of appropriate models for the description of these processes; methods for characterizing hydraulic and chemical transport properties of soil; applications of the science of soil physics to solution of contemporary problems in water conservation, prevention of surface/ground water contamination, and management of plant water status. Prereq: 444 or equivalent.

REVISE PROGRAM DESCRIPTION, 2nd paragraph of 1st column, p. 65 of the 2002-2003 Graduate Catalog

FROM

An **interdepartmental** graduate program in Plant and Soil Sciences is jointly offered by the Biosystems Engineering and Environmental Science and the Plant Sciences and Landscape Systems Department. This program offers the **Master of Science and Doctor of Philosophy** degrees. See the Department of Plant Sciences and Landscape Systems for major courses offered and a description of degree requirements. Subject to the approval of the student's graduate committee and program faculty involved, some exceptions to the specific course requirements may be allowed. However, any exception must be consistent with the University requirements and the overall objectives of the degree program.

TO

A graduate program leading to a **Master of Science with a major in Environmental & Soil Sciences** is offered to graduates of recognized curricula in physical or biological sciences. The department also participates in the Plants, Soils and Insects Doctor of Philosophy program which is administered jointly by the departments of Biosystems Engineering & Environmental Science, Plant Sciences & Landscape Systems, and Entomology & Plant Pathology. For concentrations offered by these other departments, please see their sections in this catalog. Faculty in the Biosystems Engineering & Environmental Science Department administer the Environmental & Soil Sciences Master's program and the Environmental & Soil Sciences concentration in the Doctor of Philosophy program. The Master's and Doctoral programs are broad-based, emphasizing the application of chemical, biological, and physical principles to understand, manage, and manipulate the terrestrial environment. Within the concentration students may select an agricultural or non-agricultural focus area in soil and water chemistry; nutrient and elemental cycling; land management and reclamation; pedology; climatology; soil biology and biochemistry; contaminant transport; and soil physical processes.

REVISE Master's Program CONCENTRATION NAME AND DESCRIPTION, top of 3rd column, p. 65 of 2003-03 Graduate Catalog

FROM

Plant and Soil Sciences

The environmental and soil sciences faculty in the Department of Biosystems Engineering and Environmental Science participate in the Plant and Soil Sciences Master's degree offered jointly by the Department of Biosystems Engineering and Environmental Science and the Department of Plant Sciences and Landscape Systems.

TO

Environmental and Soil Sciences

Students seeking a **Master of Science degree in Environmental & Soil Sciences** will generally concentrate their studies in one of the ESS focus areas. The focus areas include: soil and water chemistry; nutrient and elemental cycling; land management and reclamation; pedology, genesis, and classification; environmental climatology; soil biology and biochemistry; and soil physical processes. Both thesis and non-thesis options are available. Please see the ESS Master's concentration homepage for additional information: <http://bioengr.ag.utk.edu/graduate/>, or contact the ESS program's graduate liaison.

Admission Requirements

Applicants having Bachelor's degrees in fields that are related or unrelated to environmental & soil sciences may apply, although acceptance may be contingent upon the completion of prerequisite course work. Submit application, official transcripts, scores from the general portion of the Graduate Record Examination, and fee to the Graduate Admissions Office. In your application, indicate that you are applying to the Environmental & Soil Sciences Master of Science program. Submit curriculum vitae, three letters of reference (or three Graduate Rating Forms), and a short statement of professional goals and reasons for applying to: ESS Master's Program Coordinator, Biosystems Engineering & Environmental Science Department, University of Tennessee, 2506 E.J. Chapman Dr., Knoxville, TN 37996-4531.

Thesis Option:

To obtain a Master of Science degree, the student must meet the following requirements, in addition to those of the university Graduate Council (as specified in the Master's Degrees section at the front of this catalog).

1. Upon consultation with the department head, the student will be assigned a major professor who acts as chair of the student's advisory committee. The student and the major professor will assemble a graduate advisory committee consisting of the major professor and a minimum of two additional faculty, each holding the rank of assistant professor or above. At least one-half of the committee members must hold teaching appointments. The advisory committee must be formalized by the end of the second semester of graduate study.
2. Develop and submit an approved program of study by the end of the second semester of graduate study. A minimum of 24 hours of graduate course work is required in the program of study, exclusive of six hours of 500 Thesis. The program of study is subject to the approval of the student's advisory committee, and must meet the following requirements:

500 Thesis	6
503 Seminar	2
Courses numbered above 503	12
Courses within the major (excluding courses numbered 503 and below)	10

Courses that are in the major include those in Environmental & Soil Sciences. In addition, Geology 510 and Environmental Engineering 535 are in the major. The student's committee may require additional course work beyond the 24 hours if the student's progress or background indicates a need or deficiency.

3. Develop a research problem and presentation by means of a written proposal to the student's committee. This must be completed during the first two semesters of graduate study and before enrollment in 500.
4. Pass a final oral exam that integrates the student's thesis and coursework, administered by the advisory committee. The student is expected to be conversant in the soil and environmental sciences, particularly in the thesis and allied areas.
5. Present at least two departmental seminars (two hours of 503), in addition to an exit seminar (no credit.)

A student who has started a degree program under the thesis option is not eligible to transfer to the non-thesis option after the end of the first semester of graduate study or after receiving a graduate assistantship stipend for more than one semester.

Non-Thesis Option:

A student desiring the non-thesis option must declare his/her intention before the beginning of the second semester of study. The student must meet the following requirements, in addition to those of the university Graduate Council (as specified in the Master's Degrees section at the front of this catalog).

1. Upon consultation with the department head, the student will be assigned a major professor who acts as chair of the student's advisory committee. The student and the major professor will assemble a graduate advisory committee consisting of the major professor and a minimum of two additional faculty, each holding the rank of assistant professor or above. At least one-half of the committee members must hold teaching appointments. The advisory committee must be formalized by the end of the second semester of graduate study.
2. Develop and submit an approved program of study by the end of the second semester of graduate study. A minimum of 33 hours of graduate coursework is required in the program of study. The program of study is subject to the approval of the student's advisory committee, and must meet the following requirements:

503 Seminar	2
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593 Special Problems in Environmental and Soil Sciences	3
Courses numbered above 503 (exclusive of 593)	18
Courses within the major (excluding 500 and 502)	12

Courses that are in the major include those in Environmental & Soil Sciences. In addition, Geology 510 and Environmental Engineering 535 are in the major. The student's committee may require additional course work beyond the 33 hours if the student's progress or background indicates a need or deficiency.

3. In lieu of a thesis, complete three hours of 593 by participating in a single research program for a period of 12 weeks. The advisory committee approves the research problem. Satisfactory completion of this requirement requires a written, original research report that is acceptable to the student's committee.

4. Successfully pass a comprehensive written examination that integrates the student's course work and research problem. The exam is developed and administered by the advisory committee.

A student who has started a degree program under the non-thesis option may transfer to the thesis option upon approval of a potential major professor and the department head.

REVISE Doctoral Program CONCENTRATION NAME AND DESCRIPTION, bottom of 3rd column, p. 65 of 2003-03 *Graduate Catalog*

FROM

Plant and Soil Sciences

The environmental and soil sciences faculty in the Department of Biosystems Engineering and Environmental Science participate in the Plant and Soil Sciences doctoral program.

A minimum of 72 hours beyond the Bachelor's degree, exclusive of credit for Thesis 500, is required. Of this number, 24 hours must be Doctoral Research and Dissertation 600. A minimum of 26 hours must be completed in courses numbered above 500 exclusive of Doctoral Research and Dissertation 600, of which 6 must be in courses numbered above 600. A minimum of 9 hours of graduate course work taken during the doctoral program must be outside the major in one or more cognate areas. Major courses include those in: Plant and Soil Sciences, Environmental and Soil Sciences, Integrated Plant Systems, Ornamental Horticulture and Landscape Design, and Plant Sciences and Landscape Systems.

The student and the major professor identify a doctoral committee composed of at least four faculty members holding the rank of assistant professor or above, three of whom, including the Chair, must be approved by the Graduate Council to direct doctoral research. At least one member must be from outside the department. The committee must approve all coursework applied toward the degree, certify the student's mastery of the major field and any cognate fields, direct the research, and recommend the dissertation for approval and acceptance by the Office of Graduate Student Services.

See the Department of Plant Sciences and Landscape Systems for additional details and additional major courses offered.

TO

THE DOCTORAL PROGRAM

A **doctorate in Plants, Soils & Insects (PSI), with a concentration in Environmental and Soil Sciences (ESS)**, is offered under a multi-departmental doctoral program. Three departments participate: Plant Sciences & Landscape Systems, Entomology & Plant Pathology, and the soils faculty in Biosystems Engineering & Environmental Sciences. Other concentrations within the PSI doctoral program include horticulture, crop sciences, weed biology, plant improvement, entomology, plant pathology, integrated pest management and plant bioactive compounds. Focus areas in the ESS concentration include soil and water chemistry; nutrient management; pedology, genesis and classification; environmental climatology; soil biology and biochemistry; and soil physical processes. Please see the ESS doctoral concentration homepage for additional information, <http://bioengr.ag.utk.edu/graduate/>, or contact a faculty member in the area of interest.

Admission Requirements

Submit application, fee, official transcripts, and scores from the general portion of the Graduate Record Examination to the Graduate Admissions Office. In your application, indicate that you are applying to the Plants, Soils & Insects doctoral program. Submit resume, three letters of reference (or three Graduate Rating Forms), photocopy of GRE scores and a short statement of professional goals and reasons for applying to: ESS PhD Program Coordinator, Biosystems Engineering & Environmental Sciences Department, University of Tennessee, 2506 E.J. Chapman Dr., Knoxville, TN 37996-4531. In your statement letter and application, please indicate your interest in the ESS concentration.

Degree Requirements

To obtain the doctorate, the student must meet the following requirements:

1. The student and the major professor will select a minimum of three additional faculty, holding the rank of assistant professor or above, to serve on the student's doctoral committee. The major professor and two committee members must be approved to direct doctoral research by the Graduate Council, and at least half of the committee must hold teaching appointments. At least one member of the committee must be from outside the department. The doctoral committee must be formalized by the end of the second semester of graduate study.

2. Submission of an approved program of study by the end of the second semester of graduate study. A candidate for the

doctoral degree must complete a minimum of 24 hours of graduate coursework numbered 503 or higher beyond the master's degree. Candidates not having a masters degree must complete a minimum of 48 hours of graduate coursework beyond the baccalaureate degree, 24 hours of which must be numbered 503 or higher. A minimum of 12 of the 24 hours, or 30 of the 48 hours, must be graded A-F. At least 9 hours of the student's coursework must be from outside the PSI major, and a minimum of 6 semester hours must be taken in UT courses numbered 601 or higher. In addition, 24 hours of course 600 Doctoral Research and Dissertation are required.

3. Satisfactory preparation of a written dissertation proposal and its oral defense to the student's committee. This must be completed during the first two semesters of graduate study and before enrollment in 600.

4. Passing both written and oral sections of the comprehensive examination. The candidate will be tested on his/her knowledge of the proposed dissertation and related fields. The student is expected to be conversant in the wide area of soil and environmental sciences.

5. Presentation of at least two departmental seminars (2 hours of ESS 503), in addition to an exit seminar (no credit).

6. Satisfactory preparation of a written dissertation and its oral defense to the student's doctoral committee.

Please see the Degree Program Requirements/Doctoral Degrees section at the front of this catalog for additional information.

EFFECTIVE DATE for all Biosystems Engineering and Environmental Science changes: FALL: 2003

DEPARTMENT OF ENTOMOLOGY AND PLANT PATHOLOGY

ADD

543 DNA Analysis (2) Practical experience in isolating genomic DNA from prokaryotic and eukaryotic organisms, amplification of DNA using arbitrary nucleotide primers. DNA profiling techniques (DAF, ASAP, ITS ribosomal DNA and 16S bacterial gene) isolation and purification of amplified products. Data collection and analysis of relationships between organisms. (Same as Plant Sciences and Landscape Systems 543) Prereq: 12 hrs biological sciences, 8 hrs chemistry, written consent of instructor. 1 hr and 4 labs weekly for 7 weeks.

544 Protein Gel Electrophoresis (1) Practical experience with isolating native and denatured proteins from plants and fungi, determining protein concentrations, PAGE of proteins including total proteins and assays for specific enzymes (isozyme) analyses. (Same as Plant Sciences and Landscape Systems 544) Prereq: 8 hrs biological/botanical sciences, 8 hrs chemistry, consent of instructor. 1 hr and 4 labs weekly for 5 weeks.

545 Plant Microtechnique (1) Practical light and scanning electron microscopy methods for investigating aspects of plant development, histochemistry and pathological structures in ornamental forest and crop species. (Same as Plant Sciences and Landscape Systems 545) Prereq: 8 hrs biological/botanical sciences and consent of instructor. 1 hr and 4 labs weekly for 5 weeks.

600 Doctoral Research and Dissertation (3-15) Doctoral Research and Dissertation. P/NP only.

602 Advanced Topics in Entomology (1-3) Morphology, systematics, physiology, ecology and genetics of arthropods, apiculture, medical and veterinary entomology, insect biodiversity, and insect pathology. May be repeated. Maximum 12 hrs.

604 Advanced Topics in Plant Pathology (1-3) Biological control, disease diagnosis and management, epidemiology, fungal plant pathogens, integrated pest management, molecular plant-microbe interactions, nematology, plant pathogenesis, plant pathogenic bacteria, soil- and seed-borne pathogens, and virology. May be repeated. Maximum 12 hours.

606 Advanced Topics in Bioactive Natural Products (1-3) Bioactive pesticides, ethnobotany and paleoethnobotany, ethnomedicine, biocontrol of plant pathogens, bioprospecting, natural product diversity, alternative bioactive crops, organic agriculture, allelopathy in agriculture, regulatory issues in natural product development, and bioactivity-guided isolation. May be repeated. Maximum 12 hours.

608 Advanced Topics in Integrated Pest Management (1-3) Selected issues and topics of current significance to integrated pest management: Transgenics in Agriculture, Issues in Biological Control, Pesticide Resistance Management, Ethics in Pest Management, Environmental Manipulations, Epidemiology of Plant Diseases, Biological Control of Plant Pests, Induced Plant Resistance, Plant-Microbe Interactions, and New Pesticide Chemistries. Prerequisite: 530 or consent of instructor. May be repeated. Maximum 12 hrs.

EFFECTIVE DATE: FALL 2003

On page 108 in the *2002-2003 Graduate Catalog*

ADD

THE DOCTORAL PROGRAM

A Ph.D. in Plants, Soils & Insects (PSI), with concentrations in entomology, plant pathology, integrated pest management and bioactive natural products, is offered under a multi-departmental doctoral program. Three departments participate: Plant Sciences & Landscape Systems, Entomology & Plant Pathology, and the soils faculty in Biosystems Engineering & Environmental Sciences. Other concentrations within the PSI major include horticulture, crop sciences, weed biology, plant improvement, and environmental and soil sciences. Please see the doctoral program links on the homepage of the Department of Entomology & Plant Pathology for additional information, <http://eppserver.ag.utk.edu/>, or contact a faculty member in the area of interest.

Admission Requirements

Submit application, fee, official transcripts, and scores from the general portion of the Graduate Record Examination to the Graduate Admissions Office. In your application, indicate that you are applying to the Plants, Soils & Insects doctoral program. Submit resume, three letters of reference (or three Graduate Rating Forms), photocopy of GRE scores and a short statement of professional goals and reasons for applying to EPP PhD Program Coordinator, Department of Entomology and Plant Pathology, 2431 Center Drive, 205 PSB, University of Tennessee, Knoxville, TN, 37996-4560. In your statement letter and application, please indicate your concentration of interest and intended major professor.

Degree Requirements

To obtain the doctorate, the student must meet the following requirements:

1. The student and the major professor will select a minimum of three additional faculty, holding the rank of assistant professor or above, to serve on the student's doctoral committee. The major professor and two committee members must be approved to direct doctoral research by the Graduate Council, and at least half of the committee must hold teaching appointments. At least one member of the committee must be from outside the department. The doctoral committee must be formalized by the end of the second semester of graduate study.
 2. Submission of an approved program of study by the end of the second semester of graduate study. A candidate for the doctoral degree must complete a minimum of 24 hours of graduate coursework numbered 503 or higher beyond the master's degree. Candidates not having a master's degree must complete a minimum of 48 hours of graduate coursework beyond the baccalaureate degree, 24 hours of which must be numbered 503 or higher. A minimum of 12 of the 24 hours, or 30 of the 48 hours, must be graded A-F. At least 9 hours of the student's coursework must be from outside the PSI major, and a minimum of 6 semester hours must be taken in UT courses numbered 601 or higher. In addition, 24 hours of course 600 Doctoral Research and Dissertation are required.
 3. Satisfactory preparation of a written dissertation proposal and its oral defense to the student's committee. This must be completed during the first two semesters of graduate study and before enrollment in 600.
 4. Passing both written and oral sections of the comprehensive examination. The candidate will be tested on his/her knowledge of the proposed dissertation and related fields.
 5. Presentation of at least two departmental seminars (2 hours of EPP 541), in addition to an exit seminar (no credit).
 6. Satisfactory preparation of a written dissertation and its oral defense to the student's doctoral committee.
- Please see the Degree Program Requirements/Doctoral Degrees section at the front of this catalog for additional information.

EFFECTIVE DATE: FALL 2003

DEPARTMENT OF PLANT SCIENCES AND LANDSCAPE SYSTEMS

Plant and Soil Sciences

DROP

553 Plant Breeding Techniques (3)

EFFECTIVE DATE: FALL 2003

Plant Sciences and Landscape Systems

ADD

PSLS 505 Seminar Preparation (1) Application of speaking writing, and organizational skills in preparation and presentation of scientific material to both scientific and general audiences. Preparation of abstracts for scientific presentations. Required of all

entering graduate students during their first year of graduate study. (Same as Environmental and Soil Sciences 501. Primary department is PSLS.)

EFFECTIVE DATE: FALL 2003

REVISE DESIGNATION

PSLS 410 Nursery Management and Production (3) (Formerly Ornamental Horticulture and Landscape Design 410)

PSLS 427 Management and Administration of Public Horticulture Institutions (3) (Formerly Ornamental Horticulture and Landscape Design 427)

PSLS 429 Field Study of Public Horticulture Institutions (3) (Formerly Ornamental Horticulture and Landscape Design 429)

PSLS 431 Physiology and Ecology in Agroecosystems (3) (Formerly Integrated Plant Systems 431)

PSLS 433 Agricultural Pesticides (3) (Formerly Integrated Plant Systems 433)

PSLS 434 Fruit and Vegetable Crops (3) (Formerly Integrated Plant Systems 434)

PSLS 435 Field and Forage Crops (3) (Formerly Integrated Plant Systems 435)

PSLS 436 Plant and Garden Photography (3) (Formerly Ornamental Horticulture and Landscape Design 436)

PSLS 440 Advanced Turfgrass Management (4) (Formerly Integrated Plant Systems 440)

PSLS 446 Horticultural Therapy (3) (Formerly Ornamental Horticulture and Landscape Design 446)

PSLS 450 Specialty Landscape Construction (3) (Formerly Ornamental Horticulture and Landscape Design 450)

PSLS 451 Plant Tissue Culture (3) (Formerly Ornamental Horticulture and Landscape Design 451; same as Botany 451)

PSLS 453 Principles of Plant Breeding (3) (Formerly Integrated Plant Systems 453)

PSLS 460 Professional Practices in Landscape Construction and Management (2) (Formerly Ornamental Horticulture and Landscape Design 460)

PSLS 480 Advanced Landscape Design (3) (Formerly Ornamental Horticulture and Landscape Design 480)

PSLS 485 Computer Aided Landscape Design (3) (Formerly Ornamental Horticulture and Landscape Design 485)

PSLS 494 Professional Horticultural Communications (3) (Formerly Ornamental Horticulture and Landscape Design 494)

PSLS 500 Thesis (1-15) (Formerly Ornamental Horticulture and Landscape Design 500)

PSLS 501 Special Topics in Plant Sciences (1-3) (Formerly Ornamental Horticulture and Landscape Design 501)

PSLS 502 Registration for Use of Facilities (1-5) (Formerly Ornamental Horticulture and Landscape Design 502)

PSLS 503 Non-Thesis Project (1-2) (Formerly Ornamental Horticulture and Landscape Design 503)

PSLS 507 Professional Development Seminar (1) (Formerly Ornamental Horticulture and Landscape Design 507)

PSLS 521 Flowering Physiology (1) (Formerly Ornamental Horticulture and Landscape Design 521)

PSLS 530 Integrated Pest Management (3) (Formerly Plant and Soil Sciences 530)

PSLS 532 Environmental Crop Physiology and Ecology (3) (Formerly Plant and Soil Sciences 532)

PSLS 536 Ecology of Grazing Land Systems (3) (Formerly Plant and Soil Sciences 536)

PSLS 551 Organismal Plant Genetics (3) (Formerly Plant and Soil Sciences 551)

PSLS 571 Design and Analysis of Biological Research (3) (Formerly Plant and Soil Sciences 571)

PSLS 592 Internship (1-2) (Formerly Ornamental Horticulture and Landscape Design 592)

PSLS 593 Special Problems in Plant Sciences (1-3) (Formerly Ornamental Horticulture and Landscape Design 593)

PSLS 600 Doctoral Research and Dissertation (3-15) (Formerly Plant and Soil Sciences 600)

PSLS 603 Special Topics in Crop Physiology and Ecology (1-3) (Formerly Plant and Soil Sciences 603)

PSLS 605 Special Topics in Plant Breeding and Genetics (1-3) (Formerly Plant and Soil Sciences 605)

PSLS 633 Plant Metabolism (3) (Formerly Plant and Soil Sciences 633)

EFFECTIVE DATE: FALL 2003

REVISE NUMBER AND CROSS-LIST

PSLS 544 Protein Gel Electrophoresis (1) (Same as Entomology and Plant Pathology 544). (Formerly: Ornamental Horticulture and Landscape Design 524)

PSLS 545 Plant Microtechnique (1) (Same as Entomology and Plant Pathology 545) (Formerly Ornamental Horticulture and Landscape Design 525)

EFFECTIVE DATE: FALL 2003

REVISE DESIGNATION, NAME AND DESCRIPTION

FROM

Ornamental Horticulture and Landscape Design 522 Stress Physiology (1) Introduction to abiotic plant stress physiology: drought, flooding, salinity, light pollutants, other stresses. Prereq: Introductory Plant Physiology or equivalent. 3 hours weekly for five weeks. Sp,A

TO

PSLS 522 Drought Physiology (1) Biophysical and biochemical aspects of plant water relations and drought physiology. Prereq: Introductory Plant Physiology or equivalent. 3 hours weekly for five weeks.

EFFECTIVE DATE: FALL 2003

REVISE DESIGNATION, CREDIT HOURS, DESCRIPTION AND PREREQUISITES

FROM

Plant and Soil Sciences 653 Advanced Plant Breeding (4) Development and utilization of concepts of quantitative parameters, inbreeding, heterosis, methods of selection, in vitro breeding, interspecific hybridization, stability parameters, genetic resistance and vulnerability to pests and environmental stresses. Prereq: 571 and Integrated Plant Systems 453 or equivalent or consent of instructor. 3 hrs and 1 lab. Sp,A

TO

Plant Sciences and Landscape Systems 653 Advanced Plant Breeding (3) Principles and methodologies targeting genetic gain for crop improvement. Concepts of qualitative and quantitative trait improvement. Parental germplasm, hybridization, population formation, inbreeding, genetic variance, heritability, selection methods, molecular genetic markers, genetically engineered crops. Prereq: 571 and general genetics, or equivalent, or consent of instructor. Sp,A

EFFECTIVE DATE: FALL 2003

REVISE DESIGNATION, NUMBER, CREDIT HOURS, DESCRIPTION AND CROSS-LIST

FROM

Ornamental Horticulture and Landscape Design 523 DNA Analysis (1) Practical experience in isolating genomic DNA from plants and fungi, amplification of DNA using arbitrary oligonucleotide primers. DNA profiling techniques (DAF, ASAP) isolation and purification of amplified products. Data analysis of relationships between organisms. Prereq: 8hrs biological/botanical sciences, 8 hrs chemistry, consent of instructor. 1 hr and 4 labs weekly for 5 weeks. Sp.A.

TO

PSLS 543 DNA Analysis (2) (Same as Entomology and Plant Pathology 543)

EFFECTIVE DATE: FALL 2003

REVISE DESIGNATION AND NUMBER

PSLS 437 Public Garden Operations and Management (3) (Formerly Ornamental Horticulture and Landscape Design 435)

PSLS 510 Plant Disease Fungi (4) (Formerly Ornamental Horticulture and Landscape Design 511)

PSLS 504 Seminar (1) (Formerly Ornamental Horticulture and Landscape Design 590)

EFFECTIVE DATE: FALL 2003

REVISE DEPARTMENT DESCRIPTION on page 174, top of first column in the *2002-2003 Graduate Catalog*

The Department of Plant Sciences and Landscape Systems offers two graduate degrees: **the Master of Science with a major in Plant Systems & Landscape Systems (PSLS), and the Doctor of Philosophy with a major in Plants, Soils & Insects (PSI).** For additional information, please visit our departmental homepage at <http://psls.ag.utk.edu>. Inquiries may be directed to the Chair, Graduate Committee, Department of Plant Sciences and Landscape Systems, The University of Tennessee, Knoxville, TN 37996-4561, or urthort@utk.edu.

REVISE the Master's PROGRAM text in the current PSLS entry, page 174 columns 1 through the top of column 3 of *2002-2003 Graduate Catalog***THE MASTER'S PROGRAM**

Both thesis and non-thesis options are available for the **major in Plant Sciences & Landscape Systems**, each guided by a graduate committee consisting of the major professor and two or more other faculty members. Studies are possible in a wide variety of commodities and subject areas, including fruits, vegetables, weeds, cereals, grains, turfgrass, woody ornamentals, and public horticulture. Students may specialize in one or more disciplines, including plant protection, molecular biology, breeding, genetics, biotechnology, physiology, ecology, culture and management.

Admission requirements

Students should have a Bachelor's degree from an accredited college or university, with evidence of ability to do work of graduate quality. Applicants are expected to have a minimum cumulative grade-point average of 2.7 on a 4.0 scale.

Application must be made to both the Office of Graduate Admissions and the PSLS department. The departmental application requires three letters of reference (or three Graduate Rating Forms) from persons capable of assessing the applicant's suitability for graduate work in plant science, resume, and a statement of professional goals and reasons for applying to the program. Applicants are also required to submit scores from the general Graduate Record Examination (GRE) to Graduate Admissions (please send photocopy to department). Successful applicants will usually have a composite score on the verbal, mathematical and analytical sections of the GRE of at least 1400. Prior undergraduate course work in mathematics, biology and chemistry is recommended.

Degree requirements

1. Approval of the academic program by the master's committee.
2. Successful completion of 12 hours of course work in the major at the graduate level (400 or above), exclusive of PSLS 500, 502, and 503. Two of these hours must be PSLS 504. Six of these hours may be satisfied by Botany 404, 412, 521, 522, Animal Science 571, Environmental and Soil Sciences 434, 444, 516, Ecology and Evolutionary Biology 431, 520, 560, Information

Sciences 560, Human Resource Development 521, 522, 562, Art 481, or Geography 439.

3. Presentation of at least two departmental seminars.

Please see the Degree Program Requirements/Master's Degrees section at the front of this catalog for additional information.

Thesis Option:

1. Satisfactory preparation of a written thesis proposal and its oral defense to the student's committee.

2. Successful completion of 30 hours of graduate credit, which must include 6 hours of 500. At least 14 of these hours must be numbered 501 or above.

3. Preparation of a written thesis and its oral defense.

Non-Thesis Option:

1. Successful completion of 34 hours of graduate credit, which must include 2-4 hours of PSLS 503. At least 22 of these hours must be at the 500 level or above.

2. Completion of a project and preparation of a written report summarizing the project.

3. Passing written and oral examinations covering the project and course work.

REVISE the Doctoral PROGRAM section on page 174, third column of the *2002-2003 Graduate Catalog*

THE DOCTORAL PROGRAM

A Ph.D. in Plants, Soils & Insects (PSI), with concentrations in horticulture, crop sciences, weed biology and plant improvement, is offered under a multi-departmental doctoral program. Three departments participate: Plant Sciences & Landscape Systems, Entomology & Plant Pathology, and the soils faculty in Biosystems Engineering & Environmental Sciences.

Other concentrations within the PSI major include environmental and soil sciences, entomology, plant pathology, integrated pest management and bioactive natural products. Please see the PSLS homepage for additional information, <http://psls.ag.utk.edu/>, or contact a faculty member in the area of interest.

Students may select a formal concentration as a focus of study but this is not a requirement. We recognize that modern research approaches in plant sciences often overlap. Students may specialize in one or more approaches, including plant biotechnology, molecular biology, breeding, genetics, physiology, ecology, culture and management. Research may feature fruits, vegetables, turfgrass, weeds, woody ornamentals, cereals, grains, fiber, public horticulture or model plant systems.

Admission Requirements

Submit application, fee, official transcripts, and scores from the general portion of the Graduate Record Examination to the Graduate Admissions Office. In your application, indicate that you are applying to the Plants, Soils & Insects doctoral program. Submit resume, three letters of reference (or three Graduate Rating Forms), photocopy of GRE scores and a short statement of professional goals and reasons for applying to: PSLS PhD Program Coordinator, Department of Plant Sciences and Landscape Systems, 2431 Center Drive, 252 PSB, University of Tennessee, Knoxville, TN, 37996-4561. In your statement letter and application, please indicate your concentration of interest and intended major professor.

Degree Requirements

To obtain the doctorate, the student must meet the following requirements:

1. The student and the major professor will select a minimum of three additional faculty, holding the rank of assistant professor or above, to serve on the student's doctoral committee. The major professor and two committee members must be approved to direct doctoral research by the Graduate Council, and at least half of the committee must hold teaching appointments. At least one member of the committee must be from outside the department. The doctoral committee must be formalized by the end of the second semester of graduate study.

2. Submission of an approved program of study by the end of the second semester of graduate study. A candidate for the doctoral degree must complete a minimum of 24 hours of graduate coursework numbered 503 or higher beyond the master's degree. Candidates not having a master's degree must complete a minimum of 48 hours of graduate coursework beyond the baccalaureate degree, 24 hours of which must be numbered 503 or higher. A minimum of 12 of the 24 hours, or 30 of the 48 hours, must be graded A-F. At least 9 hours of the student's coursework must be from outside the PSI major, and a minimum of 6 semester hours must be taken in UT courses numbered 601 or higher. In addition, 24 hours of course 600 Doctoral Research and Dissertation are required.

3. Satisfactory preparation of a written dissertation proposal and its oral defense to the student's committee. This must be completed during the first two semesters of graduate study and before enrollment in 600.

4. Passing both written and oral sections of the comprehensive examination. The candidate will be tested on his/her knowledge of the proposed dissertation and related fields.

5. Presentation of at least two departmental seminars (2 hours of PSLS 504), in addition to an exit seminar (no credit).

6. Satisfactory preparation of a written dissertation and its oral defense to the student's doctoral committee.

Please see the Degree Program Requirements/Doctoral Degrees section at the front of this catalog for additional information.

EFFECTIVE DATE: FALL 2003

TO: Graduate Council

FROM: Don Cox, Associate Dean for Academic Programs

DATE: December 12, 2002

SUBJECT: Graduate Curricular Changes – College of Arts and Sciences

The attached curricular proposals have been approved by the faculty of the College of Arts and Sciences and are submitted to the Graduate Council for consideration. The following is a summary of these proposals:

- 1) **Art** – Remove watercolor and inter-area studies from the Master of Fine arts concentrations; revise repetition of one design/graphic course; add one art history course, add cross listing to three; revise credit hours of a printmaking course; revise description of one sculpture course.
- 2) **Audiology and Speech Pathology** – Revise course number and prerequisite for one course.
- 3) **Biochemistry and Cellular and Molecular Biology** – Revise credit hours for three courses, revise credit hours and prerequisite for one course.
- 4) **Botany** – Revise the list of requirements for completion of the Ph.D.
- 5) **Chemistry** – Revise the program description in three areas.
- 6) **Classics** – Revise credit hours for one course.
- 7) **Ecology and Evolutionary Biology** – Revise description and credit hours for one course.
- 8) **Geography** – Add three courses.
- 9) **History** – Replace the Comprehensive Examination section.
- 10) **Interdisciplinary Programs** – (African and African American Studies) Add three cross listings; (Legal Studies) add one cross listing; (Linguistics) add Graduate Certificate option; (Medieval Studies) add Graduate Certificate option; (Women's Studies) revise one cross listing, add Graduate Certificate option.
- 11) **Modern Foreign Languages and Literatures** – (French) revise the Master's Program, Non-Thesis Option in two areas; (German) revise the applied linguistics section for French students, add seven courses, drop five courses, revise title, description, and credit hours for one course; (Russian) add two cross listings.

12) **School of Music** – Add the mission statement to the description, revise first paragraph of the program description; in Music Voice drop one course, add two courses, revise description of one course, revise description, credit hours and repetition of one course.

13) **Physics and Astronomy** – Revise the Master's Program description, revise first paragraph of the Doctoral Program description, add two courses, drop two courses, revise description of one course, revise prerequisites for five courses.

14) **Political Science** – Add four courses, drop two courses, add cross listing to one course, revise description for two courses, revise title and description for one course.

15) **Psychology** – Revise third paragraph of the Clinical Psychology description, add the counseling psychology program description, add eleven courses, add and cross list three courses, add two cross listings.

16) **Religious Studies** – Add one course. [DEFERRED BY GRADUATE CURRICULUM COMMITTEE.]

17) **Sociology** – Revise several sentences in the program description, revise title of two courses.

18) **Theatre** – Revise first sentence of the program description, revise the design/technical paragraph, drop four courses, add five courses, revise description of two courses, revise title, description and repetition for one course.

19) **Urban and Regional Planning** – Add one course. [DEFERRED BY GRADUATE CURRICULUM COMMITTEE.]

**COLLEGE OF ARTS AND SCIENCES
CURRICULAR PROPOSALS
GRADUATE COUNCIL
JANUARY 2003**

ART

On page 56 of the 2002-2003 *Graduate Catalog*, 3rd column, 1st paragraph of Art program description
REVISE

FROM

The Master of Fine Arts is the terminal degree in studio art. It is offered in the concentration areas of ceramics, graphic design, drawing, media arts, painting, printmaking, sculpture, and watercolor. Inter-area studies are available with consent of faculty.

TO

The Master of Fine Arts is the terminal degree in studio art. It is offered in the concentration areas of ceramics, graphic design, drawing, media arts, painting, printmaking, and sculpture.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Instruction within the studio concentrations already reflects a strong interdisciplinary approach. The faculty believe that the application for inter-area studies is an unnecessary administrative procedure for students. Students wishing to work in watercolor can do so within the context of the current painting program.
- b. Course format and location: Unchanged.
- c. Impact on other academic units: None
- d. Financial impact: None

Art Design/Graphic

REVISE REPETITION

FROM

405 Computer Enhanced Graphic Design (3) Exploration of new technologies and their significance to graphic design. Prereq: Intermediate Graphic Design I, Graphic Design Production with a grade of C or better and consent of instructor. May be repeated. Maximum 6 hours.

TO

405 Computer Enhanced Graphic Design (3) Exploration of new technologies and their significance to graphic design. Prereq: 351 Intermediate Graphic Design I, 356 Graphic Design Production with a grade of C or better and consent of instructor. May be repeated. Maximum 12 hours.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Technology in this field is changing so rapidly that students need more opportunity to explore their significance to graphic design.
- b. Course format and location: Format is unchanged. Location is Art Studio.
- c. Impact on other academic units: None
- d. Financial impact: None

Art History

ADD

416 Chinese Art of the 20th and 21st Centuries (3) Survey of Chinese art from the late nineteenth century through the present. Hong Kong, Taiwanese, and expatriate artists are also considered.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The School of Art has established ties with the University of Sichuan in China. This course expands our offering of Chinese art history to accommodate the growing interest in China. It was proposed by a faculty member who has offered it under a special topics number and now wants to add it to the permanent list of courses.
- b. Course format and location: Lecture
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE CROSS-LISTING

FROM

461 Art of Southern and Eastern Africa (3) Art traditions of eastern and southern regions of Africa. Sculpture, painting, pottery, textiles, architecture and human adornment. Some ancient Stone and Iron Age traditions. Diverse ethnic and regional art traditions practiced in the area from 19th century to present.

TO

461 Art of Southern and Eastern Africa (3) Art traditions of eastern and southern regions of Africa. Sculpture, painting, pottery, textiles, architecture and human adornment. Some ancient Stone and Iron Age traditions. Diverse ethnic and regional art traditions practiced in the area from 19th century to present. (Same as African and African American Studies 461.) Primary department is Art.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The course will help to strengthen the African and African American Studies major by adding depth and breadth to the curriculum. It will provide greater range of courses for majors.
- b. Course format and location: Lecture-discussion
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE CROSS-LISTING

FROM

462 Art and Archeology of Ancient Africa (3) Historical art traditions of sub-Saharan Africa. Prehistoric rock paintings; art from archaeological sites and ancient kingdoms. First and second millennia B.C. for early terracotta sculpture and rock paintings, 11th through 19th centuries A.D. for later ancient kingdoms.

TO

462 Art and Archeology of Ancient Africa (3) Historical art traditions of sub-Saharan Africa. Prehistoric rock paintings; art from archaeological sites and ancient kingdoms. First and second millennia B.C. for early terracotta sculpture and rock paintings, 11th through 19th centuries A.D. for later ancient kingdoms. (Same as African and African American Studies 462.) Primary department is Art.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The course will help to strengthen the African and African American Studies major by adding depth and breadth to the curriculum. It will provide greater range of courses for majors.

- b. Course format and location: Lecture-discussion
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE TO ADD CROSS-LISTING

FROM

463 Arts of the African Diaspora (3) Aesthetic, philosophical and religious patterns of African descendants of Brazil, Surinam, Caribbean and United States. Full range of art forms: sculptural and performance traditions, architecture, textile, basketry and pottery art forms.

TO

463 Arts of the African Diaspora (3) Aesthetic, philosophical and religious patterns of African descendants of Brazil, Surinam, Caribbean and United States. Full range of art forms: sculptural and performance traditions, architecture, textile, basketry and pottery art forms. (Same as African and African American Studies 463.) Primary department is Art.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The course will help to strengthen the African and African American Studies major by adding depth and breadth to the curriculum. It will provide greater range of courses for majors.
- b. Course format and location: Lecture-discussion
- c. Impact on other academic units: None
- d. Financial impact: None

Art Printmaking

REVISE CREDIT HOURS

469 Special Topics in Printmaking (3-6) (Formerly: 3)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Allows for flexibility in the work load for a special topics class.
- b. Course format and location: Unchanged
- c. Impact on other academic units: None
- d. Financial impact: None

Art Sculpture

REVISE DESCRIPTION

FROM

441 Advanced Sculpture (3-6) Individual development of sculptural problems and techniques. Prereq: 6 hours of 300 level sculpture. May be repeated. Maximum 12 hours

TO

441 Advanced Sculpture (3-6) Individual development of sculptural problems and techniques. Students work independently while participating in group projects, critique, and discussion. Prereq: 6 hours of 300 level sculpture. May be repeated. Maximum 12 hours.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Revise description to include process.
- b. Course format and location: Unchanged
- c. Impact on other academic units: None
- d. Financial impact: None

AUDIOLOGY AND SPEECH PATHOLOGY**REVISE COURSE NUMBER AND PREREQUISITE**

475 Appraisal of Speech and Language Disorders (3) Prereq: 300 Introduction to Communication Disorders and consent of instructor. (Formerly: 504; Prereq: 300 Introduction to Communication Disorders, 305 Phonetics and 433, or equivalents or consent of instructor)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Change in course number and level improves preparation of students entering the graduate program on diagnostic procedures before beginning clinical practicum. Retaining eligibility for graduate credit ensures that incoming graduate students from other programs can take the course if they have not previously had its equivalent. Prerequisite requirements ensure that students will have had exposure to some significant background preparation on the scope and terminology of communication disorders. Previous course requirements are a standard part of the undergraduate preparation in the field of speech pathology and need not be specified.
- b. Course format and location: Unchanged—lecture format in lecture facilities in Hearing and Speech Center.
- c. Impact on other academic units: None
- d. Financial impact: None

NOTE: Effective Fall 2003, the Doctor of Audiology (Au.D.) with a major in Audiology will be offered. At that time, the Master of Arts Degree program with a major in Audiology will be terminated. See Graduate Council Minutes (March 8, 2001 – pages 13105-13107) for this change and course changes (courses added, dropped, and revised – Effective Fall 2003).

BIOCHEMISTRY AND CELLULAR AND MOLECULAR BIOLOGY**REVISE CREDIT HOURS**

401-402 Biochemistry-Molecular Biology I, II (4,4) (Formerly: 3,3)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Discussion sections are being added to each course.
- b. Course format and location: Unchanged
- c. Impact on other academic units: None
- d. Financial impact: One or two additional Tas will be required for each course.

REVISE CREDIT HOURS

520 Special Topics (1-3) (Formerly: 1-2)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Increasing the credit range to 1-3 will give BCMB more flexibility in types of material offered on an occasional basis.
- b. Course format and location: Seminar in classroom.
- c. Impact on other academic units: None

- d. Financial impact: None

REVISE CREDIT HOURS AND PREREQ

530 Experimental Design and Analysis (2) Prereq: Permission of instructors. (Formerly: 3; Prereq: 511-12-13, 515-16-17)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Department faculty felt that 2 credits were more appropriate for this course. Prerequisites were felt to be unnecessary.
- b. Course format and location: Lecture in classroom
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE CREDIT HOURS

610 Current Topics in Biochemistry, Cellular, and Molecular Biology (1-3) (Formerly: 1-2)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Increasing the credit range to 1-3 will give BCMB more flexibility in types of material offered on an occasional basis.
- b. Course format and location: Seminar in classroom
- c. Impact on other academic units: None
- d. Financial impact: None

BOTANY

On page 68 of the 2002-2003 *Graduate Catalog*, 1st column, under THE DOCTORAL PROGRAM, REVISE the list of requirements for successful completion of the Ph.D. by DELETING number 4 (the foreign language examination requirement).

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: There is a consensus among the faculty that, however desirable, it is no longer critical for doctoral students obtaining a Ph.D. in Botany to demonstrate competency in one modern foreign language.
- b. Impact on other academic units: None anticipated

CHEMISTRY

On page 76 of the 2002-2003 *Graduate Catalog*, REVISE the 1st two paragraphs below the faculty list
FROM

Students majoring in Chemistry for the master's or doctoral degree are required to present as a prerequisite one year each of general, analytical, organic, and physical chemistry with a satisfactory record. At least one-half year of inorganic chemistry is also recommended. Students lacking any of these prerequisites may be admitted with appropriate deficiencies that must be removed without graduate credit. Applicants are required to take the general Graduate Record Examination.

Students minoring in Chemistry are required to present as a prerequisite two years of chemistry including quantitative analysis.

TO

The Faculty of the Department of Chemistry at The University of Tennessee seek to prepare their students to join the international ranks of professional chemists in fundamental areas of chemistry as well as cross-disciplinary sciences in which chemical expertise plays a critical role in the development of new knowledge and technologies. Students planning to major in Chemistry for the master's or doctoral degree will ordinarily have attained a satisfactory record in the traditional areas of chemistry. The Department, however, recognizes that modern chemistry transcends traditional disciplinary divisions. Therefore, it encourages students with undergraduate majors in chemical engineering, the biological sciences, physics, mathematics, computer science, or other fields to apply for admission to our program.

Admission to the graduate program and a student's course of study in graduate school are decided on a case-by-case basis, taking into consideration an applicant's undergraduate record (traditionally including one year, each, of general, analytical, organic, and physical chemistry, and one-half year of inorganic chemistry), performance on national graduate school tests, and departmental diagnostic exams. All applicants are required to take the general Graduate Record Examination.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: This broadens the scope of our graduate recruiting in recognition of the growing importance of interdisciplinary approaches to the solution of modern scientific problems. The former statement was focused too much on the traditional Chemistry major and discouraged many modern students who had pursued a more eclectic background.
- b. Impact on other academic units: Little or no impact

On page 76 of the 2002-2003 *Graduate Catalog*, 1st column, under THE MASTER'S PROGRAM, REVISE number 3

FROM

3. Prescribed remedial courses based on performance on entrance exams.

TO

3. Prescribed courses based on performance on diagnostic examinations.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: We seek to correct a misleading reference to "entrance exams" which are administered on entrance and are used as diagnostic tools to assist in advising students and discovering areas which need strengthening rather than determining eligibility for entrance into the program.
- b. Impact on other academic units: None

On page 76 of the 2002-2003 *Graduate Catalog*, under THE DOCTORAL PROGRAM, 2nd column, REVISE number 3

FROM

3. Prescribed remedial courses based on performance on entrance exams.

TO

3. Prescribed courses based on performance on diagnostic examinations.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: We seek to correct a misleading reference to "entrance exams" which are administered on entrance and are used as diagnostic tools to assist in advising students and discovering areas which need strengthening rather than determining eligibility for entrance into the program.
- b. Impact on other academic units: None

CLASSICS

REVISE CREDIT HOURS

441 Special Topics in Classical Civilization (3) (Formerly: 1-3)**Effective: Fall 2003****SUPPORTING INFORMATION**

- a. Rationale: Having variable credit hours was confusing. The course is now the general rubric for advanced undergraduate work in classics.
- b. Course format and location: Lecture, field and laboratory
- c. Impact on other academic units: None
- d. Financial impact: None

ECOLOGY & EVOLUTIONARY BIOLOGY

REVISE DESCRIPTION AND CREDIT HOURS

FROM

460 Evolution (3) Principles, facts, and theories regarding biological evolution. Concepts, processes and product in development of organic diversity. Historical development of ideas concerning biological evolution. Prereq: General Genetics or consent of instructor

TO

460 Evolution (4) Principles, facts, and theories regarding biological evolution. Concepts, processes and product in development of organic diversity. Historical development of ideas concerning biological evolution. Prereq: Biology 240 General Genetics or consent of instructor. 3 hrs. lecture and 2 hrs. lab/discussion**Effective: Fall 2003****SUPPORTING INFORMATION**

- a. Rationale: Adding 2 hours lab/discussion a week (1 credit hour) will allow the students to explore topics in greater depth. Labs will involve computer simulations of evolutionary processes. Discussions will focus on contemporary scientific and societal issues that relate to evolutionary ideas and processes.
- b. Course format and location: 3 lecture hours and 2 lab/discussion hours per week
- c. Impact on other academic units: None
- d. Financial Impact: Commitment of one additional GTA

GEOGRAPHY

ADD

432 Dendrochronology (4) Principles, techniques, and interpretation in tree-ring science. Applications in geography, climate, ecology, forestry, archaeology, and earth sciences. 3 hours lecture and 2 hours lab per week. Prereq: 131-132 Geography of the Natural Environment or consent of instructor.**Effective: Fall 2003****SUPPORTING INFORMATION**

- a. Rationale: This course will allow a new faculty member to teach in his area of specialty. The course content provides synergies with current course offerings in physical geography, including Biogeography, Climatology, Global Change, and Water Resources.
- b. Course format and location: Lecture and laboratory
- c. Impact on other academic units: The proposed course should be a useful elective for majors in Forestry, Wildlife and Fisheries, Ecology, and Geological Sciences.

- d. Financial impact: None

ADD

495 Special Topics in Geography (1-4) Topics vary. Prereq: consent of instructor. May be repeated with consent of instructor. Satisfactory/No Credit or letter grade. Maximum 8 hrs.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: We would like to have the flexibility to occasionally offer 400-level courses on special topics, something we currently have no mechanism for doing. These courses would allow our new faculty and visiting faculty to teach in their areas of expertise, and would strengthen our undergraduate program. An example of a course we would hope to offer is a course in Soils Geography. If successful, we might later request to add the course to our curriculum but first we would "test the waters" under our special topics course offering.
- b. Course format and location: Variable. Soils Geography would be 3 hours lecture and 2 hours lab per week.
- c. Impact on other academic units: These courses may be of interest to students outside of Geography.
- d. Financial impact: None

ADD

632 Seminar in Dendrochronology (3) Prereq: 432 or consent of instructor. May be repeated. Maximum 6 hours.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course will allow a new faculty member to teach a seminar in his area of specialty. The course content provides significant links with our current course offerings in physical geography.
- b. Course format and location: Discussion once per week
- c. Impact on other academic units: The proposed course will be a useful elective in the Department of Forestry, Wildlife & Fisheries, the Department of Geological Sciences, and the Department of Ecology and Evolutionary Biology.
- d. Financial impact: None

HISTORY

On page 122 of the 2002-2003 *Graduate Catalog*, 2nd column, 1st paragraph, REPLACE the Comprehensive Examination section with the following:

Comprehensive Examination

The comprehensive examination consists of a written exam (Group I) and an oral exam (Group II) and must be taken no later than the semester following the semester in which the student completes the residence, course work, and language requirements (summer excluded). Failure to take the comprehensive examination within the required time will be counted as a failure on the examination. No student will be permitted to take the comprehensive examination unless he or she has passed the Group III examination (see above) and has an overall grade-point average of at least 3.0. Qualified students will be examined in one field selected from the Group I list below and one field selected from the Group II list below. The two exams are taken in the same semester. The Group I is an 8-hour written exam. It must be passed before the Group II can be taken. The Group II is a 2-hour oral exam. A student who fails either exam must repeat it the following semester (summer excluded). A second failure on either exam will cause the student to be dropped from the History graduate program. A student who does not repeat a failed exam within the required time will likewise be dropped from the program.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. The graduate catalog is in error regarding the History Department's doctoral comprehensive exams.
- b. Impact on other academic units: None

INTERDISCIPLINARY PROGRAMS**African And African American Studies**

ADD CROSS-LISTING

461 Art of Southern and Eastern Africa (3) (Same as Art History 461.) Primary department is Art History.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The course will help to strengthen the African and African American Studies major by adding depth and breadth to the curriculum. It will provide greater range of courses for majors.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

ADD CROSS-LISTING

462 Art and Archaeology of Ancient Africa (3) (Same as Art History 462.) Primary department is Art History.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The course will help to strengthen the African and African American Studies major by adding depth and breadth to the curriculum. It will provide greater range of courses for majors.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

ADD CROSS-LISTING

463 Arts of the African Diaspora (3) (Same as Art History 463.) Primary department is Art History.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The course will help to strengthen the African and African American Studies major by adding depth and breadth to the curriculum. It will provide greater range of courses for majors.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

Legal Studies

ADD CROSS-LISTING

435 Criminal Law and Procedure (3) (Same as Political Science 435.) Primary department is Political Science.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course is obviously relevant to the Legal Studies major.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

Linguistics

ADD GRADUATE CERTIFICATE PROGRAM

INSERT on page 134 of the *Graduate Catalog*, column 1, under Linguistics:

Graduate Certificate in Linguistics

The Linguistics Program offers a graduate certificate, designed to meet the needs of individuals wishing to apply linguistics in various professional fields. It draws upon the strengths of faculty members in applied linguistics, sociolinguistics, and theoretical linguistics. The requirements focus upon the central aspects of the discipline of Linguistics and aim to develop students' basic knowledge and skills in the central aspects of the discipline.

Upon successful completion of this program, students should have an understanding of the basic theoretical concepts and approaches of the discipline and have gained experience in the use of analytic and research techniques. It is also designed to meet the specific needs of those students who are preparing to teach foreign language at the high school/junior college level and/or to obtain advanced level proficiency in linguistics and cultural knowledge.

Prospective candidates for the certificate may take up to 6 hours of certificate classes before making application for admission to the Certificate Program. Once admitted to the program they must maintain a GPA of at least 3.0. Application to the Certificate Program must be made to the Chair of the Interdisciplinary Linguistics Program by submitting a letter of application and copies of undergraduate transcripts (and graduate transcripts, if applicable). A minimum of fifteen credit hours is required; all courses must be selected in consultation with a program advisor, who must approve all courses for individual students prior to their being taken, except that, as noted above, up to six credit hours may be accepted from candidates upon admission. Students will satisfy the requirements of the Certificate program by selecting fifteen hours from the following lists, provided that those courses are selected in consultation with a program advisor, who approves their selection. A certificate cannot be earned without program approval by the advisor.

Certificate Requirements

1. At least one of the following courses: French 512, German 512, Spanish 512, Linguistics 423, 425.
2. Additional courses from the following list for a total of fifteen credit hours: Audiology and Speech Pathology 506, 579, 601, 652, English 508, 509, 680, French 421, 422, 510, German 510, 541, 631, 632, Linguistics 400, 411, 426, 429, 435, 471, 472, 474, 475, 476, 477, 485, 490, Spanish 531, Psychology 400, 543, 617, Statistics 531. Other courses may, where appropriate, be substituted for the courses listed above with the permission of the Chair of the Linguistics Program.
3. A non-credit capstone project, normally the preparation of a paper for presentation at a professional conference or for publication in a journal, planned and completed in consultation with a program advisor.

Effective: Fall 2003

Medieval Studies

ADD GRADUATE CERTIFICATE PROGRAM

INSERT on page 134 of the *Graduate Catalog*, column 1, under Medieval Studies:

Graduate Certificate in Medieval Studies

The Medieval Studies program offers a graduate certificate enabling students with an interest in medieval topics to acquire a broad foundation in the interdisciplinary approaches to medieval research and to begin putting these approaches into practice. For students earning MAs or PhDs in traditional disciplines, the program will augment their training and may make them more attractive candidates for academic positions.

Prospective candidates for the certificate may take up to 6 hours of certificate classes before making application for admission to the Certificate Program. Once admitted to the program they must maintain a GPA of at least 3.0. Application to the Certificate Program must be made to the Chair of the Medieval Studies Program by submitting a letter of application and copies of undergraduate transcripts (and graduate transcripts, if applicable). A minimum of fifteen credit hours is required; all courses must be selected in consultation with a program advisor, who must approve all courses for individual students prior to their being taken, except that, as noted above, up to six credit hours may be accepted from candidates upon admission. Students will satisfy the requirements of the Certificate program by selecting fifteen hours from the following lists, provided that those courses are selected in consultation with a program advisor, who approves their selection. A certificate cannot be earned without program approval by the advisor.

Certificate Requirements

1. Medieval Studies 510.

2. Twelve additional hours chosen from at least two disciplines. A minimum of six hours must be taken in one discipline. Students may choose from the following courses: Art History 425, 431, 441, 451, 571, English 401, 402, 508, 513, 514, 610, 611, 620, 621, French 410, 429, 540, German 541, History 531, Italian 401, 402, Spanish 531, 532, Philosophy 520, 620, Political Science 475. Topics and special topics courses, where appropriate, may be substituted for any of the above courses with the permission of the Chair of the Medieval Studies Program.
3. Demonstration of competency in reading medieval Latin, either by earning an "A" or "B" in Classics 435, or by passing the University of Toronto's MA Medieval Latin exam, given on campus in Fall and Spring semesters. Where appropriate, students may substitute competency in reading medieval Greek, Hebrew, or Arabic. The chair of Medieval Studies, in conjunction with the Medieval Studies committee, will establish standards for determining competency in these languages as need arises
4. A non-credit capstone project, usually a paper. The paper should be interdisciplinary in its approach to its topic and may be an outgrowth of a seminar paper in another course. This capstone paper must be presented to an audience of Medieval Studies committee members and other interested faculty and graduate students before the certificate is granted.

Effective: Fall 2003

Women's Studies

REVISE CROSS-LISTING

FROM

410 Sex Role Development: Implications for Education and Counseling (3) (Same as Counselor Education and Counseling Psychology.)

TO

410 Sex Role Development: Implications for Education and Counseling (3) (Same as Educational Psychology and Counseling.) Primary department is Educational Psychology and Counseling.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Name of primary department is changing.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

ADD GRADUATE CERTIFICATE PROGRAM

INSERT on page 134 of the *Graduate Catalog*, column 1, under Women's Studies:

Graduate Certificate in Women's Studies

The Women's Studies program offers a graduate certificate, enabling students to develop critical thinking about the economic, social, and legal factors influencing women's roles in contemporary and historical societies, and to evaluate those roles in the widest possible perspectives. Students may examine representations of women in the arts and the media, evaluate how science and medicine view women as objects of study, and study how women work as practitioners and researchers in these fields.

The program is designed to provide a supplementary perspective for students already enrolled in graduate programs, to provide an entry into graduate study for those who are exploring a number of disciplinary approaches, to provide enrichment for members of the community who have a BA or an advanced degree, and to develop skills for professionals in various fields.

Prospective candidates for the certificate may take up to 6 hours of certificate classes before making application for admission to the Certificate Program. Once admitted to the program they must maintain a GPA of at least 3.0. Application to the Certificate Program must be made to the Chair of the Women's Studies Program by submitting a letter of application and copies of undergraduate transcripts (and graduate transcripts, if applicable). A minimum of fifteen credit hours is required; all courses must be selected in consultation with a program advisor, who must approve all courses for individual students prior to their being taken, except that, as noted above, up to six credit hours may be accepted from candidates upon admission. Students will satisfy the requirements of the Certificate program by selecting fifteen hours

from the following lists, provided that those courses are selected in consultation with a program advisor, who approves their selection. A certificate cannot be earned without program approval by the advisor.

Certificate Requirements

1. Women's Studies 510.
2. Twelve additional hours, drawn from at least two different disciplines. For students enrolled in an MA program, no more than two of the certificate courses may be drawn from that program or the department in which the MA program is housed. Students are encouraged to select from courses at the 500 level and above. Students may choose from the following list: Anthropology 517, English 584, Health 420, 520, Public Health 585, Law 849, 862, 958, Women's Studies 400, 410, 422, 425, 434, 466, 469, 476, 483, 510, 593.
3. A capstone experience such as presenting research results to a professional group, submitting a work for publication, arranging an exhibit, or presenting a performance to a group approved by the individual advisor and the chair of Women's Studies.

Effective: Fall 2003

MODERN FOREIGN LANGUAGES AND LITERATURES**French**

On page 156 of the 2002-2003 *Graduate Catalog*, 1st column, Master's Programs, French Non-Thesis Option, REVISE number 2

FROM

2. Three term papers that have been accepted by the student's advisory committee.

TO

2. A research paper from a course, which the candidate substantially expands with the approval of the committee.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The change reflects new testing procedures we have implemented in the master's program.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

On page 156 of the 2002-2003 *Graduate Catalog*, 1st column, Master's Programs, French Non-Thesis Option, REVISE number 4

FROM

4. A final oral examination to discuss the papers.

TO

4. A final oral examination to discuss the research paper.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The change reflects new testing procedures we have implemented in the master's program.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

German

On page 156 of the 2002-2003 *Graduate Catalog*, 3rd column, REVISE the last paragraph on the page
FROM

French students choosing applied linguistics must take French 421 or 429; 425; 512; and 9 (Track I) or 3 (Track II) hours of appropriate electives in English or French. German students choosing applied linguistics must take German 425, 435, 510, or 512, 3 hours of German linguistics, such as 426, 436, 631, or 632, and 6 hours of linguistics electives in English or German. Spanish students choosing applied linguistics must take Spanish 421 or 429; 425; 512; and 9 (Track I) or 3 (Track II) hours of appropriate electives in English or Spanish. The student's graduate advisor must approve the electives chosen.

TO

French students choosing applied linguistics must take French 421 or 429; 425; 512; and 9 (Track I) or 3 (Track II) hours of appropriate electives in English or French. German students choosing applied linguistics must take German 425, 435 or 510, 512, 3 hours of German linguistics, such as 426, 436, 631, or 632, and 6 hours of linguistics electives in English or German. Spanish students choosing applied linguistics must take Spanish 421 or 429; 425; 512; and 9 (Track I) or 3 (Track II) hours of appropriate electives in English or Spanish. The student's graduate advisor must approve the electives chosen.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The text as it now stands is in error. The error has existed for several years and has never been corrected. 435 Structure of the German Language and 510 German Phonetics and Advanced Grammar are very close in content and the intention is to have students take one or the other but not both. 512 is devoted to methods of teaching college German and is completely different from 435 and 510.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

416 Metropolis Revisited (3) The 20th Century German or Austrian metropolis in the mirror of history, literature, theory, art, architecture, and music. Taught in English. Prereq: German 101-102 or simultaneous enrollment in that sequence and consent of instructor.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course is an outgrowth of our experiment with the interdisciplinary Berlin course and will normally continue with a second course in the following semester involving a trip to the city in question (Berlin or Vienna)
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: As an interdisciplinary course with lectures from two different colleges and many departments, this course has served as a vehicle to bring faculty together around an attractive topic and to encourage intellectual exchange between faculty members.
- d. Financial impact: None

ADD

419 German Fairy Tales and Literary Fantasies (3) How and why forms of literary fantasies ranging from apocalyptic dreams to enchanted visions have changed over the centuries. Strong interdisciplinary component, tracing interconnections between philosophy, psychology, religion and literary history, as well as exploring the relationship between literary, musical and artistic representations of specific themes. Prereq: 6 hours of 300 courses or equivalent, excluding 331-332.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: This and the new courses 431-434 represent better both the interests of new faculty and a broader approach to literature that is more indebted to cultural studies.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

431 Images of Nature and the Body in German Culture (3) Representations of nature from idyllic refuge and object of praise to scientific object and precarious resource. Other themes include sexuality, the body, childhood, and aging. Discussions based on literary and documentary texts and films. Prereq: 6 hours of 300 courses or equivalent, excluding 331-332

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: We are revising our 400-level literature courses, dropping 421-424 and adding 431-434. The new courses represent better both the interests of new faculty and a broader approach to literature that is more indebted to cultural studies. The descriptions of the new courses 431-434 should also be more informative for students.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

432 German Creative Thinking: Interdisciplinary Dialogues (3) Interdisciplinary connections between German literature and art, music, philosophy, theatrical praxis, psychology, dance, anthropology, history, and the sciences. Comparative analyses of literary and non-fictional texts, films, and other media. Prereq: 6 hours of 300 courses or equivalent, excluding 331-332.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: We are revising our 400-level literature courses, dropping 421-424 and adding 431-434. The new courses represent better both the interests of new faculty and a broader approach to literature that is more indebted to cultural studies. The descriptions of the new courses 431-434 should also be more informative for students.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

433 Nation, Race, and Ethnicity (3) Examination of cultural constructions of nation, race, and ethnicity and how they have challenged each other and developed in German speaking countries since the eighteenth century. Close study and analysis of fiction, non-fiction, and films that address controversial topics such as assimilation, integration, racial/ethnic identity formation and multiculturalism. Prereq: 6 hours of 300 courses or equivalent, excluding 331-332.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: We are revising our 400-level literature courses, dropping 421-424 and adding 431-434. The new courses represent better both the interests of new faculty and a broader approach to literature that is more indebted to cultural studies. The descriptions of the new courses 431-434 should also be more informative for students.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

434 Extraordinary Wo(Men)-Outcasts, Rebels, Martyrs and Saints (3) Examination of German texts and visual media that have challenged mainstream thinking throughout the centuries. Strong interdisciplinary component, focusing on literary and artistic forms that depict struggles involving religion, politics and gender. Prereq: 6 hours of 300 courses or equivalent, excluding 331-332.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: We are revising our 400-level literature courses, dropping 421-424 and adding 431-434. The new courses represent better both the interests of new faculty and a broader approach to literature that is more indebted to cultural studies. The descriptions of the new courses 431-434 should also be more informative for students.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

494 German Community Service Practicum (1) Supervised by the director of the Lower-Division German program, students assist German classes at local schools or they perform supervised service with local institutions that promote awareness of German culture among the general public. Prereq. 18 hours of upper division German courses and consent of program chair. Maximum of one hour credit per semester. May be repeated for a maximum of 3 hours.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: This course parallels courses instituted in French and Spanish. In the case of German and French, it recognizes that foreign language study in the U.S. is tending towards a monoculture and that interaction with the broader community is desirable to preserve the diversity of language offerings in the U.S.
- b. Course format and location: Service work on and off campus and discussion.
- c. Impact on other academic units: As an interdisciplinary course with lectures from two different colleges and many departments, this course has served as a vehicle to bring faculty together around an attractive topic and to encourage intellectual exchange between faculty members.
- d. Financial impact: None

DROP**421 German Lyric Poetry (3)****Effective: Fall 2003****SUPPORTING INFORMATION**

- a. Rationale: The courses 421-424 will be replaced by 431-434. Our department was urged by the Humanities Divisional Committee to treat these course changes as drops and adds rather than simply revising the course descriptions for 421-424, since the changes involved significant shifts in the course material and approach.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

DROP**422 German Drama (3)****Effective: Fall 2003****SUPPORTING INFORMATION**

- e. Rationale: The courses 421-424 will be replaced by 431-434. Our department was urged by the Humanities Divisional Committee to treat these course changes as drops and adds rather than simply revising the course descriptions for 421-424, since the changes involved significant shifts in the course material and approach.
- f. Course format and location: N/A
- g. Impact on other academic units: None
- h. Financial impact: None

DROP

423 German Narrative Prose (3)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The courses 421-424 will be replaced by 431-434. Our department was urged by the Humanities Divisional Committee to treat these course changes as drops and adds rather than simply revising the course descriptions for 421-424, since the changes involved significant shifts in the course material and approach.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

DROP

424 German Literary Movements (3)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The courses 421-424 will be replaced by 431-434. Our department was urged by the Humanities Divisional Committee to treat these course changes as drops and adds rather than simply revising the course descriptions for 421-424, since the changes involved significant shifts in the course material and approach.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

DROP

520 Proseminar (2)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Our current courses 519/520 yield one credit hour and two credit hours respectively. The division of the material into two segments has several historical roots, but these no longer apply. We would like to drop 520 and expand 519 to three hours. The course description parallels French 519. The students in French 519 and German 519 are in the same class and are taught by the same instructor.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE TITLE, DESCRIPTION, AND CREDIT HOURS

FROM

519 Bibliographical Methods (1) Bibliographical methods, major reference works and bibliographical problems in language and literature.

TO

519 Bibliography and Methods of Research (3) Critical research tools and scholarly contributions in German literature and language. Practical exercises on compiling of scholarly data using computer-based and non-computer sources.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Our current courses 519/520 yield one credit hour and two credit hours respectively. The division of the material into two segments has several historical roots, but these no longer apply. We

would like to drop 520 and expand 519 to three hours. The course description parallels French 519. The students in French 519 and German 519 are in the same class and are taught by the same instructor.

- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

Russian

ADD CROSS-LISTING

425 Introduction to Descriptive Linguistics (3) (Same as French 425, German 425, Spanish 425, and Linguistics 425.) Primary department is French.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This cross-listed course was dropped earlier but we would like our students to still be able to take it for Russian credit. The other listings still have Russian in their cross listings.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

ADD CROSS-LISTING

426 Methods of Historical Linguistics (3) (Same as French 426, German 426, Spanish 426, and Linguistics 426.) Primary department is German.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This cross listed course was dropped earlier but we would like our students to still be able to take it for Russian credit. The other listings still have Russian in their cross listings.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

MUSIC

On page 160 of the 2002-2003 *Graduate Catalog*, 2nd column, after the faculty list, ADD the following:

Mission Statement

The School of Music provides specialized training in music to prepare students for professional work or advanced study; for teaching music in the elementary and secondary schools, and in higher education; and for general cultural enrichment.

The curriculum of the School of Music, therefore, is designed to present the learning of music as an integrated whole. Solo and ensemble performance, theoretical and historical studies, concert attendance, and electives both within and outside the school are intended to provide a balanced education. The School also provides general music studies and performance.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Our accrediting agency, the National Association of Schools of Music, recommends that our mission statement be published in all catalogs and other official publications. The School would also like our mission to be known.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

On page 160 of the 2002-2003 *Graduate Catalog*, 2nd column, REVISE the first paragraph of the Music program description

FROM

The School of Music offers the Master of Music degree with a concentration in accompanying, choral conducting, composition, instrumental conducting, jazz, music education, music theory (with an optional emphasis in music technology), musicology, performance (organ, piano, strings, voice, winds, and percussion), and piano pedagogy and literature.

TO

Programs

The School of Music offers the Master of Music degree with a concentration in accompanying, choral conducting, composition, instrumental conducting, jazz, music education, music theory (with an optional emphasis in music technology), musicology, performance (organ, piano, strings, voice, winds, and percussion), and pedagogy (piano or vocal).

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The name of the pedagogy program was changed to meet accreditation organization's requirements. The program in Vocal Pedagogy was added this year.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

Music Voice

DROP

490 Church Music Methods, K-12 (3)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course is no longer needed. Music General 495 Sacred Music Internship will take its place.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

565 Special Projects in Vocal Pedagogy (3) Course is available only for graduate students majoring in vocal pedagogy. Prereq: Consent of instructor.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course will provide graduate (MM) students in Vocal Pedagogy with the opportunity to do research in an area of their choice. This course is needed for a new Master of Music in Pedagogy (Voice) track which is to be added.
- b. Course format and location: Discussion
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

575 Internship in Vocal Pedagogy I (1) Opportunity for vocal pedagogy students to develop and improve applied teaching skills through a shared practicum experience in a seminar setting. Includes supervised instruction. Available only for graduate students majoring in vocal pedagogy. Prereq: Consent of instructor. May be repeated. Maximum 2 hours.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course is needed for the new Master's program in vocal pedagogy to provide students in this program with the opportunity to teach students under supervision of an instructor. This supervised teaching will provide student teachers with valuable feedback and opportunity to try various teaching techniques.
- b. Course format and location: Field experience
- c. Impact on other academic units: None
- d. Financial impact: None

[In 2000-2001 Music Voice dropped two courses 130-140 but did not add any classes that year. These two drops balance the two adds in Music Voice this year.]

REVISE DESCRIPTION, CREDIT HOURS AND REPETITION

FROM

590 Advanced Choral Conducting (3) Expansion and continued refinement of conducting technique; development of choral rehearsal skills.

TO

590 Advanced Choral Conducting (2) Expansion and continued refinement of conducting technique. Score reading and preparation, rehearsal techniques, and interpretation of styles and performance practices. May be repeated. Maximum 8 hours.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course provides students with private conducting lessons (private lessons with conducting instructor). Students need more than one semester of lessons; thus the course may be repeated up to four times (the four semesters they are in the MM program). Expectations in each area will expand along with skill of students.
- b. Course format and location: Laboratory
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE DESCRIPTION

FROM

595 Choral Conducting Seminar (3) Score reading and preparation; problems of interpretation, performance practices, and conducting techniques.

TO

595 Choral Conducting Seminar (3) Topics vary.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: We would like to allow for various topics in choral conducting to be discussed (according to different teachers' areas of expertise).
- b. Course format and location: Lecture/discussion

- c. Impact on other academic units: None
- d. Financial impact: None

PHYSICS

On pages 171-172 of the 2002-2003 *Graduate Catalog*, REVISE the master's program description
FROM

THE MASTER'S PROGRAM

Thesis Option

The course requirements include 24 semester hours of physics courses, of which at least 12 hours are taken from Physics 511-12 or 513-14, 521-22, 531-32, 541-42, or 571-72. Each candidate must present an acceptable thesis, 6 hours of 500, and pass an oral examination on course material and thesis.

The department offers an M.S. thesis program with a concentration in geophysics. Program requirements are: 12 hours from Physics 513-14, 531-32, 541-42, 571-72; a minimum of 12 additional hours in geology, geophysics, and/or physics, as approved by the student's committee; and the presentation of an acceptable thesis, 6 hours of Physics 500, and the passing of an oral examination on course material and thesis.

Project Option

The course requirements include a minimum of 30 semester hours of graduate credit in courses composed of Physics 506, 511-12; 6 hours from Physics 593, 594 for a Project in Lieu of Thesis; 9 hours from general physics: 411-12, 421, 431-32, 461-62, 507, 508, 521-522, 531-32, 541-42, 555, 571-72 (at least 3 hours above the 500 level); and 6 hours from a single minor field outside of the physics department, such as computer science, mathematics, engineering, chemistry, biology, education, business, or law.

The candidate must pass an oral examination on course material and on the Project representing the culmination of an original research project completed by the student. A written report must be approved and accepted by the Physics Graduate Committee and the Department Head. An electronic version of the written report must also be submitted to the permanent electronic archive of the Physics Department available to the Internet.

Non-Thesis Option

Students seeking the non-thesis option must apply to the department's graduate committee for permission to enroll under this program. The requirements are the satisfactory completion of 30 semester hours of coursework composed of 18 hours from Physics 511-12 or 513-14, 521-22, 531-32, 541-42, and 571-72; 6 hours in a minor field; and 6 hours from other courses numbered above 400 (preferably of advanced laboratory nature.) At least 20 hours must be taken at the 500-level or above. In addition, the candidate must pass a written examination administered by his/her committee.

TO

THE MASTER'S PROGRAM

Thesis Option

The course requirements include 24 semester hours of physics courses, of which at least 12 hours are taken from Physics 511-12 or 513-14, 521-22, 531-32, 541-42, 571-72, 573. Each candidate must present an acceptable thesis, 6 hours of 500, and pass an oral examination on course material and thesis.

The department offers an M.S. thesis program with a concentration in geophysics. Program requirements are: 12 hours from Physics 513-14, 521-522, 531-32, 541-42, 571-72, 573; a minimum of 12 additional hours in geology, geophysics, and/or physics, as approved by the student's committee; and the presentation of an acceptable thesis, 6 hours of Physics 500, and the passing of an oral examination on course material and thesis.

Project Option

The course requirements include a minimum of 30 semester hours of graduate credit in courses composed of Physics 506, 511-12; 6 hours from Physics 593, 594 for a Project in Lieu of Thesis; 9 hours from general physics: 411-12, 421, 431-32, 461-62, 507, 508, 521-522, 531-32, 541-42, 555, 571-72, 573 (at least 3 hours above the 500 level); and 6 hours from a single minor field outside of the physics department, such as computer science, mathematics, engineering, chemistry, biology, education, business, or law.

The candidate must pass an oral examination on course material and on the Project representing the culmination of an original research project completed by the student. A written report must be approved and accepted by the Physics Graduate Committee and the Department Head. An electronic version of the written report must also be submitted to the permanent electronic archive of the Physics Department available to the Internet.

Non-Thesis Option

Students seeking the non-thesis option must apply to the department's graduate committee for permission to enroll under this program. The requirements are the satisfactory completion of 30 semester hours of coursework composed of 18 hours from Physics 511-12 or 513-14, 521-22, 531-32, 541-42, 571-72, 573; 6 hours in a minor field; and 6 hours from other courses numbered above 400 (preferably of advanced laboratory nature.) At least 20 hours must be taken at the 500-level or above. In addition, the candidate must pass a written examination administered by his/her committee.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Physics 572 Mathematical Methods in Physics II, and Physics 573 Numerical Methods in Physics, are regularly offered and students need to be able to choose the course most appropriate to their research interest. The Physics 521-522 series Quantum Mechanics was inadvertently left off the list of 500-level Physics courses from which students with a concentration in geophysics must choose 12 hours.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

On page 172 of the 2002-2003 *Graduate Catalog*, REVISE the first paragraph of the doctoral program description

FROM

All students are expected to take the graduate core curriculum in physics consisting of the following courses: Physics 521-22, 531, 541, 551, and 571. Students concentrating in chemical physics may substitute Chemistry 572 for Physics 551, and should complete at least 6 semester hours from Chemistry 570, 571, 670. Students must take a minimum of 15 hours of 600-level courses, with 6 of these hours in their concentration area. Physics 601-02 are normally required of students concentrating in atomic physics; Physics 621-22 of students in nuclear physics; Physics 626-27 of students in elementary particle physics (and/or Physics 613-14 for students concentrating in theoretical physics); and Physics 671-72 of students in condensed matter and surface physics.

TO

All students are expected to take the graduate core curriculum in physics consisting of the following courses: Physics 521-22, 531, 541, 551, and 571. Students concentrating in chemical physics may substitute Chemistry 572 for Physics 551, and should complete at least 6 semester hours from Chemistry 570, 571, 670. Students must take a minimum of 15 hours of 600-level courses, with 6 of these hours in their concentration area. Physics 601-02 are normally required of students concentrating in atomic physics; Physics 621-22 of students in nuclear physics; Physics 626-27 of students in elementary particle physics (and/or Physics 611-12 for students concentrating in theoretical elementary particle physics); Physics 615-16 of students in astrophysics and cosmology; and Physics 671-72 of students in condensed matter and surface physics.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: We propose to drop the Physics 613-614 (Quantum Field Theory) series and add the Physics 615-616 series (Astrophysics and Cosmology). Physics 613-614 partially duplicated Physics 611-612, which now becomes the course normally required for students in theoretical elementary particle physics. We have a strong, active research group in astrophysics and cosmology, and Physics 615-616 will now be normally required for students concentrating in that research area.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

615-616 Astrophysics and Cosmology (3,3) 615 - Stellar evolution: hydrostatic equilibrium, energy production and transport, star birth, main sequence, red giants, variable stars, and stellar explosions. General relativity and gravitation, white dwarfs, neutron stars, pulsars, and black holes. 616 - Galaxies and the interstellar medium. Active galaxies, quasars, and supermassive black holes. Large-scale structure, the expanding Universe, cosmologies, big bang, cosmic background radiation, inflation, dark matter, formation of structure, and fate of the Universe. The Planck scale and quantum gravity.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: Physics 615-616 is a new course sequence, intended for all Ph.D. students with an interest in Astrophysics and Cosmology and for students specializing in this research area. The Department of Physics has a strong, active research group in astrophysics and cosmology, and we are attracting students specializing in astrophysics and cosmology every year.
- b. Course format and location: lecture
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE DESCRIPTION**FROM**

506 Experimental Methods (3) Principles, real operational behavior, and hazards of laser types, radiation detectors, photomultiplier tubes, image intensifiers, image converters, image dissectors, streak cameras, and fast-framing cameras; high-vacuum systems including cryogenic-based devices, data acquisition techniques including synchronous detection, digital electronics methods and micro-computer data acquisition and registration methods.

TO

506 Experimental Methods (3) Introduction to experimental methods of spectroscopy through hands on operation of FTIR, Raman, NMR, photoelectron, laser and mass spectrometers. Principles and hazards of cw and pulsed lasers, radiation detectors, photomultiplier tubes, image intensifiers, image converters; high-vacuum systems including cryogenic-based devices, data acquisition techniques including lock-in amplifiers, box-car integrators, digital electronics methods and micro-computer data acquisition.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: The new course description accurately reflects the course content.
- b. Course format and location: lecture
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE PREREQUISITE

551 Statistical Mechanics (3) Prereq: 521, 531, 571. (Formerly: Prereq: 521, 531, 571-72. Prereq or coreq: 522)

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: Physics 572 is no longer a core requirement and is only taught every second year. It is not a prerequisite for Physics 551. Physics 522 is not required for successful completion of Physics 551.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

DELETE PREREQUISITE

555 Solid State Physics (3) (Formerly: 522 or consent of instructor)

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: Physics 522 is not required for successful completion of Physics 555.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE PREREQUISITE

573 Numerical Methods in Physics (3) Prereq: 571 or consent of instructor. (Formerly: 571-72 or consent of instructor)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Physics 572 is no longer a core requirement and is only taught every second year. It is not a prerequisite for, but it alternates with Physics 573.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE PREREQUISITE

612 Advanced Topics in Quantum Field Theory (3) Prereq: 611 or consent of instructor. (Formerly: 561 or 611 or consent of instructor)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Physics 561 is not taught on a regular schedule and is not a prerequisite for Physics 612.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE PREREQUISITE

643 Computational Physics (3) Prereq: 521, 531, 571. (Formerly: 522, 531, 542, and 572)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The prerequisite for 643 is completion of the core requirements, Physics 521, 531, and 571. Physics 643 can be successfully completed by students not having taken 522, 542, and 572.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

DROP

613-614: Quantum Field Theory (3,3)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: We propose to drop this series and add the Physics 615-616 series (Astrophysics and Cosmology). 613-614 partially duplicated Physics 611-612, which now becomes the course normally required for students in theoretical elementary particle physics. We have a strong, active research group in astrophysics and cosmology, and Physics 615-616 will now be normally required for students concentrating in that research area.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

POLITICAL SCIENCE

ADD

473 Negotiation, Bargaining and Diplomacy (3) Diplomacy, negotiation, and foreign policy decision-making. Theories of diplomacy and negotiation are applied in a simulation focusing on issues from international crime and global economic stability to world health and the environment.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Reflects expertise of faculty.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

474 International Organization (3) Constitutional framework and key functions of the United Nations. Topics include collective security, peacekeeping, human rights, development, regional organizations, and the role of the Secretary-General.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Reflects expertise of faculty and supports student Model UN team.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

549 Environmental Policy (3) Overview of contemporary environmental policy and its evolution. Examines the roles of values in the environmental arena. Provides a framework for policy analysis and analytical tools for selection and choosing among policy options.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The administration of the Graduate Minor in Environmental Policy has been moved from the Department of Economics to the Department of Political Science. The advisory committee to this minor has recommended that the core required courses, formerly taught as several 1 credit courses (Environmental Policy Research Workshop) be taught in a 3 hour seminar. Students complain they are unable to complete the 1 credit hour sequence because of internships and conflicting course schedules.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

684 International Law (3) Provides the analytical tools necessary to evaluate the legality of events under international law. Presents the law relevant to politics, such as the use of force, human rights, war crimes, international courts, principles of jurisdiction, and air, space and sea law.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: We have offered in seminar under Political Science 688 Special Topics in International Politics. Students requested that it be given a separate listing so that the course title appears on their transcript and so that prospective students can know there's someone here who does international law.
- b. Course format and location: Lecture/discussion
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE TO ADD CROSS-LISTING

FROM

435 Criminal Law and Procedure (3) An overview of substantive and procedural law in the criminal justice field with emphasis constitutional questions and public policy issues.

TO

435 Criminal Law and Procedure (3) An overview of substantive and procedural law in the criminal justice field with emphasis constitutional questions and public policy issues. (Same as Legal Studies 435.) Primary department is Political Science.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course is obviously relevant to the Legal Studies major and is added to a menu of courses that can be taken to satisfy the processes component of the Legal Studies major.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE TITLE AND DESCRIPTION

FROM

459 Government and Politics of the Soviet Union (3) Origin and development of Soviet political system, and study of selected policy areas

TO

459 Government and Politics of Russia and Eastern Europe (3) System transformation, political processes and governmental structure in Russia and Eastern European countries.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This is the course description that appears in the Undergraduate Catalog.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE DESCRIPTION

FROM

471 International Political Economy (3) Economic relations between countries; theoretical and case studies of efforts to construct multilateral international institutions. Topics include economic growth, international trade and investment, development and global equity. Writing emphasis course.

TO

471 International Political Economy (3) The politics of international economics. Topics include globalization, development, trade, crime, the IMF, the WTO, the environment and challenges to the status quo.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: We wish to widen the previous course description to include new issues in IPE rather than focusing more narrowly on attempts at multi-lateral institution building.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

DROP FOR GRADUATE CREDIT**470 International Law (3)****Effective: Fall 2003****SUPPORTING INFORMATION**

- a. Rationale: This is being dropped from the *Graduate Catalog* only. We want graduate students interested in international law to take the 600-level course rather than a 400-level course.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

PSYCHOLOGY

On page 179 of the 2002-2003 *Graduate Catalog*, 3rd column, under Clinical Psychology, 3rd paragraph, REVISE the first two sentences

FROM

After forming the doctoral committee, students must then pass a comprehensive examination administered and evaluated by the committee. This examination is comprised of two papers, one addressing a topic of the student's choice, and the second addressing an understanding of one individuals' personality and cognitive functions.

TO

Before forming the doctoral committee, each student must pass a comprehensive examination administered and evaluated by an advisory committee. The comprehensive examination is organized around a research case study of one client who has been assessed and/or treated by the student in the Departmental psychological Clinic. In addition to the case presentation, the paper presents the student's comprehensive review of relevant research and theory as a context for procedure, results, and discussion of the case.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: The current examination does not adequately assess a student's integration of clinical practice and research—the central mission of graduate education in our clinical training program.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

**MOVE THE COUNSELING PSYCHOLOGY PROGRAM TO THE DEPARTMENT OF PSYCHOLOGY,
COLLEGE OF ARTS AND SCIENCES**

On page 180 of the 2002-2003 *Graduate Catalog*, following the Clinical Psychology program description, ADD:

Counseling Psychology

The Counseling Psychology program is based upon the scientist-practitioner model of training which stresses both research and practice. It is designed to enable students to become behavioral scientists, skilled in psychological research and its application. Students are trained to work with people who have generally integrated or intact personalities, to focus on these individuals' strengths and assets, and to use relatively brief interventions to further enhance these strengths or to remediate deficiencies within them. While working with others, counseling psychologists tend to focus on the interactions of the personal, educational and vocational environments of the individuals, groups, families and organizations with whom they work.

The Counseling Psychology program consists of a minimum of 107 semester hours of graduate credit. This includes 83 hours of course work and 24 hours of dissertation research (see below).

Students are assigned a temporary faculty advisor upon admission to the program. By the end of the first calendar year students are expected to have selected an advisory committee. Prior to taking their comprehensive examinations, students must have an advisory committee meeting, present an acceptable program of study to the advisory committee, and have their research competency approved and accepted by the program's research review committee. The examinations cover the counseling psychology core and the student's cognate.

After passing comprehensive examinations, the student may form the doctoral committee, which approves the student's dissertation proposal and verifies that the student's dissertation is acceptable for the doctoral degree. The doctoral dissertation is original research that is theoretically based and psychological in nature. It must fulfill the requirements and procedures of the University of Tennessee Graduate Catalog, current edition.

The following are required of all students:

1. Students must accumulate a minimum of 600 hours in practicum experience after enrolling in the doctoral program. Students are required to have three semesters of individual practicum and one semester of group practicum. Practicum sites include the University of Tennessee Counseling Center, community agencies, the UT Career Resources Center, and area schools. Opportunities for additional practicum experiences exist in the community.

2. In addition to course work, students must demonstrate competency in research methodology and academic scholarship prior to the doctoral committee's approval of the student's dissertation proposal. The research project is to be initiated after the student has entered the Counseling Psychology program.

3. Satisfactory completion of the following curriculum:

A. Psychological Foundations – minimum of 21 semester hours

1. History and Systems of Psychology
2. Biological Bases of Behavior
3. Cognitive-Affective Bases of Behavior
4. Social Basis of Behavior
5. Individual Behavior – minimum of six semester hours
6. Life Span or Developmental Psychology

B. Quantitative and Research Skills – minimum of 15 semester hours

1. Statistics – minimum of six hours
2. Qualitative Research – minimum of three hours
3. Research Design – minimum of three hours
4. Directed Research

C. Counseling Psychology Core – minimum of 39 semester hours

1. Prepracticum in Career Development
2. Vocational Theory and Practice
3. Practicum – minimum of 9 semester hours
4. Foundations of Counseling Psychology – minimum of 6 semester hours
5. Cross-cultural Counseling
6. Ethical, Legal & Professional Issues in Psychology
7. Assessment – minimum of 6 semester hours
8. Group Counseling
9. Supervision

D. Departmental Seminar

4. Students are also required to complete a 2000-hour internship prior to graduation. In consultation with the student and the student's doctoral committee chair, the Training Director approves the internship site, which must meet APA Guidelines.

5. Students who wish to have experiences as a teaching assistant must first satisfactorily complete the department's teaching practicum course.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: The Counseling Psychology program has moved from the College of Education to the College of Arts and Sciences.
- b. Course format and location: N/A
- c. Impact on other academic units: N/A
- d. Financial impact: N/A

ADD

517 Foundations of Counseling Psychology (3) History, theory, research and practice of counseling psychology. May be repeated. Maximum 6 hrs.

531 Personality and Mental Hygiene (3) Mental health perspectives and their application to social institutions.

572 Individual Cognitive Assessment in Counseling (3) Basic concepts and applications in individual assessment of intelligence; proficiency in administrative scoring, interpretation for Wechsler, adults and children, Stanford-Binet. Prereq: 445, COUN 525 or equivalent. Satisfactory/No Credit grading only.

661 Education Implications of Neuropsychology (3) Theory and assessment. Common syndromes and their behavioral and cognitive manifestations. Prereq: 461 or consent of instructor.

672 Psychological Dysfunction (3) Classification methods, dynamics and treatment of dysfunctional individuals in counseling. Prereq: 625 and a course in abnormal psychology, or consent of instructor.

674 Practicum in Counseling Psychology (3) Supervised practice of individual counseling. Minimum 135 clock hrs required each semester. Prereq: Admission to doctoral program in Counseling Psychology, 445 or equivalent, 569 and consent of instructor. May be repeated. Maximum 6 hrs.

675 Advanced Theory and Practice in Group Counseling (3) Theories and supervised practice. Prereq: 567 and consent of instructor.

678 Theory and Practice of Counseling Supervision (3) Theory and practice of supervision in counseling. Prereq: 674 or consent of instructor. Satisfactory/No Credit grading only.

679 Internship in Counseling Psychology (1-6) Supervised employment in departmentally approved counseling psychology internship sites. Prereq: Admission to counseling psychology doctoral program and consent of instructor. May be repeated. Maximum 12 hrs. Satisfactory/No Credit grading only.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: Courses are moving from Counselor Education and Counseling Psychology to Psychology.

ADD

568 Prepracticum in Career Development (3) Didactic instruction and practice in counseling and career exploration. Prereq: Admission to doctoral program in Counseling Psychology.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: Course is moving from Counselor Education and Counseling Psychology to Psychology. Course was formerly taught in CECP as a special topics.

ADD

676 Field Placement in Counseling Psychology (3) Prerequisite: 674 and admission to the doctoral program in counseling psychology. May be repeated. Maximum 12 hrs. Satisfactory/No Credit grading only.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Counseling program has moved to Psychology.

ADD AND CROSS-LIST

625 Advanced Study in Personality (3) Theory, research and conceptual analysis of studies with application to education and counseling. Prereq: 470 or equivalent. (Same as COUN 625) Primary department is Psychology.

667 Personality and Vocational Assessment (3) Use and interpretation of personality and vocational measures in assessment of clients. Prereq: 445 or COUN 525 or consent of instructor. (Same as COUN 671) Primary department is Psychology.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Courses are moving from Counselor Education and Counseling Psychology to Psychology.

ADD CROSS-LISTING

567 Group Dynamics and Methods (3) (Same as COUN 554) Primary Department is Educational Psychology and Counseling.

569 Practicum in Counseling (3) (Same as COUN 555) Primary Department is Educational Psychology and Counseling.

574 Cross-Cultural Counseling: Theory and Research (3) (Same as COUN 570) Primary department is Educational Psychology and Counseling.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: Counseling Psychology has moved from Education to Psychology in Arts and Sciences. Students in both departments and colleges need the courses for their programs.

EQUIVALENCY TABLE

Former Courses	Equivalent Psychology Courses – Fall 2003
Counselor Education and Counseling Psychology 554	Psychology 567 (same as Counselor Education 554) *
Counselor Education and Counseling Psychology 555	Psychology 569 (same as Counselor Education 555) *
Counselor Education and Counseling Psychology 570	Psychology 574 (same as Counselor Education 570) *
Counselor Education and Counseling Psychology 571	Psychology 572
Counselor Education and Counseling Psychology 625	Psychology 625 (same as Counselor Education 625) *
Counselor Education and Counseling Psychology 661	Psychology 661
Counselor Education and Counseling Psychology 670	Psychology 517
Counselor Education and Counseling Psychology 671	Psychology 667 (same as Counselor Education 671) *
Counselor Education and Counseling Psychology 672	Psychology 672
Counselor Education and Counseling Psychology 673	Psychology 675
Counselor Education and Counseling Psychology 674	Psychology 674
Counselor Education and Counseling Psychology 678	Psychology 678
Counselor Education and Counseling Psychology 679	Psychology 679

*Cross-listed courses

SOCIOLOGY

CHANGE TITLE OF CONCENTRATION

FROM

Energy, Environment, and Resource Policy

TO

Environmental Sociology

On page 185 of the 2002-2003 *Graduate Catalog*, 1st column, 1st paragraph of Sociology entry, REVISE third, fourth, and fifth sentences

FROM

The graduate program has concentrations in criminology; energy, environment, and resource policy; and political economy. The criminology concentration includes 505, 551, 653 and 655. The energy, environment and resource policy concentration includes 560, 563, 661, and 665.

TO

The graduate program has concentrations in Criminology, Environmental Sociology, and Political Economy. The Criminology concentration includes 505, 551, 653 and 655. The Environmental Sociology concentration includes 560, 563, 661 and 665.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: The faculty in one of our three featured graduate areas of specialization is changing the title of the concentration. Since the specialization was created, the label "Environmental Sociology" has become the one most commonly used by sociologists.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE TITLE

661 Environmental Theory (3) (formerly: Theory and Methods of Human Ecology)**Effective: Fall 2003****SUPPORTING INFORMATION**

- a. The new title more accurately reflects current terminology in the discipline.
- b. Course format and location: Seminar
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE TITLE

665 Advanced Topics in Environmental Sociology (3) (formerly: Advanced Studies in Energy, Environment and Natural Resources Policy)**Effective: Fall 2003****SUPPORTING INFORMATION**

- a. The new title more accurately reflects current terminology in the discipline.
- b. Course format and location: Seminar
- c. Impact on other academic units: None
- d. Financial impact: None

THEATRE

REVISE CONCENTRATION (Theatre Technology replaced by Lighting Design)

On page 189 of the 2002-2003 *Graduate Catalog*, 2nd column, REVISE the first sentence of the Theatre program description

FROM

The Department of Theatre offers the Master of Fine Arts degree with a major in Theatre, concentrations in costume design, performance, lighting design, scene design, and theatre technology.

TO

The Department of Theatre offers the Master of Fine Arts degree with a major in Theatre, concentrations in costume design, lighting design, scene design, and performance.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The concentration in technical production has been replaced by a concentration in lighting. This change reflects that replacement and takes advantage of the strengths of new faculty in the lighting area.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

On page 189 of the 2002-2003 *Graduate Catalog*, 3rd column, revise the Design/Technical Production paragraph

FROM

Design/Technical Production

Required courses are at least 12 hours of Theatre 580, Design and Technical Production Seminar, and at least 6 hours in the projects courses. Theatre 401, Principles of Design is required in the first year of residence.

TO

Design

Required courses are at least 12 hours of Theatre 580, Design Seminar, and at least 6 hours in the projects courses. Theatre 503 Elements of Design for Theatre is required in the first year of residence.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The concentration in technical production has been replaced by a concentration in lighting. This change reflects that replacement and takes advantage of the strengths of new faculty in the lighting area. The course number and title for the principles of design course is being changed and this change reflects that as well.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

DROP

401 Principles of Theatrical Design (3)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course, which was originally intended for use in the graduate program, is being replaced by a new 500-level course.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

DROP

581 Technical Design (3)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. The concentration in technical production has been replaced by a concentration in lighting. A new course will replace this one.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

DROP

582 Production Planning (3)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. The concentration in technical production has been replaced by a concentration in lighting. A new course will replace this one.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

DROP

583 Stage Machinery (3)

Effective: Fall 2003

SUPPORTING INFORMATION

- a. The concentration in technical production has been replaced by a concentration in lighting. A new course will replace this one.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

503 Elements of Design for the Theatre (3) Analysis of the principles of design through visual, structural, and emotional relationships.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course replaces a 400 level course dropped from the curriculum and is designed to be the foundation of the design concentration in the Master of Fine Arts program in Theatre.
- b. Course format and location: Lecture/lab
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

584 Photography for the Theatre (3) Photographic techniques for shooting live performance events under challenging lighting environments. Prereq: Consent of instructor.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. The concentration in technical production has been replaced by a concentration in lighting.
- b. Course format and location:
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

564 Computer Aided Drafting for the Theatre (3) Computer drafting programs and their use in theatre design and production. Prereq: Consent of instructor.

Effective Fall: 2003**SUPPORTING INFORMATION**

- a. The concentration in technical production has been replaced by a concentration in lighting.
- b. Course format and location:
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

587 Computer Aided Rendering for the Theatre (3) Computer rendering programs and their use by theatrical designers. Prereq: Consent of instructor.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. The concentration in technical production has been replaced by a concentration in lighting.
- b. Course format and location:
- c. Impact on other academic units: None
- d. Financial impact: None

ADD

593 Independent Study (1-3) Individual or group projects. Available to Theatre MFA students only. Prereq: Consent of Instructor. May be repeated. Max 15 hrs.

Effective: Fall 2003**SUPPORTING INFORMATION**

- a. Rationale: From time to time the graduate program engages in group projects outside the normal curriculum. This course would cover those projects.
- b. Course format and location: Varied
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE DESCRIPTION

FROM

462 Advanced Lighting Design (3) Advanced problems in lighting design and theory; lighting musical theatre, opera, and dance. Prereq: 362 or consent of instructor.

TO

462 Advanced Lighting Design (3) Advanced lighting design theory and practice. Lab and project intensive. Prereq: Theatre 362 Introduction to Lighting Design or consent of instructor.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: The description more closely reflects what is being taught in the course.
- b. Course format and location: Lecture/lab
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE TITLE, DESCRIPTION, AND REPETITION

FROM

560 Projects in Lighting Design (1-3) Conception and completion of major projects, both hypothetical and actual, in lighting design. Prereq: Consent of instructor. May be repeated. Maximum 9 hrs.

TO

560 Lab Analysis of Realized Lighting Design (3) Realized lighting design projects from concept meeting through opening night. Prereq: Consent of instructor. May be repeated. Max 18 hrs.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This course will be used to integrate the students practical lighting design work into the classroom experience.
- b. Course format and location: Discussion/lab/field
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE DESCRIPTION

FROM

580 Design and Technical Production Seminar (1-6) Selected aspects of design and technical production. Prereq: Consent of instructor. May be repeated. Maximum 18 hrs.

TO

580 Design Seminar (1-6) Analysis, research, interpretation, and design of plays in a cross-disciplinary environment. May be repeated. Max 18 hrs.

Effective: Fall 2003

SUPPORTING INFORMATION

- a. Rationale: This change reflects a change in the way in which the course is taught. New faculty in scene design and lighting design have created the opportunity to change the basic approach to the way design is taught at the graduate level.
- b. Course format and location: Lecture/discussion/lab
- c. Impact on other academic units: None
- d. Financial impact: None

MEMORANDUM

TO: Graduate Council

FROM: Jan R. Williams, Dean

DATE: December 13, 2002

SUBJECT: Graduate Curricular Changes – College of Business Administration

The attached curricular proposals have been approved by the faculty of the College of Business Administration and are submitted to the Graduate Council for consideration. The following is a summary of these proposals:

The college is dropping 37 courses, adding 23, and revising 2 to be taught in an electronically mediated form.

Overview of Proposed Graduate Program Changes

Change in Program or Course	Description of Change
Accounting	
Accounting: MACC description (page 47)	Adds laptop requirement, other changes are "housekeeping".
Accounting 507	Revised description/title and/or prerequisite.
Accounting 514	Revised description/title and/or prerequisite.
Accounting 518	Revised description/title and/or prerequisite.
Accounting 521	Revised description/title and/or prerequisite.
Accounting 531	Revised description/title and/or prerequisite.
Accounting 532	Revised description/title and/or prerequisite.
Accounting 533	Revised description/title and/or prerequisite.
Accounting 534	Revised description/title and/or prerequisite.
Accounting 539	Revised description/title and/or prerequisite.
Accounting 506	Drop.
Accounting 541	Drop. Replaced with Information Management course (part of courses listed under Business Administration).
Accounting 542	Drop. Replaced with Information Management course (part of courses listed under Business Administration).
Accounting 549	Drop. Replaced with Information Management course (part of courses listed under Business Administration).
Business Administration	
Revise description starting on page 69.	Drop Taiwan Executive MBA
Revise description starting on page 69.	Change nomenclature to "Senior" EMBA and other "housekeeping" changes.
Revise description on page 73.	Add sentence about hybrid cognate areas in PhD.
BA 515	Add the 1-hour capstone course for the MBA program that was approved two years ago.
BA 591	Add 1-hour course for students to receive credit for international exchange activities sponsored by the MBA program.
BA 693	Add. Adds independent study for PhD.
Information Management 541 (listed under Business Administration)	Add. Replaces Accounting course.
Information Management 542 (listed under Business Administration)	Add. Replaces Accounting course.

Information Management 549 (listed under Business Administration)	Add. Replaces Accounting course.
Economics	
Econ 513-514 (Macroeconomics)	Revise to reflect current content.
Econ 525 (European Economic History)	Drop, since no longer offered due to change in faculty focus.
Econ 582 and 583 (Econometric sequence)	Revise to reflect current content and linkage.
Econ 615	Drop. Requested by Graduate School, so no drop form needed.
Econ 621 (International)	Revise to reflect current content and linkage.
Econ 622 (complete the International sequence)	Add. Create 2-course field in international economics to replace field in international development.
Econ 631-632 (Industrial Organization)	Revise to reflect current content.
Econ 642	Drop. Requested by Graduate School, so no drop form needed.
Econ 682 (Econometrics)	Revise to reflect current content.
Econ 683 (Econometrics)	Add. To provide additional analytic training.
Econ 690 (Workshop)	Revise to allow variable title on transcripts.
Econ 693 (Independent Study)	Add.
Finance	
Revise PhD program description on page 111.	Revision is to make corrections to be consistent with program changes made several years ago.
Marketing, Logistics & Trans.	
Program description.	Update names and ranks of professors.
Program description.	This change is made to specify courses required as part of the recently revised MBA program and to add a course to the Ph.D. program in L&T.
L&T 549	Drop.
L&T 611	Revise title to reflect current content.
L&T 613	Add. This is now a required course in the Ph.D. program.
L&T 614	Revise title to reflect current content.
L&T 615	Revise title to reflect current content.
MKT 613	Revise description to reflect current content.
MKT 615	Revise title and description to reflect current content.
MKT 617	Revise description to reflect current content.
Statistics	
Stat 511	Drop. Requested by Graduate School, so no drop form needed.
Stat 531 (Survey of Statistical Methods)	Allow web-based version of existing course.
Stat 571 (Statistical Methods)	Revise description and prerequisites.
Stat 574 (Data Mining)	Add. Offered before as special topics course.
Stat 679 (Multivariate Statistical Modeling)	Allow web-based version of existing course.
Human Resource Development	
Drops 28 courses and adds 12. See narrative summary for details.	

Note: 37 courses are dropped, 23 are added, and 2 are “added” as web-based versions of existing course.

Addendum: Add new Executive MBA track: Aerospace Executive MBA

COLLEGE OF BUSINESS ADMINISTRATION

Overview of HRD Graduate Program Changes

Prepared by M. Ehrhardt

As a part of the University's reorganization, the faculty from the Human Resource Development group has moved from the former College of Human Ecology to our College. They have taken this as an opportunity to make significant changes in their programs.

The HRD group now offers a Master's degree in HRD and will continue to do so (although it is being significantly revised). The HRD formerly offered a Ph.D. concentration within the College of Human Ecology, and will now offer a concentration in the College of Business Administration's Ph.D. program. Note that these degree offerings are analogous to those being offered by the Statistics Department.

As a part of their planning process, the HRD faculty benchmarked other graduate programs, including Vanderbilt, Georgia, and Illinois. They also put together a capacity planning study, to ensure that they had the faculty resources to implement the programs. These documents are available by request.

For your convenience, here is a comparison of HRD's proposed Master's program with some existing CBA Master's programs.

Masters			
	HRD	Mgt. Science	Statistics
Total hours required	39	40	33
Hours in required courses	21	16	13?
Elective hours	18	24	20
Hours taken outside of dept.	9	18	?

Here is a comparison of HRD's Ph.D. concentration with some existing CBA programs.

Ph.D. Concentration					
	HRD	CBA Minimum	Statistics	Finance	I/O Psych
Required coursework prior to entering program: Master's degree or "Foundation"					
Previous Master's degree (typical # hours)	Required, typically about 39 hours	Normally has Master's	Normally has Master's	Normally has Master's	Not required
Foundation	None, except previous Master's	If no Master's, then must have "sound and broad base," but no particular courses specified	If no Master's, take 27 hours of "foundation" and some "business core."	If no Master's, usually take about 15-18 hours of finance, economics and quantitative subjects	
Program after Master's degree or "Foundation"					
Total hours	60	54	54	74	
Hours UT coursework	36	30	30	44	36
Hours dissertation	24	24	24	30	24 (plus 15 practicum)
Hours in Departmental PhD courses	15	12	12	15	9
Research Tools	12	9	9	14	12
Collateral	9 (only 1 collateral allowed, Mkt 611, Mgt 571, and I/O Psych 568)	9	9	15	12

DEPARTMENT OF ACCOUNTING AND BUSINESS LAW**Accounting**

DROP

506 Professional Accounting Practice I (3)

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: This course has been replaced with 3 hours in the business core for Master of Accountancy students.
- b. Course format and location: n/a
- c. Impact on other academic units: No financial impact.
- d. Financial impact: No financial impact. This course will be replaced by 3 hours of Business Core.

DROP

541 Database Systems (3)

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: This course will be replaced by Information Management 541.
- b. Course format and location: n/a
- c. Impact on other academic units: No financial impact.
- d. Financial impact: No financial impact. This course will be replaced by Information Management 541.

DROP

542 Electronic Commerce (3)

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: This course will be replaced by Information Management 442.
- b. Course format and location: n/a
- c. Impact on other academic units: No financial impact.
- d. Financial impact: No financial impact. This course will be replaced by Information Management 442.

DROP

549 Systems Issues and Policies (3)

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: This course will be replaced by Information Management 549.
- b. Course format and location: n/a
- c. Impact on other academic units: No financial impact.
- d. Financial impact: No financial impact. This course will be replaced by Information Management 549.

REVISE DESCRIPTION

FROM

Accounting 518 Professional Standards (3) Basic standards and contemporary issues relevant to assurance providers. Actual practice cases to illustrate application. Prereq: Admission to graduate programs or consent of instructor.

TO

Accounting 518 Professional Standards (3) Basic standards and contemporary issues relevant to assurance providers. Actual practice cases are used to illustrate application. Prereq: Admission to MAcc program or consent of the instructor.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: The description better reflects actual content of course.
- b. Course format and location: n/a
- c. Impact on other academic units: No impact on other academic units.
- d. Financial impact: No impact. This is a change in description only.

REVISE DESCRIPTION

FROM

Accounting 532 Corporate Taxation and Reorganizations (3) Organization and structure, distributions, liquidations, reorganizations, and special problems in taxation of corporation and shareholders. Prereq: Admission to M.Acc. program or consent of instructor. Prereq or coreq: 531.

TO

Accounting 532 Corporate Taxation and Reorganizations (3) Current issues in corporate taxation including organization and capital structure, distributions, liquidations, acquisitions, and reorganizations. Course emphasizes group projects and presentations. Web-based research tools used extensively. Prereq: Admission to MAcc program or consent of instructor. Prereq or coreq: 531.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: The description better reflects actual content of course.
- b. Course format and location: n/a
- c. Impact on other academic units: No impact on other academic units.
- d. Financial impact: No impact. This is a change in course description only.

REVISE DESCRIPTION

FROM

Accounting 534 Family Tax Planning (3) Review and analysis of laws pertaining to inter vivos and post-mortem property transfers and taxation of estates. Financial planning techniques and strategies used to accomplish family tax planning objectives. Prereq or coreq: 531.

TO

Accounting 534 Family Tax Planning (3) Methods used to value closely-held business, the law and planning strategies related to inter vivos and post-mortem property transfers and the taxation of estates, and financial planning techniques used to meet family tax planning objectives. Prereq: Admission to MAcc program or consent of instructor. Prereq or coreq: 531.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: The description better reflects actual content of course.
- b. Course format and location: n/a
- c. Impact on other academic units: No impact on other academic units.
- d. Financial impact: No impact. This is a change in course description only.

REVISE TITLE AND DESCRIPTION

FROM

Accounting 507 Professional Accounting Practice II (3) Various advanced financial reporting and auditing topics to meet complex and changing needs of profession. Prereq: Admission to M.Acc. program.

TO

Accounting 507 Financial Reporting Research and Contemporary Issues (3) Theory and practice of contemporary financial reporting issues are covered with an emphasis on researching the authoritative accounting literature. Specific contemporary issues covered vary each semester. Prereq: Admission to MAcc program or consent of instructor.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: This course is being revised to provide a focus on research.
- b. Course format and location: n/a
- c. Impact on other academic units: No impact on other academic units.
- d. Financial impact: No impact. This is a change in course title and description only.

REVISE TITLE, DESCRIPTION, AND PREREQUISITE

FROM

Accounting 514 Risk Management in Networked Business Environments (3) Security, integrity, and cost management-oriented risks and control measures for variety of different business system playforms and applications: centralized mainframe environments, distributed client/server environments, intranets/extranets, electronic commerce, and ERP systems. Prereq: Admission to M.Acc. program or information management concentration, or consent of instructor. (Same as Information Management 511).

TO

Accounting 514 Information Systems Control and Audit (3) Security-, integrity-, and cost management-oriented risks and control measures for a variety of different business system platforms and applications. Centralized and distributed environments, intranets/extranets, electronic commerce, and enterprise systems. Prereq: IM 541.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The description better reflects actual content of course.
- b. Course format and location: n/a
- c. Impact on other academic units: No impact on other academic units.
- d. Financial impact: No impact. This is a change in course title, description, and prerequisite only.

REVISE TITLE, DESCRIPTION, AND PREREQUISITE

FROM

Accounting 521 Seminar in Advanced Managerial Cost Accounting (3) Analysis of conceptual and current issues; impact on development and practice of managerial and cost accounting. Approaches to management accounting, decision and control models, and planning and control under conditions of uncertainty. Prereq: Cost and Managerial Accounting and admission to a graduate business program or consent of instructor.

TO

Accounting 521 Advanced Management Accounting (3) Analysis of management accounting and cost management practices and models. Topics include cost behavior, strategies and models for decision making, and performance measurement issues. Prereq: Management Accounting, and either admission to a graduate business program or consent of instructor.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: The description better reflects actual content of course.
- b. Course format and location: n/a
- c. Impact on other academic units: No impact on other academic units.
- d. Financial impact: No impact. This is a change in course title, description, and prerequisite only.

REVISE TITLE, DESCRIPTION, AND PREREQUISITE

FROM

Accounting 531 Tax Research Strategy, and Entity Taxation (3) Methods of researching tax issues within U.S. federal tax system. Web-based research tools. Current issues in tax strategy; investment models, organizational form, implicit taxes, arbitrage, and other selected topics. Income taxation of business entities; operations. Prereq: Federal Income Taxation and admission to M.Acc. program.

TO

Accounting 531 Tax Strategy, Tax Research, and Entity Taxation (3) Current issues in tax strategy including investment models, implicit taxes, tax arbitrage, organizational form, and other selected topics. Methods of researching tax issues within the U.S. federal tax system with emphasis on Web-based research tools. Income taxation of business entity operations. Prereq: Admission to MAcc program or consent of instructor.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: The description better reflects actual content of course.
- b. Course format and location: n/a
- c. Impact on other academic units: No impact on other academic units.
- d. Financial impact: No impact. This is a change in course title, description, and prerequisite only.

REVISE DESCRIPTION AND PREREQUISITE

FROM

Accounting 533 Taxation of Partnerships and S Corporations (3) Formation, operation, termination, and other special problems of partnerships. Election for S Corporations, and comparison of partnerships and S Corporations. Prereq: Admission to M.Acc program or consent of instructor. Prereq or coreq: 531.

TO

Accounting 533 Taxation of Partnerships and S Corporations (3) Current issues in partnership and S corporation taxation including partnership formation, operations, allocations, and distributions; LLCs; S corporation election and operations; and comparisons of different flow-through entities. Course emphasizes group projects and presentations. Web-based research tools used extensively. Prereq: Admission to MAcc program or consent of instructor. Prereq or coreq: 531.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: The description better reflects actual content of course.
- b. Course format and location: n/a
- c. Impact on other academic units: No impact on other academic units.

- d. Financial impact: No impact. This is a change in description and prerequisite only.

REVISE DESCRIPTION AND PREREQUISITE

FROM

Accounting 539 Multi-Jurisdictional Tax Planning and Policy (3) Analysis of international, state and local tax law as it pertains to business transactions.

TO

Accounting 539 Multi-Jurisdictional Tax Planning and Policy (3) International and state tax law as it pertains to business transactions. Particular emphasis is placed on identifying tax planning opportunities and designing tax strategies to meet planning objectives. Prereq: 531 and either admission to MAcc program or consent of instructor.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The description better reflects actual content of course.
- b. Course format and location: n/a
- c. Impact on other academic units: No impact on other academic units.
- d. Financial impact: No impact. This is a change in description and prerequisite only.

DEPARTMENT OF ACCOUNTING AND BUSINESS LAW

Location: On pages 47-48, column 2 of the 2002-2003 *Graduate Catalog*, REVISE the introduction to the Master of Accountancy Program, the Admission requirements and Course Requirements.

FROM

THE MASTER OF ACCOUNTANCY PROGRAM

The objective of the M.Acc. program is to provide persons who have a high level of ability and motivation with the depth and understanding of accounting that will enhance their probability of success in a career in professional accounting. Moreover, the student's educational experience should develop perspectives toward the discipline of accounting in a manner that will enable the student to spearhead innovation and change in response to needs in public accounting, industry, and government.

The M.Acc. degree program is a full-time, weekday program. The nature of the program precludes students from simultaneously working full-time outside of classes. UT's accounting undergraduate and graduate programs are accredited by the American Assembly of Collegiate Schools of Business and are among the initial programs in the nation to receive this accreditation.

Admission Requirements

Application deadlines for international Applications are accepted for fall semester only, and the application deadline is March 1. Applications received after March 1 will be considered as space allows. The program is designed both for students who have completed an accredited baccalaureate degree program with a major in Accounting and others. Those with outstanding undergraduate records in areas other than accounting may earn the M.Acc degree by completing prerequisites in accounting and by including courses in other business and related disciplines to supplement the applicant's undergraduate background. Students entering the program should be computer literate and are expected to have completed coursework in principles of accounting and introductory economics.

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

For admission to the M.Acc. program, consideration is given to (1) applicant's academic records with particular attention to the last two years of undergraduate work, (2) scores on the GMAT, and TOEFL for those whose native language is not English, (3) internships and/or work experience and other activities that demonstrate potential for leadership, and (4) recommendations from professors and/or work supervisors. The admission decision is based on all factors that make up the total application; therefore, there is no automatic cut-off for either grade point average or GMAT scores.

Course Requirements

A student's program encompasses a minimum of 30 semester hours of graduate coursework. Specifically, the student must complete courses in accounting and other areas as indicated below. Each course is 3 semester hours or graduate credit. Students take 12 hours each semester and 6 hours in the first summer session.

Program requirements are:**Business Core (9-12 Hours*):**

Business Administration 521-522-523-524.

Accounting Concentration (12 hours)

Three concentrations are available:

Assurance Services: 507, 514, 518, 519, 521, 531, 541.

Systems: 514, 519, 521, 541, 542, 549.

Taxation: 507, 531, 532, 533, 534, 539.

Students must take at least four courses from the same concentration including either 519 or 539.

Accounting Electives (6-9 hours*):

Elective courses to be taken from graduate accounting courses.

Students who do not have an undergraduate Accounting degree must complete the following prerequisites: 311, 341, 411, 414, and 431 and include 521 in their graduate program. All prerequisites must be completed prior to the start of the graduate program.

*As approved by the Director of the Master of Accountancy Program.

Transfer Credits

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

Other Requirements

To qualify for the degree, a student must maintain a B average (3.0) or above in the program. The student must satisfactorily demonstrate his/her ability to recognize, analyze, and solve accounting policy problems and integrate concepts from the various areas of accounting by passing a comprehensive written examination. This examination is included in the capstone courses in each concentration as follows: 519 Seminar in Business Risk and Assurance Methodology and 539 Multi-Jurisdictional Tax Planning and Policy.

BUSINESS ADMINISTRATION CONCENTRATION

For complete listing of Ph.D. program requirements, see Business Administration. **Ph.D. Concentration:** Accounting. This degree provides a research-oriented terminal qualification for those seeking entry-level faculty positions in accounting. Students take approximately three years of coursework beyond the bachelor's degree, including a doctoral sequence designed to expose students to various areas of accounting research. Courses in accounting and other areas are selected to supplement the student's individual background and to prepare the student in an area of accounting specialization (financial, managerial, auditing, tax or systems). The final year is normally spent completing the doctoral dissertation. Minimum course requirements are 12 hours including 611, 612, 619, and one other accounting course to be approved by Ph.D. accounting program advisor.

ACADEMIC STANDARDS

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

ACADEMIC COMMON MARKET

An agreement among southern states for sharing graduate programs allows legal residents of some states to enroll in certain programs at UT on an in-state tuition basis. The M.Acc. program in Accounting is available to residents of the state of West Virginia.

TO

THE MASTER OF ACCOUNTANCY PROGRAM

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

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

Application Deadline

Students may begin graduate coursework for the MAcc degree only in Fall Semester. The application deadline is March 1 and

applications received after that date will be considered as space allows.

Admission Requirements

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

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

For admission to the MAcc program, consideration is given to (1) applicant's academic records with particular attention to the last two years of undergraduate work, (2) scores on the GMAT, and TOEFL for those whose native language is not English, (3) internships and/or work experience and other activities that demonstrate potential for leadership, and (4) recommendations from professors and/or work supervisors. The admission decision is based on all factors that make up the total application; therefore there is no automatic cut-off for either grade-point averages or GMAT scores.

Students will be expected to have a laptop computer for use in the classroom and for assignments. Additional details concerning the hardware and software configurations required are posted on the departmental web site.

Course Requirements

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

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

Program requirements are:

Business Core (12 hours) Business Administration 521, 522, 523, 524

Accounting Concentration (18 hours) Three concentrations are available:

Assurance Services: Acc 507, 514, 518, 519, 531, and IM 541.

Information Management: IM 442*, 541, 549, Acc 514, and two of the following: Statistics 583, Acc 507, Acc 518, Acc 519, Acc 521, or Acc 531.

Taxation: Acc 531, 532, 533, 534, 539, and an additional course.

*Students who have taken this course as an undergraduate must substitute a course approved by the Director of the MAcc program for this course.

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

Transfer Credits

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

Other Requirements

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

Business Administration Concentration

For complete listing of Ph.D. program requirements, see Business Administration. **Ph.D. Concentration:** Accounting. This degree provides a research-oriented terminal qualification for those seeking entry-level faculty positions in accounting. Students take approximately three years of coursework beyond the bachelor's degree, including a doctoral sequence designed to expose students to various areas of accounting research. Courses in accounting and other areas are selected to supplement the student's individual background and to prepare the student in an area of accounting specialization (financial, managerial, auditing, tax or systems). The final year is normally spent completing the doctoral dissertation. Minimum course requirements are 12 hours including 611, 612, 619, and one other accounting course to be approved by Ph.D. accounting program advisor.

Academic Standards

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

ACADEMIC COMMON MARKET

An agreement among southern states for sharing graduate programs allows legal residents of some states to enroll in certain programs at UT on an in-state tuition basis. The MAcc program is available to residents of the state of West Virginia.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The objective of this revision is to improve the description of programs, change the name of the systems concentration to information management, and revise requirements of the concentrations.
- b. Course format and location: n/a
- c. Impact on other academic units: n/a
- d. Financial impact: This change has no financial impact since the number of required courses remains the same.

EQUIVALENCY TABLE

Current Course	Equivalent Course (Fall 2003)
Accounting 541 (3)	Information Management 541 (3)
Accounting 542 (3)	Information Management 442 (3)
Accounting 549 (3)	Information Management 549 (3)

BUSINESS ADMINISTRATION**REVISE DESCRIPTIONS OF MAJORS AND MINORS**

Location: On page 71 of the 2002-2003 *Graduate Catalog*, DELETE the section: **Taiwan Executive MBA.**

FROM

Taiwan Executive MBA

The Taiwan executive MBA is provided for managers in Taiwan and East Asia holding middle and upper-level management positions. Classroom work and reading materials are in the English language. The students for whom this program is designed have a minimum of 10 years of work experience and are currently in management positions. The emphasis in the Taiwan executive MBA is to provide a good grounding in the fundamentals of various western business functions and a good basis in strategic thinking. Learning is expanded through applying these tools within the student's own organization through structured projects each semester. The Taiwan executive MBA is the right choice for individuals in positions of broad responsibility who wish to have a knowledge of Western business practices and to improve their ability to think and carry out business activities in English.

The Taiwan executive MBA is three semesters completed in 19 months. Teams of UT faculty travel to Taipei for five 8-day residence periods starting in May of the first year. The sixth and final residence period is two weeks in length and is held in Knoxville. Between residence periods students meet in regularly scheduled study classes to discuss project work and readings assigned for the next residence period.

Applications are accepted for May entry only. The application deadline is April 1. Taiwan executive MBA applicants are not required to take the GMAT. Students accepted into the program will receive materials for study preceding the May start date.

An applicant who has not taken the Test of English as a Foreign Language (TOEFL) within the previous two years must take and pass it with a score of 213 or higher on the computer-based test. This test may be taken after enrolling in the program but must be successfully completed prior to the final residence period in Knoxville. To allow for registration, delivery of scores and receipt of the I-20 visa, participants should arrange to take the TOEFL at least 5 months before the Knoxville residence period.

TO

Deleted.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The small executive education market in Taiwan and the continuing uncertainties of the business environment in Taiwan, coupled with the College's budget constraints make it undesirable to continue the program..
- b. Course format and location: N/A.
- c. Impact on other academic units: None.
- d. Financial impact: It should help the college's budget constraints.

REVISE DESCRIPTIONS OF MAJORS AND MINORS (Curriculum for Dual M.S.-MBA Degree)

Location: On page 72 of the 2002-2003 *Graduate Catalog*, middle column, 17th line.

FROM

IE/ME 509	Project Management	1
Fall - Second Year		
IE 511*	Business Planning and Commercialization	3
IE/ME 509	Project Management	1
—	Engineering major	9-12
Spring		
—	MBA "hub" course elective	3
IE/ME 509	Project Management	1

TO

IE/ME 509	Multidisciplinary Project	1
Fall - Second Year		
IE 511*	Business Planning and Commercialization	3
IE/ME 509	Multidisciplinary Project	1
—	Engineering major	9-12
Spring		
—	MBA "hub" course elective	3
IE/ME 509	Multidisciplinary Project	1

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: To reflect the new name of IE/ME 509, as changed by the College of Engineering.
- b. Course format and location: N/A.
- c. Impact on other units: None
- d. Financial Impact: None

REVISE DESCRIPTIONS OF MAJORS AND MINORS

Location: On page 72 of the 2002-2003 *Graduate Catalog*, fourth paragraph in the section **Program of Study**.

FROM

There are six concentrations offered in the Ph.D. program:

- Accounting
- Finance
- Logistics and Transportation
- Management (Operations Management and Strategic Management)

- Marketing
- Statistics

TO

There are seven concentrations offered in the Ph.D. program:

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

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: Reflect the addition of the Human Resource Group to the College.
- b. Course format and location: N/A.
- c. Impact on other academic units: None.
- d. Financial impact: None, since this is an existing program that is being moved from one college to another.

REVISE DESCRIPTIONS OF MAJORS AND MINORS

Location: On page 73 of the 2002-2003 *Graduate Catalog*, first column, point 5.

FROM

5. A minimum of 9 semester hours of graduate coursework is required in an area outside, but complementary to, the concentration. The student may choose the cognate from one of the following: one of the six concentration business areas listed above, economics, or a related area in another school or college of the University.

TO

5. A minimum of 9 semester hours of graduate coursework is required in an area outside, but complementary to, the concentration. The student may choose the cognate from one of the following: one of the seven concentration business areas listed above, economics, or a related area in another school or college of the University. Hybrid cognates combining courses from multiple disciplines are permitted with the approval of the doctoral advisor and the temporary doctoral advisory committee.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The rationale is to provide added flexibility for the students as they create a set of support courses. This added flexibility will allow students to take courses from more than one outside discipline in their effort to provide supporting content to their disciplined-based area of focus.
- b. Course format and location: N/A.
- c. Impact on other academic units: None.
- d. Financial impact: None.

ADD

BA 515 MBA Capstone (1) The course is the capstone experience in the full-time MBA Program. It is designed to allow students to integrate and utilize the skills and knowledge they have acquired in the program, by applying them to real world business problems. Working in teams, students will participate in one of several types of projects, including but not limited to a comprehensive case analysis and competition, development of a business plan, or a consulting project with a non-profit or other type of existing

organization. They will be required to deliver both a written and oral presentation of their work at the end of the semester. Prerequisites are BA511, BA512, and BA513 or consent of Assistant Dean of the MBA Program. S/NC only.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: This course is the last to be submitted for the newly revised full-time MBA program. It is included to provide a final, integrative experience for the students, as well as to bring the students back together from their concentration areas. The experience is designed to be relatively "hands on," and to provide students the opportunity to apply their MBA knowledge in a context that would be interesting to them.
- b. Course format and location: This course will be offered as one-hour of credit in the final (fall) semester of the MBA program. Students will primarily be working independently of faculty, although periodic faculty interface will be required, as well as end-of-semester presentations. Each participating faculty will be able to schedule the time and location of these class meetings, based upon the capstone activity they will be overseeing. In the catalog, time and location will be listed as TBD.
- c. Impact on other academic units: This is the last in the series of "core" or common courses that the MBA students are required to take (including BA511, BA512, BA513, and BA514). As such, it is the logical completion to their broad education in business administration. . This course will be required of all MBA students with the exception of those in joint programs (JD/MBA and MS/MBA).
- d. Financial impact: There should be no significant financial impact of this class. Student supervision will be spread across several faculty members who will participate as a part of their regular workload. Any potential costs associated with developing a business case will be born by the sponsoring organization.

ADD

BA 591 International Travel (1) This one-hour course provides one-hour credit/enrollment for purposes of international travel and cultural exchange programs that are sponsored by the MBA program. Prereq: Admission to MBA program or consent of Assistant Dean of the MBA Program

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The University of Tennessee is now requiring enrollment in a one-hour class to coincide with any travel/study abroad. This one-hour class meets that requirement for our students participating in MBA sponsored travel and cultural exchange programs.
- b. Course format and location: The course will be offered one hour TBA.
- c. Impact on other academic units: This course will be a part of the MBA elective classes.
- d. Financial impact: None.

ADD

BA 693 Independent Study (3) Prereq: Consent of Instructor. May be repeated. Maximum 6 hours.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The rationale for this course is that an increasing number of related business topics are not discipline specific; rather, they are interdisciplinary in their content and focus. Recent examples of interdisciplinary independent studies include international business, information management, attitude formation and persuasion. The addition of BA 693 would also allow such an offering to be included in a cognate area which provides greater flexibility than now exists. Recent examples have had to be taught under specific disciplinary numbers that are not true representations of the content of the independent study.
- b. Course format and location: The course will be taught as a Ph.D. seminar.
- c. Impact on other academic units: This course will provide flexibility in that the independent study could count toward a course in a cognate area as approved by the student's doctoral advisor.
- d. Financial impact: None. This course will take the place of independent studies now taught in specific discipline-based independent studies courses.

BUSINESS ADMINISTRATION**Information Management**

ADD

541 Advanced Database Systems (3) Advanced database issues including data modeling, database design, SQL programming syntax and structure, stored procedures, multi-user databases, web-enabled databases, and DB administration. This course uses the Oracle database system to discuss concepts and implement assignments. Prereq: 351 or consent of the instructor.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: Existing accounting courses that focus on Information Management are being labeled as such to facilitate marketing them to students. **This course replaces Accounting 541.**
- b. Course format and location: Standard.
- c. Impact on other academic units: None.
- d. Financial impact: None. This course replaces Accounting 541.

ADD

542 e-Business (3) Internet technologies currently being used for implementation and control of e-businesses; security issues created by these technologies; the behavioral and organizational challenges being faced by firms that are integrating these technologies; and the impact of these Internet technologies on emerging business models. Comparison of traditional business models with e-Business models. Web application development using current web development tools requires programming skills. Prereq: 351 or equivalent.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: Existing accounting courses that focus on Information Management are being labeled as such to facilitate marketing them to students. **This course replaces Accounting 542.**
- b. Course format and location: Standard.
- c. Impact on other academic units: None.
- d. Financial impact: None. This course replaces Accounting 542.

ADD

549 Systems Analysis and Design (3) Methodology used in analyzing, designing, and implementing information systems. This entails creating new systems, improving existing systems, streamlining business process, reducing costs with technology, and managing organizational change. Students use programming logic, interface design, and system integration techniques. Prereq: 541.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: Existing accounting courses that focus on Information Management are being labeled as such to facilitate marketing them to students. **This course replaces Accounting 549.**
- b. Course format and location: Standard.
- c. Impact on other academic units: None.
- d. Financial impact: None. This course replaces Accounting 549.

EQUIVALENCY TABLE

Current Course	Equivalent Course (Fall 2003)
Accounting 541 (3)	Information Management 541 (3)
Accounting 542 (3)	Information Management 542 (3)
Accounting 549 (3)	Information Management 549 (3)

ECONOMICS

ADD

622 International Finance (3) Analysis of macroeconomic adjustment in open economies, with attention to foreign exchange markets, balance of payments, international policy coordination, integration of world capital markets, liberalization of nonmarket economies and the international monetary system. Prereq: 512 and 514.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: Establish field in International Economics, to replace field in International Development.
- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: No impact as replacement for Economic Development (623).

ADD

683 Time Series Econometrics (3) Univariate and multivariate time series modeling of economic data-AR, MA, ARMA, VAR; models of non-stationary time series-unit roots, cointegration and error correction models; time series models of heteroskedasticity-ARCH, ARCH-M, GARCH; exogeneity and causality. Prereq: 582-583 or equivalent.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: To support graduate training in applied econometrics.
- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: No additional resources required. Departmental course offerings will be staggered to permit instruction.

ADD

693 Independent Study (1-3) Directed research on topic of mutual interest to faculty and student. Variable title for transcript purposes. Prereq: Consent of instructor. May be repeated. Maximum 6 hrs.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: To enable independent study programs that offer course credit.
- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: none.

DROP

525 Economic History of Europe (3)**Effective: Fall 2003****SUPPORTING INFORMATION:**

- a. Rationale: Course is no longer taught; no departmental expertise in field of study.
- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: none.

DROP

615 History of Economics (3)

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: Course is no longer taught.
- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: none.

DROP

642 Labor History and Legislation (3)**Effective: Fall 2003****SUPPORTING INFORMATION:**

- a. Rationale: Course is no longer taught.
- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: none.

REVISE TITLE

582-583 Elements of Econometrics I-II (3,3) (formerly 582 Elements of Econometrics and 583 Econometric Techniques)**Effective: Fall 2003****SUPPORTING INFORMATION:**

- a. Rationale: Link course to companion course.
- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: none.

REVISE DESCRIPTION

FROM

582 Elements of Econometrics (3) Elementary econometric concepts and techniques. Statistical inference, linear regression, estimation, hypothesis testing, generalized least squares, distributed lags, and simultaneous equations. Applications of concepts to economic problems. Prereq: Introductory statistics.

and

583 Econometric Techniques (3) Multivariate time series, panel data and limited dependent variable analysis applied to economic problems. Prereq: 582.

TO

582-583 Elements of Econometrics I-II (3,3) Elementary econometric concepts and techniques. Least squares and maximum likelihood estimation, specification and econometric problems, statistical inference, generalized least squares, simultaneous equation models, applications of concepts to economic problems. Prereq: Introductory statistics.

Effective: Fall 2003**SUPPORTING INFORMATION:**

- a. Rationale: Update description to reflect modern content.

- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: none.

REVISE DESCRIPTION

FROM

513-514 Macroeconomic Theory (3, 3) Determination of national income, prices, and employment. Results using Keynesian, non-market clearing, monetarist, and rational expectations paradigms.

TO

513-514 Macroeconomic Theory (3,3) Dynamic general equilibrium models, endogenous growth theory, credibility of monetary policy, budget deficits and fiscal policy, consumption, investment, asset pricing, overlapping generations models, real business cycle, search theory, and open-economy macro models.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: Update description to reflect modern content.
- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: none.

REVISE TITLE, DESCRIPTION, AND PREREQUISITE

FROM

682 Econometric Methods (3) Advanced topics in econometrics. Prereq: 583 or equivalent.

TO

682 Advanced Topics in Cross-Section Econometrics (3) Models with limited dependent variables, panel data analysis, nonparametric estimation, selection models and duration models. Prereq: 582-583 or equivalent.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: Update description to reflect modern content.
- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: none.

REVISE TITLE, NUMBER AND DESCRIPTION

631 Industrial Organization I (3) (Formerly: 631-632)

632 Industrial Organization II (3) (Formerly: 631-632)

FROM

631-632 Industrial Organization and Public Policy (3,3) Organization of industry in modern mixed enterprise economy. Problems of monopoly and competition. Antitrust and direct regulation. Prereq: Consent of instructor.

TO

631 Industrial Organization I (3) Standard models of imperfect competition, oligopoly, and asymmetric information. Topics include pricing with market power and strategic decision making. Prereq: Consent of instructor.

and

632 Industrial Organization II (3) Economics of regulation and antitrust. Topics include public utility regulation, consumer product regulation, occupational safety regulation, environmental regulation and antitrust legislation. Prereq: Consent of instructor.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: Update description to reflect modern content and separate from companion course in field.
- b. Course format and location: n/a.
- c. Impact on other academic units: none.
- d. Financial impact: none.

FINANCE

REVISE DESCRIPTIONS OF MAJORS AND MINORS

Location: Page 111 of the 2002-2003 *Graduate Catalog*, first column, starting on 15th line from bottom.

FROM

Ph.D. Concentration: Finance.

Minimum course requirements are finance seminars 641, 642, 651, 652.

TO

Ph.D. Concentration: Finance.

Minimum course requirements are finance seminars 641, 651, 652, 653, and 654.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: This change is made to conform with the previously modified PhD program in finance.
- b. Course format and location: n/a.
- c. Impact on other academic units: None
- d. Financial impact: None

LOGISTICS AND TRANSPORTATION

ADD

613 Supply Chain Management Thought (3) Survey of concepts and research methods of interorganizational systems. Supply chains will be studied from multiple perspectives including the following: institutional design and structure, transaction cost economics, operations and logistics cost economics, exchange behaviors and strategies, supply chain relationship types, and evaluation of supply chain performance.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The course surveys literature on an emerging, critical research topic for the logistics discipline. The growth of business supply chains and their management are having a major impact on logistics education. This course

- exposes students to this phenomenon.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None. This course will be taught by current department faculty.

DROP

549 Logistics and Supply Chain Analytical Techniques (3)

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: Since the revision of the MBA curricula in 2001, this course is no longer needed nor offered.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE TITLE

611 Theoretical Foundations (3) (Formerly: Seminar in Theoretical Foundations)

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: To more accurately describe the course content delivery.
- b. Course format and location: N/A
- c. Impact on other academic units: none
- d. Financial impact: None

REVISE TITLE

614 Evolution of Logistics Thought (3) (Formerly: Seminar in Evolution of Logistics Thought)

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: To more accurately describe the course content delivery.
- b. Course format and location: N/A
- c. Impact on other academic units: none
- d. Financial impact: None

REVISE TITLE

615 Logistics & Transportation Models (3) (Formerly: Seminar in Logistics & Transportation Models)

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: To more accurately describe the course content delivery.
- b. Course format and location: N/A
- c. Impact on other academic units: none
- d. Financial impact: None

MARKETING

REVISE TITLE

615 Consumer Behavior Research (3) (Formerly: Seminar in Buyer Behavior Research)

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: To more accurately describe the course content delivery.
- b. Course format and location: N/A
- c. Impact on other academic units: none
- d. Financial impact: None

REVISE DESCRIPTION

FROM

613 Research Methods II_(3) Practical application of data analysis techniques. Experience with sophisticated statistical techniques, using real marketing databases.

TO

613 Research Methods II_(3) Examination of qualitative research theoretical foundations and methodologies. Application of qualitative research methods to theory building research. Topics include formulating research questions, designing qualitative research studies, sampling, data generation techniques, data analysis techniques, evaluating qualitative research, and writing qualitative research reports.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The revised course description more accurately describes the current content of this course.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE DESCRIPTION

FROM

615 Consumer Behavior Research (3) Theoretical perspective and research processes describing people in their roles as buyers, users, and evaluators of goods and services. Important research issues and practical applications related to buyer behavior.

TO

615 Consumer Behavior Research (3) Theoretical perspective and research processes describing people in their roles as buyers, users, and evaluators of goods and services. Important research issues and practical applications related to consumer behavior.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The revised course description more accurately describes the current content of this course.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE DESCRIPTION

FROM

617 Special Topics (3) Topics vary: marketing strategy, advanced consumer behavior, influence and persuasion theory and strategy, pricing issues, international marketing issues, and nonprofit organization marketing issues.

TO

617 Special Topics (3) Topics vary: marketing strategy, advanced consumer behavior, research methodology, influence and persuasion theory and strategy, pricing issues, international marketing issues, and nonprofit organization marketing issues.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: The revised course description more accurately describes the current content of this course.
- b. Course format and location: N/A
- c. Impact on other academic units: None
- d. Financial impact: None

STATISTICS

ADD

574 Data Mining Methods and Applications (3) Understanding and application of data mining methods. Data preparation; exploratory data analysis and visualization; cluster analysis; logistic regression; decision trees; neural networks; association rules; model assessment; and other topics. Applications to real world data. Use of standard computer packages. Prereq: Stat 532 or Stat 538 or Stat 571, or consent of instructor.

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: Allows better servicing of M.S. students' needs in this growing area of Statistics. Supports goals of the College of Business Administration for meeting modern business needs in data mining. This course has been offered three times as ST 583: Special Topics (spring '01, '02, '03).
- b. Course format and location: This course was approved for electronic delivery as ST583. Thus we request permission to offer either as a regular class or as a web-mediated course. Location of regular class will be in Stokely Management Center or Glocker.
- c. Impact on other academic units: The course is offered primarily for Statistics M.S. and certificate students. This course does not duplicate any course offering by other departments.
- d. Financial impact: None anticipated. The course has been offered three times as ST 583: Special Topics (spring '01, '02, '03) and so creating a permanent course will not require additional resources.

DROP

511 Statistical Thinking for Decision Making (3)

Effective: Fall 2003

SUPPORTING INFORMATION:

- a. Rationale: This course has not been taught in more than five years, nor are there any plans to offer it again.
- b. Course format and location: n/a
- c. Impact on other academic units: None
- d. Financial impact: None

REVISE DESCRIPTION AND PREREQUISITE

FROM

571 Statistical Methods (3) Applied statistical methods: estimation, tests of hypotheses, analysis of variance, nonparametric methods. Prereq: 251

TO

571 Statistical Methods (3) Data collection strategies. Descriptive statistics. Probability distributions, simulation of random variables, sampling distributions. Estimation and hypothesis testing, regression, Chi-Square test for categorical data, simple design of experiments, nonparametric methods. Use of statistical software. Prereq: 1 yr. of calculus and a statistics course.

Effective: Summer 2003**SUPPORTING INFORMATION:**

- a. Rationale: We want to make clear that one year of calculus is required for this course. Apart from clarity, there is no change in the prerequisite.
- b. Course format and location: Lecture. Fall semester, in the classroom; summer semester, distance format via Centra software (already approved).
- c. Impact on other academic units: Improved clarity will be helpful.
- d. Financial impact: None

PERMIT ELECTRONICALLY-MEDIATED FORMAT

531 Survey of Statistical Methods I (3)

- Total Number of Weeks: 10
- Total Expected Student Time Commitment: 135 hrs.
- Course Designation: Technology-Enhanced
- Student Site Requirements: Access to on- or off-campus synchronous two-way audio twice weekly (via Centra software)
- Nature and quantity of structured student/instructor interaction: 40 hours synchronous lecture via Centra software (two-way live audio, live Power Point lectures, live demonstrations of statistical software). There is additional interaction via email on assignments, etc.
- Nature and quantity of structured student/student interaction: Two-way live audio during each class session. Students may also meet online.

Effective: Summer 2003**SUPPORTING INFORMATION:**

- a. Rationale: We currently teach two statistical methods graduate courses each summer, ST 531 and 571. Because only ST 571 has been offered via a distance format, it has been attracting at-distance students who are ill-prepared mathematically, whereas these students should be registering for ST 531. By offering ST 531 via Centra, we will prevent this complication.
- b. Course format and location: Lecture with utilization of Centra software (live two-way audio, live Power Point lectures, live demonstrations of statistical software, additional interaction via email on assignments, etc.)
- c. Impact on other academic units: None.
- d. Financial impact: None, since the course frequency will not be changed. Current demand is typically 20 students; we intend to supplement this class size by adding up to 10 at-distance students.

PERMIT ELECTRONICALLY-MEDIATED FORMAT

679 Multivariate Statistical Modeling (3)

- Total Number of Weeks: 15
- Total Expected Student Time Commitment: 45 hrs. instruction
- Course Designation: Technology-Enhanced

- Student Site Requirements: Access to on- or off-campus synchronous two-way audio twice weekly (via Centra software)
- Nature and quantity of structured student/instructor interaction: 4 1/2 hours synchronous lecture each week via Centra software (two-way live audio, live Power Point lectures, live demonstrations of statistical software).
- Nature and quantity of structured student/student interaction: Two-way live audio during each class session. Students may also meet online.

Effective: Spring 2004

SUPPORTING INFORMATION:

- Rationale: We want to make this research-oriented course available to Ph.D. students from other universities, in addition to the local audience.
- Course format and location: Lecture with utilization of Centra software.
- Impact on other academic units: None.
- Financial impact: None, since the course frequency will not be changed. Current demand is typically 10-12 students; we intend to supplement this class size by adding at-distance students.

BUSINESS ADMINISTRATION

Location: On page 11 of the 2002-2003 *Graduate Catalog*, in the section on **College of Business Administration**, in the sub-section on **Business Administration**, reflect the movement of the HRD program into the College.

FROM

Business Administration*	MBA + GMAT	2	X		MBA-finance, logistics & transportation, marketing, operations management. PhD-accounting, finance, logistics & transportation, management, marketing, statistics. Admit Fall only. Evaluate Mar 1. Dual JD-MBA, MS-MBA, Executive MBA, Professional MBA programs available. (974-5033, mba@utk.edu)
	PHD + GMAT	4	X	X	

TO

Business Administration*	MBA + GMAT	2	X		MBA-finance, logistics & transportation, marketing, operations management. PhD-accounting, finance, human resource development, logistics & transportation, management, marketing, statistics. Admit Fall only. Evaluate Mar 1. Dual JD-MBA, MS-MBA, Executive MBA, Professional MBA programs available. (974-5033, mba@utk.edu)
	PHD + GRE (HRD) + GMAT	4	X	X	

Effective: Fall 2003

Location: On page 11 of the 2002-2003 *Graduate Catalog*, in the section on **College of Business Administration**, INSERT a new subsection between **Economics** and **Industrial & Organizational Psychology** to reflect the movement of the HRD program into the College.

TO

Human Resource Development	MS + G	3	X	X	Training and Development. Admit Fall only. Evaluate Mar 1. (974-2574, hrd@utk.edu)
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Effective: Fall 2003

Location: On page 41 of the 2002-2003 *Graduate Catalog*, beginning with first paragraph under the section Graduate Programs, reflect the movement of the **HRD program** into the College.

FROM

The College of Business Administration offers programs leading to five advanced degrees: the Doctor of Philosophy with majors in Business Administration, Economics, Industrial and Organization Psychology, and Management Science; the Master of Arts with a major in Economics; the Master of Science with majors in Management Science and Statistics; the Master of Accountancy; and the Master of Business Administration.

TO

The College of Business Administration offers programs leading to five advanced degrees: the Doctor of Philosophy with majors in Business Administration, Economics, Industrial and Organization Psychology, and Management Science; the Master of Arts with a major in Economics; the Master of Science with majors in Human Resource Development, Management Science, and Statistics; the Master of Accountancy; and the Master of Business Administration.

Effective: Fall 2003

Location: On page 69 of the 2002-2003 *Graduate Catalog*, beginning with second full paragraph under the section **Business Administration**, REVISE nomenclature and phone numbers.

FROM

The full-time MBA is for students seeking a full-time, weekday program that follows the traditional academic format. The nature of this program precludes students from simultaneously working full-time outside of school. In addition to the regular full-time program, there are two full-time dual-degree programs: the J.D.-MBA with the College of Law and the M.S.-MBA with the College of Engineering. Descriptions of these dual-degree programs follow the description of the regular, full-time program.

For students who wish to continue working full-time while they earn their MBA degree, there are four programs within the executive track of the MBA. In these programs, students carry a full academic course load in addition to their full-time jobs. Each of these programs is designed to serve a different group of students. Descriptions of the MBA programs in the executive track follow the description of the dual-degree programs.

To obtain an MBA application, contact the MBA Program Office, 527 Stokely Management Center, College of Business Administration, The University of Tennessee, Knoxville, TN 37996-0552, Tel: (865) 974-5033, Email: mba@utk.edu. The application may also be downloaded from the website at <http://mba.bus.utk.edu>. For the executive or professional program, contact the Executive MBA Program Office, 704 Stokely Management Center, College of Business Administration, The University of Tennessee, Knoxville, TN 37996-0575, Tel: (865) 974-1660.

TO

The full-time MBA is for students seeking a full-time, weekday program that follows the traditional academic format. The nature of this program precludes students from simultaneously working full-time outside of school. In addition to the regular full-time program, there are two full-time dual-degree programs: the J.D.-MBA with the College of Law and the

M.S.-MBA with the College of Engineering. Descriptions of these dual-degree programs follow the description of the executive tracks of the MBA.

For students who wish to continue working full-time while they earn their MBA degree, there are three programs within the executive track of the MBA. In these programs, students carry a full academic course load in addition to their full-time jobs. Each of these programs is designed to serve a different group of students. Descriptions of the MBA programs in the executive track follow the description of the regular, full-time program.

To obtain an MBA application, contact the MBA Program Office, 527 Stokely Management Center, College of Business Administration, The University of Tennessee, Knoxville, TN 37996-0552, Tel: (865) 974-5033, Email: mba@utk.edu. The application may also be downloaded from the website at <http://mba.bus.utk.edu>. For the executive programs, contact the Center for Executive Education, 708 Stokely Management Center, College of Business Administration, The University of Tennessee, Knoxville, TN 37996-0575, Tel: (865) 974-5001.

Effective: Fall 2003

Location: On page 70 of the 2002-2003 *Graduate Catalog*, first sentence of first paragraph under the section **THE EXECUTIVE MBA PROGRAMS**, REVISE to reflect the deletion of the Taiwan MBA program.

FROM

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

TO

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

Effective: Fall 2003

Location: On page 70 of the 2002-2003 *Graduate Catalog*, second paragraph under the section **Professional MBA Program**, REVISE to reflect class scheduling.

FROM

The professional program is three consecutive semesters completed in 16 months. Classes meet all day on Saturdays and occasionally on Friday evening and/or Sunday afternoon. The program begins in August with an intensive week of classes, then continues with weekend classes. The final fall semester also includes an intensive week of courses in addition to weekend classes. Graduation is in December.

TO

The Professional program is three consecutive semesters completed in 16 months. Classes meet all day on Saturdays and via live, distance learning classes on Tuesday evenings. The program begins in August with an intensive week of classes, then continues with weekend classes. The final fall semester also includes an intensive week of courses in addition to weekend classes. Graduation is in December.

Effective: Fall 2003

Location: On page 70 of the 2002-2003 *Graduate Catalog*, first two paragraphs under the section **Executive MBA Program**, REVISE to reflect change in nomenclature.

FROM

Executive MBA Program

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

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

TO

Senior Executive MBA Program

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

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

Effective: Fall 2003

Location: On page 71 of the 2002-2003 *Graduate Catalog*, second paragraph under the section **Physician Executive MBA**, REVISE to clarify.

FROM

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

TO

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

Effective: Fall 2003

Location: On page 201 of the 2002-2003 *Graduate Catalog*, the section **Center for Executive Education**, REVISE to clarify.

FROM

Center for Executive Education
(College of Business Administration)
John E. Riblett, *Director*

The College of Business Administration's executive/management education efforts are facilitated through the Center for Executive Education, 708 Stokely Management Center.

The Center is a major outreach activity of the University of Tennessee and a key link between the business community and the College of Business Administration. Through short-and long-term business relationships, the Center partners with companies to provide continuing education for managers, carry out research, and exchange leading edge ideas.

The non-degree programs provided to the business community include general management programs, programs for process improvement, programs in lean enterprise practices and programs in supply chain management. They range in

length from one week to four weeks.

A prominent feature of the programs is their applied nature. Through projects, assignments and workshops, participants use courses to analyze their organizations and implement immediate changes.

Much of the Center's work is customized to the needs of individual companies and provided at their sites in the U.S. or abroad. Additional information about the Center for Executive Education can be found at <http://TheCenter.utk.edu>.

TO

Center for Executive Education
(College of Business Administration)
John E. Riblett, *Director*

The College of Business Administration's executive/management education efforts are facilitated through the Center for Executive Education, 708 Stokely Management Center. The Center is a major outreach activity of the University of Tennessee and a key link between the business community and the College of Business Administration.

The Center offers three executive track Masters of Business Administration degree for working managers. Non-degree programs for the business community include general management programs, programs for process improvement, programs in lean enterprise practices and programs in supply chain management.

Much of the Center's work is customized to the needs of individual companies and provided at their sites in the U.S. or abroad.

A prominent feature of all programs is their applied nature. Through projects, assignments and workshops, participants use courses to analyze their organizations and implement immediate changes.

Additional information about the Center for Executive Education can be found at <http://TheCenter.utk.edu>.

Effective: Fall 2003

MARKETING, LOGISTICS, & TRANSPORTATION

REVISE DESCRIPTIONS OF MAJORS AND MINORS (Note: this is where all program changes go.)

Location: On Page 142, middle column, starting on 11th line from top:

FROM

MBA Concentration: Logistics and Transportation, Marketing.

Minimum course requirements for logistics and transportation—510 and two courses approved by the logistics faculty. For marketing—520 and two courses approved by the marketing faculty.

Ph.D. Concentration: Logistics and Transportation, Marketing.

Minimum course requirements for logistics and transportation—611, 612, 614, 615. For marketing—611, 612, 613, 614, 615, and 616.

TO

MBA Concentration: Logistics, Transportation, Marketing.

Minimum course requirements for logistics and transportation—L&T 510, L&T 546, and L&T 547. For marketing—MKT 520 and MKT 530.

Ph.D. Concentration: Logistics and Transportation, Marketing.

Minimum course requirements for logistics and transportation—611, 612, 613, 614, and 615. For marketing—611, 612, 613, 614, 615, and 616.

Effective: Fall 2003

SUPPORTING INFORMATION:

- Rationale: These changes are being made to reflect the current structure of the MBA and Doctoral programs.
- Course format and location: N/A
- Impact on other academic units: None
- Financial impact: None

HUMAN RESOURCE DEVELOPMENT

Upon recommendation of the Provost Task Force, the Provost has authorized the relocation of Human Resource Development from the College of Human Ecology to the College of Business Administration. In preparing the development of the Memorandum of Agreement, Dr. Michael Lane Morris (Acting Head of HRD) and Dr. Tom Ladd (CBA Dean William's designee from CBA to prepare the MOA) met with Dr. Anne Mayhew to discuss the most appropriate presentation format for submitting curriculum-wide changes. Because of the magnitude of changes being sought by HRD, Dr. Mayhew recommended a "blanket approach" for submitting these changes. As a follow-up conversation, and after securing CBA Faculty Approval for HRD's curriculum changes, Dr. Mike Ehrhardt (Chair of the CBA Graduate Policies Committee) confirmed with Brenda Rayman the following presentation format.

REVISE DESCRIPTIONS OF MAJORS & MINORS

LOCATION:

Human Resource Development requests permission to insert a blanket of new catalog copy to be found on pages 124-125 in the 2003-2004 *Graduate Catalog*.

FROM

HUMAN RESOURCE DEVELOPMENT
(COLLEGE OF HUMAN ECOLOGY)

MAJORS

DEGREES

Human Ecology.....	Ph.D.
Human Resource Development.....	M.S.

Michael Lane Morris, *Interim Head*

Professors:

Brewer, Ernest W. (Liaison), Ed.D.	Tennessee
Campbell, Clifton P. (Emeritus), Ed.D.	Maryland
Cheek, Gerald D. (Emeritus), Ph.D.	Kansas State
Coakley, Carroll B. (Emeritus) Ph.D.	Wisconsin
Craig, David G. (Emeritus), Ed.D.	Cornell
DeJonge, Jacqueline O. (Emeritus), Ph.D.	Iowa State
Haskell, Roger W. (Emeritus), Ph.D.	Purdue
Mathews, John I. (Emeritus), Ph.D.	Arizona State
Petty, Gregory C., Ph.D.	Missouri

Associate Professors:

Kupritz, Virginia, Ph.D.	Virginia Tech
Stout, Vickie J. Ed.D.	Tennessee

Assistant Professors:

Bartley, Sharon, Ph.D.	Tennessee
Hastings, Shirley, Ph.D.	Oklahoma State
Lim, Doo, Ph.D.	Illinois
Pierce, Randal, Ph.D.	Ohio State
Sorter, Anne, M.S.	Clemson

The Department of Human Resource Development advances economic development through the integration of occupational education, training, career development, and organizational development. HRD required (core) courses and HRD electives are offered in evening/online/weekend/or workshop formats enabling working professionals to obtain the master's or doctoral degree.

THE MASTER'S PROGRAM

The Master of Science degree with a major in Human Resource Development provides a flexible graduate program for professionals wishing to pursue in-depth study within and across subject areas of Human Resource Development; those who work with individuals

to help them enter the workforce; those who train individuals already in the workforce; and those who help individuals in the workforce advance their potential.

The M.S. degree with a major in Human Resource Development offers two concentrations, each providing opportunities for specialized interests. Both concentrations require a thesis. The training and development concentration is designed to meet the needs of professionals who work in programs encompassing all areas of human resource development. Applicants without an undergraduate degree in an area related to human resource development may be required to take 501 as a prerequisite and to complete an internship as part of their program. The teacher licensure concentration is specifically for students who seek initial teacher licensure in family and consumer sciences education, business and marketing education, and technology education. This program requires admission to Teacher Education and has specific prerequisites.

Admission Requirements

Training and Development Concentration applicants are to submit the Graduate Application for Admission, three letters of reference from individuals familiar with their potential for success in academic work, and a statement describing personal career objectives directly to the Department of Human Resource Development. Applicants must hold a bachelor's degree from an accredited institution and present evidence of ability to do graduate work, including a GPA of 2.7 on a 4.0 scale for the last two years of undergraduate work. Any student below this level of academic quality must justify admission via other exceptional credentials. If the applicant has prior work experience in human resource development, a reference letter should also be provided by the work supervisor. Recent Graduate Record Examination scores are required of all applicants except for those applying for the teacher licensure concentration.

Teacher Licensure Concentration applicants are to submit the Graduate Application for Admission and are to be admitted to the Teacher Education Program in order to progress in the Professional Education coursework. Admission to the teacher licensure program requires a minimum 2.75 GPA for Technology Education, Business and Marketing Education, and Family and Consumer Sciences Education. In addition, applicants are to have a satisfactory student conduct record; a satisfactory speech and hearing evaluation; passing scores on the Pre-Professional Skills Test or an ACT composite score of 21 or an Enhanced SAT score of 22 or a SAT combined score of 990; and a satisfactory Admissions Board interview.

Degree Requirements

Training and Development Concentration is a 36-hour thesis program that includes 3 hours of research methodology and 3 hours of statistics. All students must take the departmental core of eighteen hours consisting of 504, 510, 511, 512, 557 and 559. The thesis requires six hours of Thesis 500 and an oral comprehensive examination.

Teacher Licensure Concentration is a 36-hour thesis program that includes 3 hours of research methodology (504) and 3 hours of statistics. The core (9 hours) of the internship program is 521, 522, 574 and 591 (1 hour). The internship experience (575) is twelve hours of credit and is the culminating experience. Students choose another 3 hours of coursework to support the teaching field. The thesis requires six hours of Thesis 500 and an oral defense.

THE PH.D. CONCENTRATION

Admission Requirements

Applicants are to submit the Graduate Application for Admission, three letters of reference from persons familiar with their potential for success in doctoral work, a statement describing personal career objectives, and a sample of written work directly to the Department of Human Resource.

Applicants must hold a master's degree from an accredited institution and present evidence of ability to do Ph.D. work, including having maintained a graduate GPA of 3.3 on a 4.0 scale or better. If the applicant has prior work experience in human resource development, a reference letter should also be provided by the work supervisor. Graduate Record Examination scores are required of all applicants.

Any person whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL). A minimum score of 600 is required for admission consideration.

Degree Requirements

The Doctor of Philosophy degree with a major in Human Ecology and a concentration in human resource development is for graduate students who seek careers in higher education or as managers/administrators of HRD. The curriculum is designed to enable students to achieve professional objectives, develop needed competencies, and gain desirable experiences and understanding of human resource development. Students must possess a master's degree before acceptance to the program. A minimum of 96 hours beyond the baccalaureate is required.

Concentration (12 hours): Must include courses to support Human Resource Development and may be taken from the master's degree.

Departmental Core (27 hours): Must include 510, 511, 512, 557, 559 or equivalents and 12 hours of 604.

Specialization (12 hours): Must support a career path of university faculty member or manager of education/training.

Cognate (6 hours): Must be obtained from an academic unit outside the department, support specialization, and be represented by a committee member.

Research and Statistics (15 hours): Statistics must include advanced statistics such as multivariate analysis and computer application, 9 hours minimum; research methodology must include 504 and 610 or equivalents, 6 hours minimum.

Internship (0-6 hours): Required for those changing career path.

Dissertation (24 hours): Must be original research project.

The department offers an alternative approach to residence for the Ph.D. degree. This alternative residence involves, among other requirements, a two-year, continuous enrollment in 604, Research Forum in Human Resource Development.

Detailed information regarding the Ph.D. concentration program of study may be obtained from the departmental liaison for graduate studies.

Note: For latest update, check the homepage of Department of Human Resource Development (<http://hrd.he.utk.edu>).

ACADEMIC COMMON MARKET

An agreement among southern states for sharing graduate programs allows legal residents of some states to enroll in certain programs at UT on an in-state tuition basis. The M.S. program is available to residents of the state of Kentucky.

DROP ALL OF THE ABOVE AND CHANGE THE CATALOG DESCRIPTION

TO

HUMAN RESOURCE DEVELOPMENT
(COLLEGE OF BUSINESS ADMINISTRATION)

MAJORS

DEGREES

Business Administration.....	Ph.D.
Human Resource Development.....	M.S.

Michael Lane Morris (Liaison), Director

Associate Professors:

Kupritz, Virginia, Ph.D.	Virginia Tech
Morris, Michael Lane, Ph.D., CFLE	Tennessee
Stout, Vickie J., Ed.D.	Tennessee

Assistant Professors:

Bartley, Sharon, Ph.D.	Tennessee
Lim, Doo, Ph.D.	Illinois
Pierce, Randal, Ph.D.	Ohio State

Lecturer:

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

THE MASTER'S PROGRAM

The Master of Science degree with a major in Human Resource Development provides a flexible graduate program for professionals wishing to pursue in-depth study within and across subject areas of Human Resource Development.

Admission Requirements

Applicants for admission should request information and application forms from both the Office of Graduate Student Services (P-105 Andy Holt Tower) and the Human Resource Development Program (408 Stokely Management Center, The University of Tennessee, Knoxville, Tennessee, 37996).

Applicants are to submit an application for admission to The Graduate School. Additionally, applicants are to submit an application, three letters of reference from individuals familiar with their potential for success in academic work, and a statement describing personal career objectives directly to the Human Resource Development Program. Applicants must hold a bachelor's degree from an accredited institution and present evidence of ability to do graduate work, including a GPA of 3.0 on a 4.0 scale for the last two years of undergraduate work. Any student below this level of academic quality must justify admission via other exceptional credentials. If the applicant has prior work experience in human resource development, a reference letter should also be provided by the work supervisor. Applicants without an undergraduate degree in an area related to human resource development, previous HR employment experience, or a statistical background may be required to complete additional course work as part of their program. Recent Graduate Record Examination scores are required of all applicants. Minimum GRE composite scores (quantitative and verbal) of 1000 are required. Deadline: New students are admitted in fall semester only. Applications must be received by March 1.

Degree Requirements

The HRD Master's degree program is a 39 hour non-thesis program. All students must take the program core of 18 hours consisting of HRD 510 (Foundations of Human Resources), HRD 556 (Organizational Development Strategies), HRD 557 (Design Strategies), HRD 559 (Evaluation Strategies), HRD 561 (Strategic Human Resource Development), and HRD 563 (Organizational Communication Strategies). In addition to the program core, all students must complete Management 521 (Human Resource Management) and 6 hours of 400 and/or 500 level courses in human resource management. For the remaining 12 hours, students will select 4 out of the 5 following courses: HRD 511 (Issues and Trends in Human Resource Development); HRD 517 (Career Development); HRD 518 (Human Performance Improvement Systems and Technologies); HRD 519 (Human Resource Problems); or HRD 520 (Collaborative Strategies in Human Resource Development).

Course Requirements:

	Hours
HRD Core	18
HRD 510 (Foundations of Human Resources)	
HRD 556 (Organizational Development Strategies)	
HRD 557 (Design Strategies), HRD 559 (Evaluation Strategies)	
HRD 559 (Evaluation Strategies)	
HRD 561 (Strategic Human Resource Development)	
HRD 563 (Organizational Communication Strategies)	
HRM Core	9
Management 521 (Human Resource Management)	
Select two additional 400/500 level courses from human resource management	
HRD Electives	12
Select 4 out of the 5 following courses:	
HRD 511 (Issues and Trends in Human Resource Development)	
HRD 517 (Career Development)	
HRD 518 (Human Performance Improvement Systems and Technologies)	
HRD 519 (Human Resource Problems)	
HRD 520 (Collaborative Strategies in Human Resource Development).	
TOTAL	39

THE PH.D. PROGRAM

Admission Requirements

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

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

Applicants must hold a master's degree from an accredited institution and present evidence of ability to do Ph.D. work, including having maintained a graduate GPA of 3.3 on a 4.0 scale or better. Applicants without a graduate degree in an area related to human resource development may be required to complete additional course work as part of their program. If the applicant has prior work experience in human resource development, human resource management, or a related occupational area, a reference letter should be provided by the work supervisor. Graduate Record Examination scores are required of all applicants. Minimum GRE composite scores (quantitative and verbal) of 1100 are required.

Any person whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL). A minimum score of 600 is required for admission consideration.

Degree Requirements

The Doctor of Philosophy degree is 60 hours with a major in Business Administration and a concentration in Human Resource Development is for graduate students who seek careers in higher education or as managers/administrators of HRD. The curriculum is designed to enable students to achieve professional objectives, develop needed competencies, and gain desirable experiences and understanding of human resource development. Students not possessing a master's degree before acceptance to the program maybe required to complete additional course work before enrolling into any courses associated with the doctoral program. Students must be in residence full time for one year; must maintain an overall 3.0 grade-point average with no more than one grade below B in the HRD Courses, Research Core, and Business Core; students who did not complete a thesis in their Master's program must complete a pre-doctoral research project prior to beginning dissertation work; and must pass a comprehensive examination; and must pass a final oral examination on their dissertation research. Detailed information regarding the Ph.D. concentration program of study may be obtained from the Program Liaison. Note: For latest update, check the homepage of the Human Resource Development Program through the College of Business Administration's website.

Course Requirements:

	Hours
HRD Core	6
HRD 602 (Proseminar I in Human Resource Development-Fall 1 st Year)	
HRD 603 (Proseminar II in Human Resource Development)-Spring 1 st Year)	
HRD Seminars	9
Students consult with doctoral advisor and committee to select 3 courses	
HRD 605 (Seminar in Organization Theory and Environmental Context)	
HRD 606 (Research in Human Resource Development)	
HRD 607 (Seminar in Communication Processes)	
HRD 608 (Seminar in Work/Life Interface Issues)	
HRD 609 (Seminar in Technological Frameworks for Human Resource Development)	
HRD 613 (Seminar in Selected Topics)	
Research Core	12
Statistical Principles (Statistics 531-532 or Statistics 537-538 or equivalent)	
Advanced Statistics (Statistics 579) or (I/O Psychology 627)	
Seminar in Research Methods (Marketing 612)	
Business Core	9
Seminar in Theoretical Foundations (Marketing 611)	
International Management (Management 571)	
Proseminar in I/O Psychology (Industrial/Organizational Psychology 568)	
Dissertation	24
TOTAL	60

Effective: Fall 2003

SUPPORTING INFORMATION:

- A. Rationale: Human Resource Development is relocating to the College of Business Administration (CBA) and should be listed as a Program within CBA.
- B. Course Format and location: N/A (Regular)
- C. Impact on other academic units: Elimination of the Teacher Education Professional 5th Year Program will require those students formerly seeking course work to pursue teacher licensure will need to complete their Professional 5th Year Program through another College.
- D. Financial Impact: Resources formerly associated with Teacher Licensure have been detailed and are to be transferred through a negotiated Memorandum of Agreement involving the Provost, CBA, and CEHHS.

HUMAN RESOURCE DEVELOPMENT**ADD**

517 Career Development (3) Examination of processes and practices that facilitate the individual's leadership development, performance improvement and career goals in relation to the organization's present and future human resource needs, including identification of personal responsibilities and organizational opportunities through successful career development systems.

518 Performance Improvement Systems and Technologies (3) Studies of concepts, strategies, tools, and trends of performance improvement technologies. Major emphasis will be on the planning, facilitating, and implementation of performance technologies that support HR functions and facilitate their value to organizations. Prerequisite: HRD 510 (Foundations of Human Resources).

519 Human Resource Problems (3) Experiential learning for students who have a background in human resource development (HRD). In an employment context, students identify, analyze design, develop, implement, and evaluate a practical HRD intervention. Prerequisites: HRD 510 (Foundations of Human Resources) and HRD 511 (Issues and Trends in HRD).

520 Collaborative Strategies in HRD (3) Strategies for collaboration and teambuilding within organizational systems. The course assists HR professionals understand the processes associated with teambuilding including defining types of teams, rewarding and evaluating team performance, operating principles and communication within teams. The primary focus of this course will be creating the high performance team. Prerequisite: HRD 563 (Organizational Communication Strategies).

561 Strategic Human Resource Development (3) Overviews how human resource development (HRD) increases organizational competitive advantage. Human capital theory, systems theory and systems integration emerge as theoretical frameworks for linking HRD with business strategy to attain strategic initiatives. Value creation for HRD stakeholders, management of HRD resources, and continuous improvement of HRD processes are emphasized. Students explore the role of HRD in organizational visioning, planning, leadership development, innovating, and economic development. Co-requisite: HRD 510 (Foundations of Human Resources).

563 Organizational Communication Strategies (3) Students investigate organizational communication theory, purposes, channels, practices, styles, approaches, skills, and tools. Process improvement strategies span internal, and external communication and target oral, written, and nonverbal communications that occur in face-to-face, technology-mediated, and blended organizational communication contexts.

602 Proseminar I in Human Resource Development (3) Basic thought, concepts, and issues required for advanced graduate study in human resource development. Must be taken during first year of study in program. Consent of instructor for non-HRD students.

603 Proseminar II in Human Resource Development (3) Basic thought, concepts, and issues required for advanced graduate study in human resource development. Must be taken during first year of study in program. Consent of instructor for non-HRD students.

605 Seminar in Organizational Theory and Environmental Context (3) Organizational structure and basic systems influencing individual, group and organizational behavior with an emphasis on environmental context impacting worker performance and opportunities for learning transfer. Ecological approach to organizational effectiveness is addressed. Prerequisites: HRD 602 and 603 (Proseminars I and II in Human Resource Development).

607 Seminar in Organizational Communication Processes (3) Students study how the elements and complexities of organizational communication (OC) lead to potential miscommunications. Involves analysis of contemporary and leading-edge OC systems and processes. Students address prevention and minimization of destructive system and process complexities, and maximization of constructive elements; and explore organizational and individual accountability for creating, sustaining, and improving OC systems, processes, and environments. Prerequisites: HRD 602 and 603 (Proseminars I and II in Human Resource Development).

608 Seminar in Work/Life Interface Issues (3) Interface of work/life topics; how does work and life issues interconnect and influence each other from a psychosocial perspective? The goal of the course will be to help HR professionals better understand and address the critical linkages between work and life to encourage personal and professional well-being. Prerequisites: HRD 602 and 603 (Proseminars I and II in Human Resource Development).

609 Seminar in Technological Frameworks for Human Resource Development (3) Provides instruction and discussions on technology and human performance issues in today's organization. Topics include technology diffusion, performance improvement technologies, and privacy and ergonomic issues in utilizing technologies to improve human performance in organizations. Prerequisites: HRD 602 and 603 (Proseminars I and II in Human Resource Development).

Effective: Fall 2003

SUPPORTING INFORMATION:

- A. Rationale: The above courses with accompanying descriptions are new course additions for the 2003-2004 catalog and should be listed under the Human Resource Development Program in the College of Business Administration.
- B. Course Format and location: N/A (Regular Course)
- C. Impact on other academic units: None Expected.
- D. Financial Impact: Courses to be covered through faculty teaching loads.

DROP

455 Learner and Program Evaluation (3) Assessing effectiveness of training or educational programs; developing performance-based measures; evaluating job performance; and measuring learner progress. Prerequisite: 210 Microcomputer Applications or equivalent and 320 Program Planning for Training, Development and Education.

476 Supervised Occupational Experience (3) Practical field experience in business/industry/community-based settings related to area of study. Prerequisite: Senior standing and consent of advisor. May be repeated. Maximum 9 hrs.

501 Survey of Human Resource Development (3) Training and development as practiced in organizations: needs assessment, transfer of workplace skills, evaluation, development of training program proposals, assessment of personal competencies, values, goals, and training program design and administration.

504 Research in Human Resource Development (3) Solution of problems encountered in human resource development. Review of studies unique to human resource development.

505 Selection, Placement, and Follow-up Procedures in Human Resource Development (3) Methods and procedures utilized in establishing criteria for trainee selection and placement in instructional programs and in jobs. Collecting, analyzing, and reporting follow-up data appropriate for making program improvements. Prerequisite: Consent of instructor.

506 Developing Organizational Resources (3) Strategies for developing human and organizational resources through community partnerships and learning. Effective utilization of human resources through active learning programs.

512 Human Resource Management (3) Process-systems approach to human resource management: interdependent human resource activities (planning, work design, staff development, training and development, compensations, etc.) and organizational goals.

515 Microcomputer Operations and Programming in Education (3) Operating procedures and BASIC programming for education and training applications. Hands-on experience in operating and programming microcomputers, writing, debugging, and running educational programs using sequential data files. Prerequisite: Teaching, administrative, or related experience in education or training, or consent of instructor.

516 Microcomputer Software Development (3) Advanced software design in BASIC: random access and binary files, search and sort algorithms, and bitmapped graphics for educational environment. Hands-on learning and program development. Prerequisite: 515 or consent of instructor.

521 Design and Development of Instruction (3) Curriculum development and program planning; design of instruction; development of teaching materials for classroom and educational purposes. Intended for students in family and consumer sciences, business, marketing, technology and/or industrial education.

522 Professional Practices for Educators (3) Topics essential to effective classroom teaching; evaluation of students, youth organizations, advisory committees, classroom management, trends and issues impacting school/work preparation. Co-requisite: Human Ecology 575 and 591.

531 Leadership Development for Business Education and Marketing Education Professionals (3) Change management with implications for continuous quality improvement of self and one's work and work place.

550 Administration of Industrial Education Programs (3) Developing, staffing, administering and evaluating trade, industrial and technical education programs in secondary and post-secondary school settings. Prerequisite: Consent of instructor.

551 Supervision of Industrial Education Programs (3) Techniques used to improve industrial education programs. Staff development, curriculum improvement, and program updating techniques. Prerequisite: 455 or equivalent.

552 History and Philosophy of Industrial Education (3) Social, political, and economic events that impact development of industrial education. Philosophical problems: justification, values, principles and concepts of industrial education. Prerequisite: Consent of instructor.

553 Planning Technical Education Facilities (3) Preparation of educational specifications, site selection, and working relationships with other professionals involved in process of planning technical-education facilities. Prerequisite: Consent of instructor.

554 Program Planning (3) Instructional systems attending to analysis, design, development, implementation, and evaluation of trade, technical supervisor and related training. Prerequisite: Curriculum development course and consent of instructor.

555 Curriculum Planning (3) Developing performance-based, criterion-referenced instructional programs.

558 Seminar in Industrial Education (1-3) Current issues, innovations, problems associated with technical programs. Prerequisite: 12 hrs of graduate courses. May be repeated. Maximum 6 hrs.

560 International Perspective of Workforce Training (3) Examination and comparison of workforce systems in highly industrialized countries. In-school training programs, out-of-school training systems, update training of incumbent workers, retraining displaced workers, transfer of new technologies, and role and responsibilities of businesses, private sector organizations/agencies, and state and federal government agencies.

562 Grant Writing and Project Implementation (3) Writing grant proposals, negotiating with funding sources, implementing and maintaining funded programs, and closing out projects at end of funding support.

564 Self-Directed Work Teams (3) Theory and practice of implementing self-directed work teams, motivating employees, increasing employee productivity via teams and related issues.

574 Analysis of Teaching for Professional Development (2) Strategies to document and analyze effectiveness of teaching and of professional development. Study and application of various approaches. Co-requisite: 575.

575 Professional Internship in Teaching (1-8) Intensive teaching and teaching-related experiences in professional settings in public schools. Enrollment limited to postbaccalaureate students in professional year program. Prerequisite: Admission to Teacher Education program. May be repeated. Maximum 12 hrs. S/NC only.

591 Clinical Studies (1-4) Group and individual seminar activities during full-time internship. Application and evaluation of professional core competencies. Completion and presentation of portfolio and analysis of teaching project. Co-requisite: 575.

601 Theory and Practice in Training and Development (3) Theory and application of research related to training and development, transfer of learning, designing effective learning situations, and creation of corporate learning environments. Conceptualization and critical analysis of pertinent empirical research and theories related to training and development in field of human resource development. Prerequisite: Admission to doctoral program.

604 Research Forum in Human Resource Development (2) Development of theoretical framework, research design, evaluation techniques and qualitative and quantitative strategies for investigations of problems and issues in human resource development. Initial enrollment Fall only. Continuous enrollment required for 2 yrs. May be repeated. Maximum 12 hrs. S/NC only.

610 Research Development in Human Resource Development (3) Proposal development, theoretical base, research design, sampling, application of statistics, and evaluation of research in human resource development. Prerequisite: Admission to doctoral program, 6 hrs of advanced statistics courses and consent of instructor.

Effective: Fall 2003

SUPPORTING INFORMATION:

- A. Rationale: Due to the relocation of Human Resource Development to the College of Business Administration, the above courses with accompanying course descriptions presently listed in the 2002-2003 Catalog should be **dropped** from the 2003-2004 Catalog. The courses are no longer needed in the revised curriculum.
- B. Course Format and location: N/A
- C. Impact on other academic units: Course substitutions will be considered for canceled courses.
- D. Financial Impact: Elimination of courses will provide resources to deliver new curriculum.

REVISE TITLE & DESCRIPTION

509 Implementation of HRD Systems (3) The internship provides experiential learning for students who come to HRD without practical real world experience. The internship is an opportunity to apply classroom knowledge, obtain additional human resource experience, and reflect on the knowledge and experience. The corporate experience provides additional human resource knowledge and assists the student in research and career advancement. Prerequisite: HRD 510 (Foundations of Human Resources).

510 Foundations of Human Resources (3) Students develop a working definition and understanding of the foundations that grid the academic discipline and profession of Human Resources. Students develop knowledge of the historical, theoretical, and philosophical foundations as well as the core models of learning, performance, change and management that promote best practices in the field. Students are introduced to the disciplines of training and development, human expertise, organizational development, and management including HRM goals and activities.

511 Issues and Trends in Human Resource Development (3) Study of current, emerging, and future issues and trends in Human Resource Development (HRD) research and practice. Linking research and practice, importance of theory to inform practice, research needs reflected in practice, cycle of how researchers and practitioners learn, how they design practice, and how they evaluate to inform policy. Prerequisite: HRD 510 (Foundations of Human Resources).

513 Special Topics in Human Resource Development (1-3) Topics vary in research, theory and current issues in Human Resources. Prerequisite: Consent of instructor. May be repeated. Maximum 9 hrs.

514 Individual Study in Human Resource Development (3) Prerequisite: Consent of supervising instructor. Approval form must be filed in office of the Program Liaison. May be repeated. Maximum 6 hrs.

556 Organizational Development Strategies (3) Overview of the roles, strategies, and challenges of organizational development with a focus on the dynamics of organizational change and the internal integration of organizational culture in a global context. Co-requisite: HRD 510 (Foundations of Human Resources).

557 Design Strategies (3) Design methodology for business and industry interventions; development of instructor-based, technology-based, and self-directed training for training and development and consulting. Co-requisite: HRD 510 (Foundations of Human Resources).

559 Evaluation Strategies (3) Evaluation strategies for professional settings. This course examines the importance of evaluation, how to conduct appropriate evaluations, instrumentation and analysis strategies, how to assess the return-on-investment, and guidelines for creating an evaluation report. Prerequisite: HRD 557 (Design Strategies).

606 Research in Human Resource Development (3) Theory and application of qualitative approaches to social science and human resource development research. Emphasis is on ethnographic methods to obtain in-depth information about behaviors and beliefs of people in natural settings. Use of methods: structured interviews using heuristic elicitation methodology, participant/observation and case studies. Prerequisites: HRD 602 and 603 (Proseminars I and II in Human Resource Development).

613 Seminar in Selected Topics (3) Topics in human resource development. May be repeated. Prerequisites: HRD 602 and 603 (Proseminars I and II in Human Resource Development).

Effective: Fall 2003

SUPPORTING INFORMATION:

- A. Rationale: Human Resource Development is relocating to the CBA and the following courses with accompanying descriptions found in the 2002-2003 catalog under the listing for the Department of Human Resource Development in the College of Human Ecology should be moved with these revised descriptions and/or title revisions in the 2003-2004 catalog and listed under the Human Resource Development Program in the College of Business Administration.
- B. Course Format and location: N/A (Regular Course)
- C. Impact on other academic units: None expected.
- D. Financial Impact: Courses to be covered through faculty teaching loads.

MOVE WITHOUT REVISION

500 Thesis (1-15) P/NP only.

502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses University facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. S/NC only.

503 Problems in Lieu of Thesis (3) May be repeated. Maximum 6 hrs. S/NC only.

600 Doctoral Research and Dissertation (3-15) P/NP only.

611 Internship in Human Resource Development (3) Field experience in relevant organizations. Prerequisite: Consent of instructor. May be repeated. Maximum 6 hrs. S/NC only.

Effective: Fall 2003

SUPPORTING INFORMATION:

- A. Rationale: The following courses with accompanying descriptions found in the 2002-2003 catalog under the listing for the Department of Human Resource Development in the College of Human Ecology should be moved without revision in the 2003-2004 catalog and listed under the Human Resource Development Program in the College of Business Administration.
- B. Course Format and location: N/A (Regular)
- C. Impact on other academic units: None expected
- D. Financial Impact: Courses covered through faculty teaching loads.

MEMORANDUM

To: Graduate Curriculum Committee

From: Patricia D. Postma, Assistant Dean, College of Business Administration

Subject: New Executive MBA Program

Date: December 13, 2002

The College of Business Administration proposes to begin a new track of the Executive MBA fall semester, 2003. This program draws on the recognized core strengths of the College to directly address a changed environment and the need for new managerial skills in the defense and commercial aerospace industry. Dean Williams and I request that you approve this program to begin in Fall semester of 2003

The students for this program would come from across the United States and, possibly, from other countries. We anticipate that the large majority of the applicants to this program will hold engineering degrees, and a significant number of these will include advanced degrees. With this student body, and with the cutting-edge managerial and technological challenges facing the aerospace industry, we anticipate this will be a rigorous and demanding program.

Leadership through this unique program should bring considerable visibility to the University and enhance the college's reputation for innovation, integration, and cross-disciplinary scholarship.

Rationale for Aerospace Executive MBA Program

As with our Physician Executive MBA, this program will provide a solid grounding in the broad range of business functions on which virtually all MBA programs focus, but do so in a specific context. In this instance, the context is the aerospace industry. The businesses and programs in the aerospace industry are among the most complex to be found. They cut across major customers (e.g., the Department of Defense and airlines), prime contractors (e.g., Lockheed Martin and Boeing), and literally hundreds of tiered subcontractors. As the difficulties of managing such complex businesses have grown, a need for specialized graduate business education has emerged.

The College of Business holds nationally recognized leadership positions in value stream integration, lean manufacturing, and industrial statistics – three areas of expertise widely recognized as critical managerial priorities in aerospace. Value streams refer to the network of customers, prime contractors, and subcontractors that must be integrated to produce today's monumentally complex aircraft. Lean manufacturing encompasses a broad systematic approach to looking across value streams to remove waste and simultaneously improve effectiveness. Industrial statistics, widely referred to as "Six Sigma" programs, has proven to be a powerful analytical tool in helping to understand sources of waste and improve capabilities. The aerospace industry is discovering tremendous synergies by integrating these three complementary fields of study. By targeting the most advanced aerospace programs, we will be working with companies making leading-edge applications of our particular blend of expertise in value stream integration, lean manufacturing, and industrial statistics.

An EMBA focused on the complex problems facing these next generation programs would provide a number of benefits for the industry. These include immediate payoff from organization-specific projects built into the curriculum, development of a set of managers/leaders with skills in critically short supply, a structured approach to bringing together managers from across the value stream to collaborate on joint projects, and development of faculty and Ph.D. students with expertise in their specific business environment.

Besides the fit with our expertise, we are in an advantageous position to take a lead on this opportunity because of 1) our experience in similarly tightly focused programs, 2) our rapid program development capabilities, and 3) because we have very supportive UT alumni in high executive positions in the industry. These alumni are active in promoting the industry's educational network and have made repeated visits to our campus. In fact, the business school's level of entry into this industry is arguably higher than we could achieve in any other industry.

Many schools have opted to offer executive MBA programs for a specific company as a focus strategy. However, a major drawback to such programs is the lack of exposure to a variety of different companies. We believe the benefits of a focused program can be realized by targeting a specific value stream, but that the program will simultaneously provide broad exposure to a variety of companies participating up and down the supply chain. Consequently, we feel this is the ideal niche strategy and that the aerospace industry is an ideal niche for us.

Program Structure

Currently, we offer four Executive MBA programs. One of those programs, the Taiwan Executive MBA, will be graduating its last class this December and will not be continued.

This proposed program has the same structure as our remaining three executive MBA programs. It is a lockstep program of 45 credit hours: 36 from classroom contact (BA 551, 552, 553), and 9 credit hours of faculty-supervised project research (BA 561, 562, 563). All students carry a 15-credit-hour load each semester. All graduates receive the same Master of Business Administration degree as our other MBA programs. Because of the cross-disciplinary integration in these programs, we do not accept credit hours from programs at other schools as substitutes for this program's curriculum. These same points apply to all our EMBA programs, as already detailed in the catalog's umbrella statement describing the executive MBA.

Each of our Executive MBA programs is a combination of intense in-class work combined with live, web-based classes. The Professional MBA holds classes each Saturday in Knoxville. The Senior Executive MBA and the Physician Executive MBA have intense residence periods ranging from nine days to two weeks in duration. The Aerospace EMBA will be patterned after the six residence periods of the Senior EMBA, although some of the residency periods may be held on-site at the facilities of participating organizations in order to better provide hands-on learning.

The attached Graduate Catalog description provides additional information about the program.

Financial Prudence through a Partnership with the Industry

The Executive MBA programs in the College receive no state funding. All costs, including salaries of directors, program coordinators and the portion of faculty time dedicated to teaching in any of the MBAs, must be covered through fees charged to students.

Given the focused nature of the program and the financial requirements for developing and providing it in a constrained University budget environment, we will ask industry to contribute to the financial costs of developing the program and to sponsor the cost of their students who attend. The fee for this program is expected to be about \$40,000. (Fees for the other Executive MBAs in the college range from \$28,500 to \$48,000.)

Students for the program will be solicited through, and be nominated by, the federal government and private sector members of the aerospace industry. In order to ensure that the program is financially viable, we have set a minimum enrollment of 22 students and our industry partners will be aware that we will not undertake the program without that commitment.

Benefits to the College and the University

- Expansion and exposure of our designated core competence (value-stream integration, lean, Six Sigma, etc.) through involvement with cutting-edge "next generation" government/industry aerospace programs
- Faculty learning in this program will be directly transferable to other college programs, especially in the area of value-stream integration and applying lean and six sigma concepts in white collar service operations
- Access to numerous master theses-level student projects each year that will both apply and advance our core competencies
- This program requires an interdisciplinary faculty team for its development and delivery. The program could be an integrating mechanism to bridge complementary disciplines across the university (e.g., colleges of business and engineering and possibly Tullahoma Space Institute).
- Media exposure – the cutting-edge programs we will be working with will be *the* aerospace stories for the next several years; writers will be looking for industry experts to quote, story lines, and articles. UT will be the leading source of experts outside the industry.
- The aerospace industry can become a natural market for graduates of our MBA and undergraduate programs
- Longer-term goals might include industry-funded chairs in accounting, value-stream integration, and new-product development

Catalog Description

The umbrella statement in the graduate catalog covering all the various Executive MBA programs does not need to be modified. Here is the catalog description specific to the Aerospace Executive MBA:

The Aerospace Executive MBA

The Aerospace Executive MBA is provided for a national audience of managers from defense and commercial aerospace organizations. The students for whom this program is designed have five to ten years of work experience and are currently employed in the aerospace sector. The emphasis in this program is providing a solid grounding in the broad range of business functions comprising virtually all MBA programs. However, much of this coverage will be delivered within the context of the aerospace industry. Beyond a basic grounding in business fundamentals, this program will offer advanced concepts especially relevant to managing the complex value streams that produce today's most advanced aircraft. Advanced coverage and emphasis will be given to value stream integration, lean manufacturing, and industrial statistics in particular. This mix of topical coverage is

ideal for engineers and others with technical backgrounds who are transitioning into program management where business and leadership skills are critical.

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

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

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

Memo

To: Graduate Council

From: Dr. Faye Julian

Date: December 17, 2002

Subject: Graduate Curricular Changes - College of Communication and Information

The attached curricular proposals have been approved by the faculty of the College of Communication and Information and are submitted to the Graduate Council for consideration. The following is a summary of these proposals:

1. Revise *Graduate Catalog* to: change name of college to College of Communication and Information; move the School of Information Sciences to the College of Communication and Information; add a master's concentration in converging media.
2. Revise course number in Broadcasting.
3. Three Electronically-Mediated courses: Information Sciences 535, 553, 571.

COLLEGE OF COMMUNICATION AND INFORMATION

MOVE the School of Information Sciences to the College of Communication and Information.

ADD a master's concentration in converging media.

In 2003-2004 *Graduate Catalog*, move the Information Sciences major (in the chart on page 13 of the 2002-2003 *Graduate Catalog*) to College of Communication and Information; change (Office of the Provost) to (College of Communication and Information) on page 129 of the 2002-2003 *Graduate Catalog*.

REVISE the College of Communications section on page 41 of the 2002-2003 *Graduate Catalog* to:

College of Communication and Information

Faye D. Julian, Interim *Dean*

C. Edward Caudill, *Associate Dean for Graduate Studies*

Schools

Advertising and Public Relations

Journalism and Broadcasting

Information Sciences

Communication Studies

Facilities for Research and Service

Communications Research Center (CRC)

Center for Information Studies (CIS)

Advanced Internet Technologies (AIT)

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

The College includes four schools: School of Advertising/Public Relations, School of Communication Studies, School of Information Sciences, and School of Journalism/Broadcasting. Graduate concentrations are offered in advertising, broadcasting, journalism, speech communication, information sciences, converging media, science communications, and public relations. These concentrations have a core curriculum.

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

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

The M.S. programs in advertising/public relations, journalism/broadcasting, and speech communication are accredited by the Accrediting Council on Education in Journalism and Mass Communication. The M.S. program in information sciences is accredited by the American Library Association and the National Council for Accreditation of Teacher Education. The College is a member of the Association of Schools of Journalism and Mass Communication, Broadcast Education Association, and the American Library Association.

For application forms and other information about the M.S. and Ph.D. programs in Communication and Information, write to Associate Dean for Graduate Studies, College of Communication and Information, 420 Communications Building, The University of Tennessee, Knoxville, TN 37996-0347.

Revise page 82 of the 2002-2003 *Graduate Catalog* to reflect the change:

Communications

(College of Communication and Information)

MAJOR

DEGREES

Communications..... M.S., Ph.D.

The College of Communication and Information offers the Master of Science for the Schools of Advertising and Public Relations, Journalism and Broadcasting, Information Sciences, and Communication Studies. The Doctor of Philosophy in Communications is offered with concentrations in the areas noted above.

For application forms and other information about the M.S. and Ph.D. programs in Communication and Information, write to: Associate Dean for Graduate Studies, College of Communication and Information, 420 Communications Building, The University of Tennessee, Knoxville, TN 37996-0347.

ADMISSION REQUIREMENTS

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

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

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

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

THE MASTER'S PROGRAM

The Master of Science with a major in Communications is intended for students who desire a career in the mass media and communications industry, with an emphasis on communications management and a deeper understanding of the communication process and social role of media. The program concentrations include advertising, broadcasting, journalism, public relations, speech communication, converging media, and science communication. Both thesis and non-thesis options are available.

The Master of Science in Information Sciences provides a program leading to the preparation of librarians and information professionals for work in all types of libraries and information centers.

Degree Requirements

The M.S. program emphasizes communications management and industry in the areas of advertising, broadcasting, journalism, public relations, converging media, and speech communication. For the thesis option, a minimum of 30 hours of approved graduate work is required. The non-thesis option requires 33 hours. Orientation attendance is required.

1. Six hours of core courses—Communications 512 and 540 to be taken during the first two semesters of the student's program, except with written approval of the Associate Dean for Graduate Studies for the College.
2. Fifteen hours within one department of the college, at least 6 hours at the 500 level or above. An internship, if needed, is included.
3. Three hours for the thesis option and 9 hours for the non-thesis option of electives from a list provided by the department in area of concentration.
4. Six hours of thesis work (Communications 500) or a 3-hour project (Communications 590).

Additional hours may be required for those who do not have academic prerequisites, and an internship may be required for those who do not have professional experience in the field they wish to study. A course in communications law is a prerequisite.

A student's internship experience requires approval by his/her advisor. Credit will be given through Advertising 598, Broadcasting 598, Journalism 598, or Public Relations 598 on the basis of 3 hours of credit for the equivalent of 15 weeks of full-time professional experience. This credit is to be included in the hour requirements for the M.S. program. Previous professional experience will be evaluated by the student's committee.

Students interested in subsequent entry into a doctoral program are advised to pursue the thesis option and to take additional courses in communications theory and research, subject to advisor's approval. After completion of the formal program of coursework and research for the thesis option, the student must pass an oral examination conducted by his/her graduate committee. The non-thesis option requires a written comprehensive examination and an oral defense of the project.

NOTE: See p. [redacted] for description of degree requirements for the Master of Science in Information Sciences.

THE DOCTORAL PROGRAM

The Ph.D. with a major in Communications is intended to prepare scholars for teaching, research, administration, and service in the fields of communications and information.

The program is interdisciplinary, consisting of a required core curriculum and recommended courses outside the College in the related social and behavioral sciences. The program is flexible and will accommodate a wide variety of career goals in communications. New students may be admitted to the program at any time; however, core courses begin only in the fall semester. Orientation attendance is required.

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

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

1. a 3.0 (4.0 system) grade-point average in undergraduate studies, and 3.5 for graduate work in a master's degree;
2. at or above the fiftieth percentile in verbal, quantitative and analytical aptitude on the Graduate Record Examination;
3. endorsement by at least three former teachers or professional colleagues; and
4. a statement of the applicant's goals and reasons for pursuing the doctorate. Personal interviews with members of the Ph.D. Admissions Committee are recommended and may be required. Professional experience in some field of communications is a highly desirable criterion for admission.

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

1. Twenty-seven hours of core courses-- Communications 612, 620, 640, 641; 6 hours of statistics; and three of the following courses: Communications 622, 632, 642, and 652.
2. Fifteen hours in a primary concentration (advertising, broadcasting, information sciences, journalism, public relations, converging media, or speech communication) supplementing the core. Courses may be taken in one or more of the schools in the college.
3. Twelve hours in a secondary concentration (outside the College of Communication and Information).
4. Nine hours of electives.
5. Twenty-four hours of dissertation.

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

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

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

Candidates without prior teaching experience must register for Communications 521, Tutorial in Communications Teaching. Planned course offerings in the College of Communication and Information for a full calendar year are available the preceding November. This information is available from the Graduate Studies Office, 420 Communications Building, 974-6651. See also courses listed under Advertising/Public Relations, Journalism/Broadcasting, Information Sciences, and Speech Communication.

ACADEMIC STANDARDS

A student in the College of Communication and Information whose graduate grade-point average, not including incomplete grades, is below 3.0 at any time after the end of 12 hours of graduate credit will be placed on probation. A

student on probation will be dropped from the program unless his or her cumulative graduate grade-point average is 3.0 or higher at the end of the probationary period. The probationary period is defined as the next 12 semester hours of graduate coursework attempted that is specified in the student's degree program. Exceptions to this policy may be made only with the approval of the Associate Dean for Graduate Studies of the College of Communication and Information on the recommendation of the student's faculty committee.

Effective: Fall 2003

SUPPORTING INFORMATION (For converging media concentration)

1. Rationale: This reflects changes in communications and information professions, industry, and research.
2. Course format and location: n/a
3. Impact on other academic units: None: we are not creating a new unit or adding courses. We are drawing on and updating the existing courses, and exploiting the recent "creation" of the new College of Communication and Information.
4. Financial impact: None: see item 3.

Broadcasting

REVISE COURSE NUMBER

Page 69, first column. Change course number of Broadcasting 598 to Broadcasting 498 and add "can be taken for graduate credit."

BRD 498 Internship (3) Full-time (30 - 40 hrs per week) work experience in news, production, or sales and management with non-university professional organization. Educational experience beyond that available at university. Final term paper. No retroactive credit for previous work experience. Prereq: Senior or graduate standing, completion of at least 15 hrs of broadcasting courses, GPA 3.0 or better, and consent of department head. Can be taken for graduate credit.

Effective: Fall 2003

SUPPORTING INFORMATION

1. Rationale: Many undergraduates want to do an internship. This change would allow them to look at the course description and requirements in the *Undergraduate Catalog*
2. Course format and location: n/a
3. Impact on other academic units: n/a
4. Financial impact: n/a

Information Sciences

Request for Three Electronically-Mediated Format Courses

Information Sciences 535 Advanced Information Retrieval (3)

- Number of Credit Hours to be Awarded: 3
- Total Number of Weeks: 15
- Total Expected Student Time Commitment : 10 hours per week
- Course Designation: Tennessee-Online
- Student Site Requirements: Synchronous two-way audio via Centra for three hours once a week.
- Nature and quantity of structured student/instructor interaction: Three hour, two-way lecture each week via Centra. Blackboard discussion groups.
- Nature and quantity of structured student/student interaction: Blackboard discussion groups.

Information Sciences 553 Corporate Information Services (3)

- Number of Credit Hours to be Awarded: 3
- Total Number of Weeks: 15
- Total Expected Student Time Commitment : 135 hours
- Course Designation : Tennessee-Online
- Student Site Requirements: Synchronous two-way audio via Centra for three hours once a week.
- Nature and quantity of structured student/instructor interaction: Three hour, two-way lecture each week via Centra. Blackboard discussion groups.

- Nature and quantity of structured student/student interaction: Break out groups using Centra and Blackboard discussion groups.

Information Sciences 571 Resources for Children (3)

- Number of Credit Hours to be Awarded: 3
- Total Number of Weeks: 15
- Total Expected Student Time Commitment: 10 hours per week
- Course Designation : Tennessee-Online
- Student Site Requirements: Synchronous two-way audio via Centra for three hours once a week.
- Nature and quantity of structured student/instructor interaction: Three hour synchronous class session each week.
- Nature and quantity of structured student/student interaction: Breakout groups and group assignments including presentations

EFFECTIVE TERM: Spring 2003

To: Graduate Council Committee Members
From: Tom George, Associate Dean, College of Education, Health & Human Sciences
Re: Curricular Materials for January 2002 Meeting
Date: December 13, 2002

As you may be aware, the administrative structure for the new College of Education, Health, and Human Sciences was created during Spring Semester, 2002. At this time, the faculty and administration of the College request the Graduate Council's approval of the College's academic programs, courses, and policies.

Structurally, the new College (approx. 150 faculty) has emerged from the former College of Education (90 faculty) and College of Human Ecology (60 faculty). Currently, the new College has nine departments, whereas the previous two colleges had a combined total of 11. In addition to a single dean, the new College is functioning with two associate deans, compared to the previous overall total of four assistant/associate deans. It is anticipated that one additional associate dean will be added. The new College serves a total of approximately 3,000 students, of which 1800 are undergraduates and 1200 are graduates.

The following "From" "To" statements summarize the structural changes and provide a context for the curricular proposals that will follow:

From:

(1) COLLEGE OF EDUCATION,

DEPARTMENTS OF....

1. Counseling, Deafness, & Human Services
2. Educational Administration & Cultural Studies
3. Educational Psychology
4. Exercise Science & Sport Management
5. Instructional Technology & Educational Studies
6. Theory & Practice in Teacher Education

(2) COLLEGE OF HUMAN ECOLOGY,

DEPARTMENTS OF....

1. Child & Family Studies
2. Consumer & Industry Services Management
3. Health & Safety Sciences
4. Human Resource Development
5. Nutrition

TO:

COLLEGE OF EDUCATION, HEALTH, & HUMAN SCIENCES,

DEPARTMENTS OF.....

1. Child & Family Studies
2. Consumer Services Management
3. Educational Administration & Policy Studies (Interim)
4. Educational Psychology & Counseling
5. Health & Exercise Science
6. Instructional Technology & Educational Studies
7. Nutrition

8. Sport & Leisure Studies
9. Theory & Practice in Teacher Education

A comparison of former and present departments indicates that only two departments remained intact with respect to neither losing nor gaining faculty: the Department of Child and Family Studies and the Department of Nutrition. At the other extreme, one department, the Department of Counseling, Deafness, and Human Services experienced faculty going to three departments. In this situation, Human Services faculty and some Counseling faculty joined faculty in the former Department of Educational Psychology to form the new department of Educational Psychology and Counseling. Other Counseling faculty, those in Counseling Psychology, went to the Department of Psychology in the College of Arts and Sciences. Still other faculty from the former Department of Counseling, Deafness, and Human Services, in this case, those in Deaf Education went to the Department of Theory and Practice in Teacher Education.

Similarly, the former Department of Exercise Science and Sport Management dissolved, with faculty going in two directions; the Exercise Science faculty joined faculty of the former Department of Health and Safety Sciences to form the new Department of Health and Exercise Science; however, the Sport Management faculty from the former Department of Exercise Science and Sport Management joined with a segment of the former Cultural Studies faculty from the former Department of Educational Administration and Cultural Studies and the Recreation faculty from the former Department of Consumer and Industry Services Management to form the new Department of Sport and Leisure Studies. The remaining Cultural Studies faculty from the former Department of Educational Administration and Cultural Studies joined faculty from the former Department of Instructional Technology, Curriculum, and Evaluation to form the new Department of Instructional Technology and Educational Studies.

Additionally, two faculty members from the former Department of Human Resource Development joined faculty from the former Department of Educational Administration and Cultural Studies to form the interim Department of Educational Administration and Policy Studies, while the remaining faculty members of the former Department of Human Resource Development moved to the College of Business Administration. Lastly, the Textiles faculty of the former Department of Consumer and Industry Services Management moved to the College of Engineering and the remaining members of the former Department of Consumer and Industry Services Management formed the new Department of Consumer Services Management.

Given the above structural changes, the following highlights some of the programmatic changes that are being proposed by these seven new and two re-newed departments:

Graduate Items -

- *Consumer Services Management Department* is proposing to (a) change the name of the major at the masters in Textiles, Retailing, and Consumer Sciences to Consumer Services Management, (b) add a doctoral concentration in Hospitality and Tourism Management to the PhD in Human Ecology, (c) drop the concentration in Textile Science from the PhD in Human Ecology, (d) add a graduate certificate in Tourism Development.
- *Educational Psychology and Counseling Department* is proposing to change the name of the major at the EdS level from the nondescript, generic Education major to those major designations used before the year 1997 for School Psychology and School Counseling (i.e., the terms School Psychology and School Psychology are the current names of concentrations). Similarly, the Department is proposing a name change for the major at the EdD level from Education to Educational Psychology and Counseling. The change in terminology is expected to improve program visibility (improving student recruitment) and to aid in record keeping. Drop the concentration in Counseling Psychology from the PhD in Education.
- *Health and Exercise Science Department* is proposing a name change for the major at the master's level from Human Performance and Sport Studies to Exercise Science. The current major designation, which stems from a departmental designation used in the mid-1980s, is a deterrent to student recruitment and makes record keeping problematic.

- *Instructional Technology and Educational Studies Department* also is proposing to change the name of its major at the masters, EdS, and EdD levels from the generic Education to Instructional Technology and Educational Studies. The Department is also proposing to change the name of the concentrations in Social Foundations at the master's level and Socio-Cultural Foundations of Sport and Education at the PhD level to Cultural Studies of Educational Foundations.
- *Sport and Leisure Studies Department* is proposing to change the name of the major in Recreation, Tourism, and Hospitality to Recreation and Leisure Studies at the master's level. Also at the master's level, the Department proposes to change the name of the major in Human Performance and Sport Studies, with concentrations in Sport Management, and Sport studies to a major in Sport Studies, with concentrations in Sport Management and Sport Studies. (The current Human Performance and Sport Studies major designation stems from a mid-1980 administrative structure and is a deterrent to recruiting students.)
- *Theory and Practice in Teacher Education Department* is proposing to change the name of the major from the generic Education to Teacher Education at the masters, EdS, and EdD degree levels and to change the name of the masters' Track 1 and Track 2 concentrations from Special Education: Early Childhood to Early Childhood Special Education.
- *Educational Administration and Policy Studies Department* proposes to change the name of the major and concentration at the masters' from Educational Administration and Policy Studies, with a concentration in Educational Administration and Supervision to Educational Administration, with a concentration in Leadership 21. At the EdS level, the Department proposes to change the name of the major from the generic Education to Educational Administration, with the concentration remaining as Educational Administration and Supervision. At the EdD level, the Department proposes to also change from the nondescript, generic Education, with a concentration in Educational Administration and Policy Studies to a major in Educational Administration and Policy Studies, with concentrations in Educational Administration and Policy Studies, as well as Higher education.

Thank you in advance for considering these various curricular proposals and please contact me if you have questions.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

The College of Education and the College of Human Ecology have merged, thus reorganizing their individual structures into one College with 9 departments (one is an interim department). As a result, the faculty, program descriptions and courses are moved into the new college, course subjects have been added and dropped, and names of majors and concentrations have changed. In addition, 2 programs in the former College of Human Ecology were moved to other colleges (Textiles to College of Engineering and Human Resource Development to the College of Business).

ADD the new departments and note related subjects (new subject areas are underlined):

Child and Family Studies (CFS)

(Formerly: Child & Family Studies – No Change)

Child & Family Studies (CFS)

Consumer Services Management (CSM)

(Formerly: Consumer Industries Services Management)

Hotel and Restaurant Administration (HRA)

Retail and Consumer Sciences (RCS)

Educational Administration & Policy Studies (EAPS)

(Formerly: Educational Administration & Cultural Studies (EACS))

Educational Administration and Policy Studies (EAPS)

Educational Psychology & Counseling (EPC)

(Formerly 2 departments: Counseling, Deafness, and Human Services (CDHS) and Educational Psychology (EP))

Counselor Education (COUN)

Educational Psychology (EP)

Human Services (HS)

Rehabilitation Counselor Education (RCE)

Health and Exercise Science (HES)

(Formerly 2 departments: Exercise Science and Sport Management (ESSM) and Health and Safety Sciences (HSS))

Exercise Science (ES)

Health (HLTH)

Public Health (PH)

Safety (SFTY)

Instructional Technology and Educational Studies (ITES)

(Formerly 2 departments: Educational Administration & Cultural Studies (EACS) and Instructional Technology, Curriculum, and Evaluation (ITCE))

Cultural Studies in Education (CSED)

Curriculum, Educational Research and Evaluation (CREV)

Instructional Technology (IT)

Instructional Technology and Educational Studies (ITES)

Nutrition (NUTR)

(Formerly: Nutrition – No Change)

Sport & Leisure Studies (SLS)

(Formerly 2 departments: Educational Administration & Cultural Studies (EACS) and Exercise Science and Sport Management (ESSM))

Dance

Physical Education (PE)

Recreation & Leisure Studies (RLS)

Sport Management (SM)

Sport Studies (SS)

Theory & Practice in Teacher Education (TPTE)

(Formerly 2 Departments: Counseling, Deafness, and Human Services (CDHS) and Theory & Practice in Teacher Education)

Art Education (AE)

Early Childhood Education (ECE)

Education of the Deaf and Hard of Hearing (ED DEAF)

Educational Interpreting (EI)

Elementary Education (ELE ED)

English Education (ENG ED)
Foreign Language/ESL Education (FL/ESL)
Mathematics Education (MATH ED)
Reading Education (READ ED)
Science Education (SC ED)
Social Science Education (SSE)
Special Education (SP ED)
Theory & Practice in Teacher Education (TPTE)

In addition, there are two college subject areas:

Education (Educ)
Human Ecology (HE)

The following subject areas are being deleted:

Counselor Education and Counseling Psychology
Educational Administration and Supervision
Higher Education
Rehabilitation and Deafness
Instructional Technology, Curriculum and Evaluation
Recreation & Tourism Management

Effective: Fall 2003

REVISE GRADUATE CATALOG

DROP the College of Education and College of Human Ecology sections on pages 41 and 42 of the 2002-2003 *Graduate Catalog*.

ADD College of Education, Health, and Human Sciences section to the catalog (on page 41) and include the following text:

John W. Koontz, Dean (Interim)
Lynn C. Cagle, Associate Dean, Professional Licensure and Outreach
Thomas W. George, Associate Dean,
Academic Affairs, Personnel, and Student Services

Departments

- Child and Family Studies
- Consumer Services Management
- Educational Administration and Policy Studies
- Educational Psychology and Counseling
- Health and Exercise Science
- Instructional Technology and Educational Studies
- Nutrition
- Sport and Leisure Studies
- Theory and Practice in Teacher Education

Facilities for Research and Service

- Academic Enrichment Program
- Appalachian Collaborative Center for Learning Assessment and Instruction in Mathematics
- Appalachian Rural Systemic Initiative
- Center on Deafness
- Center for Literacy Studies
- Center for Physical Activity and Health
- Child Development Laboratory
- Community Health Research Group
- Cornerstone
- Educational Interpreting Program
- Educational Opportunity Center
- Family Life Project
- Gerber Grant Project
- Gradkids
- High School Equivalency Program

- Institute for Assessment and Evaluation
- Instructional Services Center
- Least Restrictive Environment for Life Project
- Math and Science Regional Center
- Nutrition Institute
- Orientation to Deafness Program
- Pre-College Upward Bound Program
- Project Impact
- Project Wave
- Regional Rehabilitation Continuing Education Program
- Rehabilitation Counselor Education in Deafness Program
- Rehabilitation Counselor Education Program
- Small Animal Research Lab
- Southeastern Regional Interpreter Training Consortium
- Talent Search Program
- Technology Enhanced Curriculum Lab
- Tennessee Career Information Delivery System
- Tennessee's Early Intervention Systems
- THEC Minority Teacher Education Project
- Tourism Institute
- UT- TIE
- Urban Impact Project
- Veterans' Pre-College Program

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

The union of Education and Human Ecology to form the new College of Education, Health, and Human Sciences honors its past independent accomplishments but is now focused on an interdependent future. The new 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 College of Education, Health, and Human Sciences holds accreditation with the National Council for Accreditation of Teacher Education and the American Association of Family and Consumer Sciences. Among its accredited academic programs are the following: Community Counseling and School Counseling by the Council for Accreditation of Counseling and Related Educational Programs; Education of the Deaf and Hard of Hearing by the Council on Education of the Deaf; Rehabilitation Counseling by the Council on Rehabilitation Education; School Psychology by the American Psychological Association and the National Association of School Psychologists; Sport Management (Graduate Level) by the NASSM/NASPE Sport Management Program Review Council; Dietetics by the American Dietetics Association; Recreation and Tourism Management by the National Recreation and Park Association/American Association for Leisure and Recreation.

GRADUATE PROGRAMS OF STUDY

Graduate study in the College of Education, Health, and Human Sciences prepares students for teaching, research, and public service in schools, colleges, universities, and agencies or managerial positions in government, business, and industry. The College offers programs leading to completion of the Master of Science degree, Educational Specialist degree, Doctor of Education degree, and Doctor of Philosophy degree. Additionally, the College makes available Graduate Certificate of Credit Program and various minors.

The following is an overview of those programs; further details on each program are available in the Fields of Instruction (i.e., academic departments) section of this catalog:

Graduate Certificate Of Credit Programs

Three certificate programs are available in the College. The Certificate in Urban Education is available through the Department of Theory and Practice in Teacher Education and the Department of Consumer Sciences offers a Certificate in Services Management and a Certificate in Tourism Development.

Minors

Minors are available in Gerontology through the Department of Health and Exercise Science and in Nutrition through the Department of Nutrition.

Master Of Science (M.S.) Degree Programs

M.S. degree programs with majors and concentrations (in parentheses) are available in the following:

- Child and Family Studies (Child and Family Studies; Early Childhood Education)

- College Student Personnel
- Consumer Services Management (Hospitality and Tourism Management; Retail and Consumer Sciences)
- Counseling (Mental Health Counseling; Rehabilitation Counseling; School Counseling)
- Educational Administration (Leadership 21)
- Educational Psychology (Adult Education; Applied Educational Psychology)
- Exercise Science
- Health Promotion and Health Education
- Instructional Technology and Educational Studies (Cultural Studies of Educational Foundations; Curriculum; Instructional Technology)
- Nutrition (Nutrition Science; Public Health Nutrition)
- Recreation and Leisure Studies (Recreation Administration; Therapeutic Recreation)
- Safety (Emergency Management; Safety Management)
- Sport Studies (Sport Management; Sport Studies)
- Teacher Education (Art Education; Early Childhood Special Education; Education of the Deaf and Hard of Hearing; Elementary Education; Elementary Teaching; English Education; Foreign Language/ESL Education; Mathematics Education; Modified and Comprehensive Special Education; Reading Education; Science Education; Secondary Teaching; Social Science Education)

Further information on the above programs of study is available in the Fields of Instruction section of this catalog, under the specific academic department.

Master Of Public Health (M.P.H.) Degree Program

The M.P.H. is offered through the Department of Health and Exercise Science (see Health and Exercise Science in the Fields of Instruction section of this catalog).

Educational Specialist (Ed.S.) Degree Programs

The Ed. S. degree is available with a majors and concentrations (see parentheses) in the following:

- Educational Administration (Educational Administration and Supervision)
- Instructional Technology and Educational Studies (Curriculum; Instructional Technology)
- School Counseling
- School Psychology
- Teacher Education (Elementary Education; English Education; Foreign Language/ESL Education; Mathematics Education; Reading Education; Science Education; Social Science Education; Special Education)

Further information on the above programs of study is available in the Fields of Instruction section of this catalog, under the specific academic department.

Doctor Of Education (Ed.D.) Degree Programs

The Ed.D. degree is offered with majors and concentrations (see parentheses) in the following:

- Educational Administration and Policy Studies (Educational Administration and Policy; Higher Education Administration)
- Educational Psychology and Counseling (Collaborative Learning)
- Instructional Technology and Educational Studies (Curriculum, Educational Research, and Evaluation; Instructional Technology)
- Teacher Education (Literacy, Language, and ESL Education; Teacher Education)

Further information regarding above programs of study is available in the Fields of Instruction (i.e., department listings) section of this catalog.

Doctor Of Philosophy (Ph.D.) Degree Programs

The Ph.D. is offered with a major in Education or Human Ecology.

The following concentrations are available in the Ph.D. in Education:

- Counselor Education
- Cultural Studies of Educational Foundations
- Curriculum, Educational Research, and Evaluation
- Early Childhood Education
- Educational Administration and Policy Studies
- Educational Psychology
- Exercise Science
- Instructional Technology
- Literacy, Language, and ESL Education
- School Psychology
- Sport Studies
- Teacher Education

The following concentrations are offered through the Ph.D. in Human Ecology:

- Child and Family Studies
- Community Health

- Hospitality and Tourism Management
- Nutrition Sciences
- Retail and Consumer Sciences

Further information on the above programs of study is available in the Fields of Instruction section of this catalog, under Education or Human Ecology and under the specific academic department.

Teacher Education

Post baccalaureate students who desire to become teachers (i.e., Pre-Kindergarten- Grade 12) must make application to the College of Education, Health, and Human Sciences' Teacher Education Program and complete the equivalent of an undergraduate minor in Education before enrolling in required graduate courses. Information on admission to Teacher Education and prerequisite undergraduate courses is available through the Undergraduate Catalog, the College's Student Services Center (Claxton Complex A332) or at <http://cehhs.utk.edu/main.html>.

Title II, HEA Compliance Report

Per requirements of Title II of the Higher Education Act, the College of Education, Health, and Human Sciences reports the following pass rates on State required licensure tests for the 2001-2002 Academic Year: UT 95%; State of Tennessee **92%**.

Effective: Fall 2003

EDUCATION

REVISE GRADUATE CATALOG

On page 95 of the 2002-2003 *Graduate Catalog*, REVISE the Education section as follows:

FROM

MAJORS

College Student Personnel
Counseling
Education
Educational Administration and Policy Studies
Educational Psychology
Human Performance and Sport Studies

DEGREES

M.S.
M.S.
M.S., Ed.S., Ed.D., Ph.D.
M.S.
M.S.
M.S.

The College of Education offers the Master of Science, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees in cooperation with six departments:

Counseling, Deafness and Human Services
Educational Administration and Cultural Studies
Educational Psychology
Exercise Science and Sport Management
Instructional Technology, Curriculum and Evaluation
Theory and Practice in Teacher Education

The College also offers initial teacher licensure programs at the graduate level. The program features a professional year internship with accompanying coursework which may lead to a master's degree with a major in Education. See Track 2 under Master's Programs, Education, and Teacher Licensure.

For admission, most programs require current scores from the GRE general section, and all require a departmental application form and letters of recommendation as indicated on the chart of Majors and Degree Programs. For additional information about the various programs of study and admission, write to the Student Services Center in the College of Education, Claxton Complex A332, The University of Tennessee, Knoxville, TN, 37996-3400, tel. (865) 974-8194, <http://www.coe.utk.edu/departments/advising/>.

THE MASTER'S PROGRAMS

College Student Personnel

Students who major in College Student Personnel are prepared to enter the field of student personnel administration in colleges, universities, and community or junior colleges. The program has both a thesis and non-thesis option. A minimum of 36 hours, which includes 6 hours of practicum experience, is required in either option. Students must complete a minimum of 12 hours in Higher Education courses.

Counseling

The master's degree with a major in Counseling offers concentrations in:
Mental health counseling
Rehabilitation counseling

School counseling

The major includes thesis and non-thesis options. The concentration in mental health counseling is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and requires completion of 60 hours of coursework including supervised practicum and internship experiences working with clients. The concentration in rehabilitation counseling is fully accredited by the Council on Rehabilitation Education, Inc. and requires 54 semester hours, including internship. A minimum of 12 hours of Rehabilitation and Deafness courses is required. The concentration in school counseling is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs and requires 48 hours of coursework, including supervised practicum and internship experiences working with clients. A final examination is required of all students.

Education

The master's degree with a major in Education has two tracks. Track 1 is intended for students who are licensed to teach English, elementary education, foreign language, mathematics, natural science, social science, early childhood special education, or education of the deaf and hard of hearing. (Non-licensed applicants to Track 1 will be reviewed on a case-by-case basis and must have a strong disciplinary background and professional goals which can be fostered through participation in this non-licensure program.) Track 2 is designed for students seeking initial teacher licensure in one of the above fields. Thesis and non-thesis options are available for both tracks.

Track 1 - Concentrations are available in:

- Art education
- Curriculum
- Education of the deaf and hard of hearing
- Elementary education
- English education
- Foreign language/ESL education
- Instructional technology
- Mathematics education
- Modified and comprehensive special education
- Reading education
- Science education
- Social foundations
- Social science education
- Special education: early childhood

The thesis option requires the completion of 30 hours, including 6 hours of Thesis 500 (36 hours for instructional technology concentration). The non-thesis option requires the completion of 33 hours of coursework (36 hours for special education and instructional technology concentrations). Both options require a minimum of 12 hours in the major discipline (18 hours for special education concentration).

Track 2 - Concentrations are available in:

- Art education
- Education for the deaf and hard of hearing
- Elementary teaching
- Modified and comprehensive special education
- Secondary teaching
- Special education: early childhood

The thesis option requires completion of 36 hours, plus 6 hours of Thesis 500 for a total of 42 hours. The non-thesis option requires 36 hours, including 24 hours of prescribed licensure coursework and 12 hours in the academic discipline as approved by the student's committee.

For both tracks, a comprehensive written examination is required. An oral exam is given over the thesis.

Educational Administration And Policy Studies

The master's degree program with a major in Educational Administration and Policy Studies offers a concentration in educational administration and supervision, requiring a minimum of 36 hours, including 6 hours of Thesis 500 for the thesis option, or 36 hours for the non-thesis option.

The concentration in educational administration and supervision consists of a minimum of 18 hours of coursework in Educational Administration and Supervision. A final oral examination is required for the thesis option, with a written exam at the option of the committee. A final written comprehensive examination is required for the non-thesis option, with an oral exam at the option of the committee. Students entering either of these options must complete the introductory core consisting of Educational Administration and Supervision 513, 515, 516, and 535 or a demonstrated computer proficiency. These courses are prerequisites to other courses in the unit.

Educational Psychology

The master's degree with a major in Educational Psychology is offered with concentrations in:

- Adult education
- Individual & collaborative learning

Both programs include thesis and non-thesis options. The major in Educational Psychology requires 36 hours. The concentration in adult education requires a minimum of 12 hours in adult education courses. A final examination is required of all master's degree students.

Human Performance And Sport Studies

The master's degree with a major in Human Performance and Sport Studies offers concentrations in:

Exercise science
Sport management
Sport studies

Applicants must submit an admission application and 3 letters of recommendation. Both thesis and non-thesis options are available. The non-thesis option requires 32 hours (sport management concentration requires 33 hours), including a project, and a course in research design or an approved specialized research class. The thesis option requires the completion of 30 hours, including 6 hours of Thesis 500. Both options require a minimum of 12 hours of sport studies, exercise science, or sport management courses.

THE SPECIALIST IN EDUCATION PROGRAM

The Educational Specialist degree program with a major in Education encompasses concentrations in:

Curriculum
Educational administration & supervision
Elementary education
English education
Foreign language/ESL education
Instructional technology
Mathematics education
Reading education
School counseling
School psychology
Science education
Social science education
Special education

The instructional and curricular concentrations require completion of a minimum of 30 hours of coursework beyond the master's degree, including 6 hours in core courses, 18 hours in specialized courses, and 6 hours to be determined by the student's committee. The educational administration and supervision concentration requires the completion of a minimum of 30 hours beyond the master's degree. Both thesis and non-thesis options are available. The school counseling concentration requires a minimum of 22 hours beyond the master's degree but not fewer than 60 hours beyond the baccalaureate, including practicum and internship experiences. The school psychology concentration requires the completion of a minimum of 66 semester hours beyond the baccalaureate. Refer to Degree Requirements under Graduate Studies for complete program requirements.

THE DOCTOR OF EDUCATION PROGRAM

The Ed.D. program with a major in Education is available in the following concentrations and specializations:

- Curriculum, educational research, and evaluation (curriculum, educational research, evaluation)
- Educational administration and policy studies (educational administration and supervision, higher education)
- Educational psychology (collaborative learning)
- Instructional technology (educational applications of technology)
- Literacy, language education, and ESL education (literacy, ESL education)
- Teacher education (elementary education, social science education, mathematics education, science education)

In addition to the requirements of the Graduate Council, the hour requirements in the curricular and instructional concentration areas are determined by the student's doctoral committee. A comprehensive examination and an oral examination on the dissertation are required.

The concentration in educational psychology with a specialization in collaborative learning requires the completion of a minimum of 90 hours beyond the baccalaureate degree and incorporates a cohort model through which students participate in core courses as a group. This program offers an alternative residency which includes a two-year, on-campus, continuous enrollment in six to nine hours per semester including summers. During this time period, students are enrolled in a doctoral seminar (EP630) for four of the six semesters and participate with faculty on research teams for 12 of the required hours. Contact the program coordinator for additional information and program requirements.

The requirements for the concentration in educational administration and policy studies are determined on an individual basis by each student's doctoral committee. Course requirements include a 6-9 hour cognate within the college and a 6-9 hour minimum external to the college. Additional course requirements include completion of two consecutive semesters of Educational Administration and Policy Studies 604 during residence. Though an internship is highly recommended, it is not required. A foreign language requirement is at the discretion of the committee. A written comprehensive examination, as well as an oral examination on the dissertation, is required. An alternative residency, which includes a two-year, on-campus, continuous enrollment in Educational Administration and Policy Studies 606, Leadership Forum, is available for qualified students.

THE DOCTOR OF PHILOSOPHY PROGRAM

Faculty from all six departments participate in the delivery of the Ph.D. degree program with a major in Education. Concentrations and specializations are available in the following areas:

- Counseling psychology (gender and cultural issues in counseling, career development, group process, counseling service, assessment)
- Counselor education (school counseling, counseling service) (Not currently accepting new students)
- Cultural studies in education (social and cultural theory)
- Curriculum, educational research, and evaluation (curriculum, educational research, evaluation, educational applications of technology)
- Early childhood education (early childhood special education)

- Educational administration and policy studies (educational administration and supervision, higher education)
- Educational psychology (adult education, applied educational psychology)
- Exercise science (biomechanics/sports medicine, exercise physiology, physical activity and population health)
- Instructional technology (educational applications of technology)
- Literacy, language education, and ESL education (literacy, ESL education)
- School psychology
- Socio-cultural foundations of sport and education (history of education, history of sport, psychology of sport, philosophy of sport sociology of education, sport sociology)
- Teacher education (elementary education, gifted and talented education, mathematics education, science education, social science education)

The program requirements are:

Requirements	Minimum Hours
RESEARCH AREA.....	15
CORE REQUIREMENTS	
--Seminar in primary concentration.....	3
--Philosophy of science or history/philosophy of education (select one from Philosophy 446 or 546 or courses identified in addendum to Ph.D. guidelines or Cultural Studies in Education 607)	3
--Theoretical foundations and/or applications (select one).....	3
Learning and curriculum theory (Educational Psychology 609, 515, or Psychology 560)	
Administrative/leadership theory (Educational Administration and Supervision 513, 680 or Educational Administration and Policy Studies 514)	
Group dynamics (Counselor Education and Counseling Psychology 554)	
Instructional technology (Instructional Technology, Curriculum and Evaluation 573 or 575)	
--Trans-college seminar: two consecutive semesters	2
CONCENTRATION	
--A minimum of 15 hours selected from one concentration	15
SPECIALIZATION	
--A minimum of 9 hours selected from a specialization.....	9
COGNATE	
--A minimum of 6 hours selected from outside the college in addition to the designated research courses.....	6
DISSERTATION.....	24

The residence requirement consists of three consecutive semesters of full-time enrollment. Additional details are available through the College's Student Services Center, Claxton Complex A332, (865) 974-8194, or edadmin@utk.edu.

TEACHER LICENSURE

In addition to the above cited degree programs, the College of Education offers graduate level teacher licensure courses. Students completing requirements for initial teacher licensure earn 24 semester hours of graduate credit which may be applied to a 36 semester hour Track 2 master's degree with a major in Education.

To earn initial teacher licensure, students must complete undergraduate prerequisite courses, gain admission to graduate study as a degree seeking student, and the following 24 hours of coursework:

Fall Semester	
575 Internship	4 hrs
Specialty Studies	6 hrs
574 Analysis of Teaching for Professional Development	2 hrs
Spring Semester	
575 Internship	8 hrs
591 Clinical Studies	4 hrs
TOTAL	24 hrs

Further details concerning the teacher licensure program and the Track 2 master's degree program are available through the College of Education Student Services Center, Claxton Complex A332, (865) 974-8194, or dmorgan@utk.edu.

CERTIFICATE IN URBAN EDUCATION

The Department of Theory and Practice in Teacher Education offers a certificate program in urban education for experienced urban teachers. A cohort group is competitively selected each year.

Participants complete a 12-credit, four-course program of study over a two-year period. First-year courses are Theory and Practice in Teacher Education 595 Special Topics (Trends and Issues in Urban Education) and Education 540 Topics in Improvement of instruction (Improving Teaching and Learning in Urban Schools). Second-year courses are Theory and Practice in Teacher Education 595 Special Topics (Accommodating Diverse Student Needs in Urban Classrooms) and 550 Action Research and Practical Inquiry in Education.

MINOR IN GERONTOLOGY

Graduate students with majors/concentrations in counseling, exercise science, or educational psychology, may pursue a specialized minor in gerontology. This interdepartmental/interdisciplinary minor gives the student an opportunity for combining the knowledge about aging in American society with his/her major concentration. Please refer to Human Ecology for specific requirements.

ACADEMIC COMMON MARKET

An agreement among southern states for sharing graduate programs allows legal residents of some states to enroll in certain programs at UT on an in-state tuition basis. The M.S. program in Counseling is available to residents of the state of Florida (concentration in rehabilitation counseling) or Kentucky (concentration in mental health counseling). The M.S. program in Education (concentration in education of the deaf and hard of hearing) is available to residents of the states of Alabama, Maryland, South Carolina, Virginia, or West Virginia. The M.S. program in Human Performance and Sport Studies is available to residents of Alabama, Arkansas, Maryland, South Carolina, or Virginia. The Ed.D. program in Education (concentration in educational psychology) is available to residents of Kentucky. Additional information may be obtained from the Administrative Services Assistant in the Office of Graduate Admissions.

TO

MAJOR**DEGREE**

Education

Ph.D.

The College of Education, Health, and Human Sciences offers the Ph.D. in Education with concentrations and specializations (see parentheses) in the following:

- Counselor Education (Career Development; Rehabilitation; Group Process)
- Cultural Studies of Educational Foundations
- Curriculum, Educational Research, and Evaluation (Curriculum, Educational Research; Evaluation; Educational Application of Technology)
- Early Childhood Education (Early Childhood Special Education)
- Educational Administration and Policy Studies (Educational Administration and Policy; Higher Education Administration)
- Educational Psychology (Adult Education; Applied Educational Psychology)
- Exercise Science (Biomechanics/Sport Medicine; Exercise Physiology; Physical Activity and Population Health)
- Instructional Technology
- Literacy, Language, and ESL Education (Literacy; Language Education; ESL Education)
- School Psychology
- Sport Studies
- Teacher Education (Literacy, Language, and ESL Education; Teacher Education)

Further information on the above programs of study is available in the Fields of Instruction (i.e., academic departments) section of this catalog.

ADMISSION TO THE PH.D. IN EDUCATION**Application Process**

Individuals seeking admission to the Doctor of Philosophy degree in Education must first be admissible to the University of Tennessee (see the Graduate Studies: Admission Requirements section of this catalog) and then admitted to a concentration within the Ph.D. in Education. Prospective students are encouraged to make application at least 6-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.coe.utk.edu/apply>.

Admission Criteria

An applicant seeking admission to the Ph. D. in Education should earn GRE scores equal to or higher than the 50th percentile for both the Verbal and Quantitative subtests of the GRE (minimum 1070-total points, based on October 1998-September 2001 norms for the Verbal and Quantitative subtests). An applicant scoring less than the 50th percentile on the Quantitative subtest will be expected to earn a sufficiently higher score on the Verbal subtest to equal or exceed the 1070-point total. Applicants are expected to submit a minimum score of 4.0 points on the Analytic Writing subtest.

Non-native English speaking applicants and applicants who took the GRE prior October 2002 should consult the faculty staffing the concentration of interest for details regarding the GRE minimum scores.

Additional information on admission criteria (e.g., GRE, letters of reference, writing samples, etc.) is available at [http://www.coe.utk.edu/degrees/phd/phd_guidelines\(WebVersion\).pdf](http://www.coe.utk.edu/degrees/phd/phd_guidelines(WebVersion).pdf) and in the Fields of Instruction section of this catalog, see specific academic department.

COURSE REQUIREMENTS

Courses	Minimum Hours
Research Area.....	15
Core Requirements:	
Seminar in primary concentration.....	3
Philosophy of science or history/philosophy of education (select one from Philosophy 446 or 546 or courses identified in the addendum to Ph.D. guidelines or Cultural Studies in Education 607).....	3
Theoretical foundations and/or applications (select one):	3
Learning and curriculum theory (Educational Psychology 609, 515, or Psychology 560)	
Administrative/leadership theory (Educational Administration and Supervision 513, 680, or Educational Administration and Policy Studies 514)	
Group dynamics (Counseling 554)	
Instructional technology (Instructional Technology and Educational Studies 573 or 575)	
Trans-college seminar: two consecutive semesters (Education 601)	2
Concentration	
Minimum 15 credit hours selected from a concentration.....	15
Specialization	
Minimum 9 credit hours selected from a specialization.....	9
Cognate	
Minimum 6 credit hours selected from outside the college (not to include research courses).....	6
Dissertation.....	24

Note: Please refer to the Fields of Instruction (i.e., academic department) of this catalog for additional information on course requirements.

Residency

The residency requirement for students in the Ph.D. in Education is three consecutive semesters of full-time enrollment.

Contact Information

Additional information on the Ph.D. in Education is available in the Fields of Instruction section of this catalog (i.e., academic department), through the College's Student Services Center, Claxton Complex A332, or at <http://cehhs.utk.edu/main.html>.

Effective: Fall 2003

Education**REVISE GRADING**

540 Topics in Improvement of Instruction (3) S/NC or letter grade. (Formerly: S/NC only.)

Effective: Fall 2003

DROP

510	Advanced Educational and Clinical Procedures (3-6)
562	Direction and Supervision of Student Teaching (3)
568	Teacher-Parent-Community Relations (3)
635	Teacher Education in America (3)

Effective: Fall 2003

HUMAN ECOLOGY

MOVE MINOR IN GERONTOLOGY

On page 123 of the 2002-2003 *Graduate Catalog*, MOVE the minor in Gerontology from Human Ecology TO the Department of Health and Exercise Science.

Effective: Fall 2003

REVISE GRADUATE CATALOG

On page 123 of the 2002-2003 *Graduate Catalog*, REPLACE the existing Human Ecology description as follows:

FROM

MAJOR
Human Ecology

DEGREE
Ph.D.

The College of Human Ecology offers the Doctor of Philosophy degree with a major in Human Ecology.

Admission Requirements

A completed file for review includes the Graduate Application for Admission file, departmental 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. Forms may be obtained from the Dean's Office, College of Human Ecology.

THE DOCTORAL PROGRAM

Graduate study leading to the Doctor of Philosophy degree with a major in Human Ecology is available in the Departments of Child and Family Studies; Consumer and Industry Services Management; Health and Safety Sciences; Human Resource Development; and Nutrition. Concentration areas are child and family studies, community health, human resource development, nutrition science, textile science, and retail and consumer sciences. A major challenge of the doctoral program in Human Ecology is to draw upon basic research generated from the natural sciences, social sciences, and humanities, and to provide a holistic perspective that contributes to the improvement of individual and family well being. Within the College of Human Ecology, research from one discipline is enhanced by encompassing and utilizing the findings of research from other disciplines.

The Ph.D. is a research degree granted only to individuals who demonstrate proficiency in conducting original research. Course requirements for the degree are determined by the student's faculty committee, based upon college and departmental requirements and student needs and interests. The Graduate Council sets minimum requirements for the doctoral degree.

More specific information about the course of study is given under the individual academic departments that administer the Ph.D. concentrations.

TO

MAJOR
Human Ecology

DEGREE
Ph.D.

The College of Education, Health, and Human Sciences offers the Doctor of Philosophy in Human Ecology with concentrations in the following:

- Child and Family Studies
- Community Health
- Hospitality and Tourism Management
- Nutrition Science
- Retail and Consumer Sciences

Further information on the on the above concentrations is available in the Fields of Instruction (i.e., academic departments) section of this catalog.

Application Process

Individuals seeking admission to the Ph.D. in Human Ecology must be first admissible to The University of Tennessee (see the Graduate Studies: Admission Requirements section of this catalog) and then admitted to a concentration within the Ph.D. in Human Ecology. Prospective students are encouraged to make application at least 6-months before anticipated matriculation. Applications are reviewed February 1, June 1, and November 1.

Overview Of Program

A major challenge of the doctoral program is to draw upon basic research generated by the natural sciences, humanities, and social sciences so as to provide a holistic perspective that contributes to the improvement of both individuals and families. The Ph.D. is a research degree granted only to individuals who demonstrate proficiency in conducting original research. Course requirements are determined by each student's faculty committee and are based on the needs and interests of that particular student, as well as department and College requirements. Further information is available in the Fields of Instruction (i.e., academic departments) section of this catalog and online at <http://cehhs.utk.edu/main.html>.

Effective: Fall 2003

REVISE GRADUATE CATALOG

On page 124 of the 2003-2004 *Graduate Catalog*, **DELETE** the Ph.D. in Human Ecology from Human Resource Development. **This program will move to the College of Business.**

Effective: Fall 2003

Human Ecology**DROP**

- 510 Integrative Nature of Home Economics (3)
- 525 Practicum in Human Ecology (1-6)
- 580 Special Topics in Home Economics Education (1-3)
- 581 Directed Study in Home Economics Education (1-3)
- 585 Seminar in Gerontology (1)
- 630 College Teaching and Professional Roles in Human Ecology (3)

Effective: Fall 2003

CHILD AND FAMILY STUDIES**REVISE GRADUATE CATALOG**

On page 77 of the 2002-2003 *Graduate Catalog*, at the top of the 2nd column, **REPLACE** the Child & Family Studies department description with the following:

The Department of Child and Family Studies (CFS) provides both masters 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. CFS 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 CFS for graduate students to become involved in research on children, youth, and families. The central premise of graduate programs in CFS is the idea that scientific inquiry provides the most effective means to improve the welfare of children, youth and families.

A cornerstone idea for CFS 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.

REVISE GRADUATE CATALOG

On page 77 of the 2002-2003 *Graduate Catalog*, in the middle of the 2nd column, REVISE the 1st paragraph of the Admissions Requirements TO INCLUDE the departmental website and REVISE the last paragraph of the same section as follows:

FROM

ADMISSION REQUIREMENTS

.....Forms may be obtained from the department.

Prerequisites to the doctoral program are a master's degree from a regionally accredited institution or equivalent, completion of the 18 hour core in the CFS master's program (or appropriate substitutions), 3 hours of computationally-based, graduate-level statistics, 3 hours of graduate-level research methods, and completion of a thesis as part of the master's degree. The department provides a remedial mechanism for doctoral students who have earned a master's degree but have not met the other prerequisite requirements.

TO

ADMISSION REQUIREMENTS

.....Forms may be obtained from the department or departmental website: <http://www.cfs.he.utk.edu>.

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 CFS master's program, 3 hours of computationally-based, graduate-level statistics, and completion of a thesis as part of the master's degree.

Effective: Fall 2003

REVISE PROGRAM

On page 77 of the 2002-2003 *Graduate Catalog*, at the bottom of the 2nd column, REVISE the Master's program by ELIMINATING the non-thesis option. REVISE the Master's program description and INSERT program showcases as follows:

FROM

THE MASTER'S PROGRAM

The Master of Science degree with a major in Child and Family Studies provides a broad foundation in the understanding of how children develop and how families function in today's society. Two concentrations are available in child and family studies or in early childhood education.

Child and Family Studies requires a minimum of 36 credits of coursework: 18 credits in core coursework and 18 credits in specialization. Core requirements are: 510, 511, 540, 550, 552, and 562. Students then choose either the thesis option (research) or the non-thesis option (practice; internship and comprehensive exam required). Students who plan to pursue a doctoral degree are best served by selecting the thesis option. The following are required in the thesis option: 570, Statistics 531 or 537, and 6 credits of Thesis 500. Students who plan to work with children and families in the community are best served by selecting the non-thesis option. The non-thesis option requires 39 hours of coursework. In addition to the core and specialization courses, CFS 570 is required.

Specializations within the practice option include: child and family life practice, family mediation, gerontology, child and family policy, families of children with disabilities, and child and family program administration. Each of these specializations includes 6 credits of specified relevant coursework and a supervised internship (564 and 565). Master's students who have completed the child and family life practice specialization by taking an approved set of courses are eligible to make application for full or provisional designation as a Certified Family Life Educator (CFLE) through the National Council on Family Relations. Specific coursework within each specialization is on file in the Department of Child and Family Studies. Interested students should contact the Graduate Coordinator in Child and Family Studies.

Students seeking the M.S. with a major in Child and Family Studies must file a plan of study with the department head after 12 hours of graduate credit.

The early childhood education concentration is designed for students seeking initial teacher licensure in early childhood education (Pre-K through Grade 4). This program is based on an undergraduate degree in child development or

equivalent coursework. A non-thesis option only is available. All students in the early childhood education licensure program must enroll in Human Ecology 574, 575, 591, and Child and Family Studies 569. Students select one course from 510, 511 or 512; three courses from 511, 520, 521, 522, 525, 530, 540, 590; 3 hours of 500-level statistical methods or interpretation of statistics or research methods (requirement may be met with 569); and written comprehensive examination (36 credits).

TO

THE MASTER'S PROGRAM

The Master of Science degree 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 CFS foundation courses which include theoretical and empirical surveys of the human development, child development, and family science literatures plus a survey of methods of discovery used in child and family research. All MS students are expected to engage in productive research culminating in a thesis or project. Students choose to concentrate either in Child and Family Studies, leading to doctoral study or careers in community agencies serving children and families, or Early Childhood Education, leading to an educator career in early childhood or school settings.

The Child and Family Studies concentration requires a minimum of 36 credits of coursework: 12 credits in foundation coursework and 24 credits in specialization. The CFS foundation courses include CFS 510, 511, 550, and 570. The 24 additional credit hours, selected with guidance of the student's master's committee, are earned as follows: 9 CR in CFS-prefix courses, 6 CR in graduate electives, which may include CFS-prefix courses, 3 CR in Statistics 531, Statistics 537 or Social Work 605, and 6 CR of thesis research in CFS 500. Students seeking the M.S. with a major in Child and Family Studies must select a master's committee chair and file a plan of study with the department head after 12 hours of graduate credit.

I. MS in Child and Family Studies

CFS Foundation Courses 12 CR

CFS 510 Theories of Human Development
CFS 511 Research in Child Development
CFS 550 Theory and Research in Family Studies
CFS 570 Research Methods in CFS

Computation-based Statistics 3 CR

Stat 531 Survey of Statistical Methods 1 or
Stat 537 Statistics for Research 1 or
SW 605 Analysis of Social Work Data 1

CFS Specialization Electives 9 CR

Three CFS-prefix graduate courses; may not include directed study courses CFS 581 or 620; may include only 3 CR of special topics courses CFS 580 or CFS610.

General Electives 6 CR

Courses may be CFS-prefix courses or may include courses from outside the CFS curriculum.

Thesis Research 6 CR

CFS 500

Total

36 CR

The CFS MS in Early Childhood Education concentration is designed for students seeking a MS degree along with initial teacher licensure in early childhood education (Pre-K through Grade 4). Students interested in a CFS MS degree in ECE must apply for admission to graduate study in CFS through the procedures outlined above. (Application for admission to the fifth year licensure program in CFS ECE is a separate procedure and is described in the CFS undergraduate catalog. Admission to the fifth year licensure program does not include admission to the CFS MS in ECE program.) The course of study for CFS MS in ECE students includes 12 CR in the CFS foundation courses: CFS 510, 511, 550, and 569. 18 CR in ECE core: CFS 512, 574, 575, 591; 3 CR of computation- or consumer-based graduate statistics (Statistics 531, Statistics 537, Social Work 605, or CECF 520), 3 CR in ECE specialization electives, completion of a research project in CFS 569, and a written comprehensive examination (36 credits).

II. MS in CFS Early Childhood Education

CFS Foundation Courses 12 CR

CFS 510 Theories of Human Development
CFS 511 Research in Child Development
CFS 550 Theory and Research in Family Studies
CFS 569 Action Research in Early Childhood Education

Early Childhood Education Core (includes licensure) 18 CR

CFS 512 Research in Early Childhood Education (3)
 CFS 574 Analysis of Teaching for Professional Development (1 cr)
 CFS 575 Professional Internship in Teaching (12 cr)
 CFS 591 Clinical Studies (2 cr)

Computation- or Consumer-based Statistics 3 CR

Stat 531 Survey of Statistical Methods 1 or
 Stat 537 Statistics for Research 1 or
 SW 605 Analysis of Social Work Data 1 or
 CECP 520 Statistics and Research Design

ECE Specialization Electives 3 CR

Elected from list of courses with prior committee approval.

Project in Lieu of Thesis

CFS 569 Action Research in Early Childhood Education

Written Comprehensive Exam

Total

36 CR

Effective: Fall 2003

REVISE PROGRAM

On page 77 of the 2002-2003 *Graduate Catalog*, at the bottom of the 3rd column, REVISE the section heading and 1st sentence of the Ph.D. concentration description and requirements # 1, 3, and 7 as follows:

FROM

THE PH.D. CONCENTRATION

The department participates in the doctoral program with a major in Human Ecology, concentration in child and family studies.

Requirements include:

1. Completion of the master's core: 510, 511, 540, 550, 552, 562.
3. Minimum of 15 credits of additional coursework in Child and Family Studies.
7. Selection of one of the following specializations: teaching in higher education (requires UT GTA seminar, 3 credits of college teaching methods and one semester of supervised teaching experiences); administration in community services (requires 566 or 563, 521 or HRD 512 or SW 541, and one semester of an administrative apprenticeship); research emphasis requires additional credits in research methods or statistics).

TO

THE PH.D. PROGRAM

The department supports a doctoral program leading to a Ph.D. in Human Ecology.

Requirements include:

1. Completion of the foundation courses in the Master's program: 510, 511, 550, and 570.
3. Minimum of 21 credits of additional coursework in Child and Family Studies.
7. Selection of one of the following specializations: teaching in higher education (requires UT GTA seminar, 3 credits of college teaching methods and one semester of supervised teaching experiences); administration in community services (requires 566 or 563, 521 or SW 541, and one semester of an administrative apprenticeship); research emphasis requires 6 additional credits in research methods or statistics).

Effective: Fall 2003

Child and Family Studies

REVISE CREDIT HOURS

CFS 574 Analysis of Teaching for Professional Development (1-2) (Formerly: 2)

Effective: Fall 2003

ADD

625 College Teaching and Professional Roles in Human Ecology (3) Instructional effectiveness, techniques, organization and evaluation in college teaching. Systems and ecological theoretical framework. Professional roles and responsibilities related to higher education programs in human ecology. (Formerly: Human Ecology 630)

Effective: Fall 2003

CONSUMER SERVICES MANAGEMENT

REVISE NAME OF MAJOR

On page 86 of the 2002-2003 *Graduate Catalog*, REVISE the name of the M.S. program with a major in Recreation, Tourism and Hospitality Management TO Recreation and Leisure Studies and MOVE it TO the Department of Sport and Leisure Studies.

On the same page, REVISE the name of the M.S. program with a major in Textiles, Retailing and Consumer Sciences TO Consumer Services Management.

Effective: Fall 2003

REVISE GRADUATE CATALOG

On page 86 of the 2002-2003 *Graduate Catalog*, at the middle of the 2nd column, REPLACE the CSM introductory statement and admissions requirements as follows:

FROM

The Department of Consumer and Industry Services Management offers the master's degree with majors in Textiles, Retailing and Consumer Sciences, concentrations in textile science and in retail and consumer sciences; and in Recreation, Tourism and Hospitality Management, concentrations in therapeutic recreation, recreation administration, tourism, and hospitality management.

The programs in Consumer and Industry Services Management prepare students for careers in industry, business, public and private agencies, and educational institutions. Master's level work enables students to conduct research in retail management and merchandising and in the consumer areas related to retail decision making. Students in textile science are expected to have a solid foundation in mathematics, as well as a formal background in a physical science or engineering. Interested students should contact the department head for more information.

ADMISSION REQUIREMENTS

A complete file for review includes the Graduate Application for Admission file, Department of Consumer and Industry Services Management application, Graduate Record Examination (GRE) scores for the general section, and three Graduate Rating Forms completed by individuals who can attest to the potential for graduate education. Forms may be obtained from the Dean's Office, College of Human Ecology.

In addition to specified entrance requirements stipulated by the Graduate Council, admission to the master's degree program with a major in Textiles, Retailing and Consumer Sciences is dependent on completion of undergraduate courses that give the necessary background for success in the graduate program. For the concentration in retail and consumer science, students should have an adequate background in retailing and/or consumer science supported by coursework in

economics, marketing, mathematics, and statistics. For the concentration in textile science, students should have a basic technical background in textile science or materials science supported by mathematics through differential equations, organic chemistry, and general physics.

Superior students deficient in one or more of the above requirements, may be admitted at the discretion of the department's graduate faculty.

TO

The mission of the Department of Consumer Services 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.

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

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

Interested students should contact the department for more information.

Admission Requirements

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

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

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.

Effective: Fall 2003

On page 86 of the 2002-2003 *Graduate Catalog*, at the bottom of the 3rd column, REVISE the Master's Program introduction as follows:

FROM

THE MASTER'S PROGRAM

The requirements for the major in Textiles, Retailing and Consumer Sciences are listed below by concentration.

TO

THE MASTER'S PROGRAM

The requirements for the major in Consumer Services Management are listed below by concentration.

Effective: Fall 2003

On page 86 of the 2002-2003 *Graduate Catalog*, at the bottom of the 3rd column, REVISE the M.S. concentration in Retail and Consumer Sciences (Thesis & Non-Thesis) as follows:

FROM

Retail and Consumer Sciences (Thesis)

Services Management:

Retail and Consumer Sciences 541, 538, Hotel and Restaurant Administration 532, Recreation and Tourism Management 510	12
Research Methods: Retail and Consumer Sciences 562	3
Statistics 531, 537 or equivalents	6
Research Seminar: Retail and Consumer Sciences 590	1
Cognate Area	6
Elective	3
Thesis	6
Total	37

Retail and Consumer Sciences (Non-Thesis)

Services Management:

Retail and Consumer Sciences 541, 538, Hotel and Restaurant Administration 532, Recreation and Tourism Management 510	12
Research Methods: Retail and Consumer Sciences 562	3
Statistics 531, 537 or equivalents	3
Research Seminar: Retail and Consumer Sciences 590	1
Cognate Area	6
Electives	9
Professional Paper/Project: Retail and Consumer Sciences 501	3
Total	37

TO

Retail and Consumer Sciences (Thesis)

Services Management:

Retail and Consumer Sciences 541, 538, Hotel and Restaurant Administration 510, 532	12
Research Methods: Retail and Consumer Sciences 562	3
Statistical Methods	6
Cognate Area	6
RCS Elective	3
Thesis	6
TOTAL	36

Retail and Consumer Sciences (Non-Thesis)

Services Management:

Retail and Consumer Sciences 541, 538, Hotel and Restaurant Administration 510, 532	12
Research Methods: Retail and Consumer Sciences 562	3
Statistics Methods	3
Cognate Area	6
RCS Electives	9
Professional Paper/Project: RCS 501	3
TOTAL	36

Effective: Fall 2003

DROP CONCENTRATION

On page 87 of the 2002-2003 *Graduate Catalog*, DELETE the Textile Science concentrations (M.S. Thesis, Non Thesis, and Ph.D.). These will move to the College of Engineering.

Effective: Fall 2003

MOVE CONCENTRATION

On page 87 of the 2002-2003 *Graduate Catalog*, MOVE the Recreation Administration M.S. concentration to Sport & Leisure Studies and RENAME it Recreation and Leisure Studies.

MOVE the Therapeutic Recreation M.S. concentrations (Thesis & Non-Thesis descriptions) TO the department of Sport and Leisure Studies.

Effective: Fall 2003

MERGE CONCENTRATIONS AND RENAME

On page 87 of the 2002-2003 *Graduate Catalog*, MERGE the Tourism M.S. concentration with the Hospitality Management concentration and RENAME: Hospitality and Tourism Management (Thesis and Non-Thesis). Revised showcases will appear as follows:

FROM

Hospitality Management (Thesis)

Services Management: Retail and Consumer Sciences 541, 538,	
Hotel and Restaurant Administration 532, 537, Recreation and	
Tourism Management 510	13
Research Methods: Retail and Consumer Sciences 562	3
Statistics	3
Cognate Area	6
Hotel and Restaurant Administration Elective	6
Thesis	6
Total	37

Hospitality Management (Non-Thesis)

Services Management: Retail and Consumer Sciences 541, 538,	
Hotel and Restaurant Administration 532, 537, Recreation	
and Tourism Management 510	13
Research Methods: Retail and Consumer Sciences 562	3
Statistics	3
Cognate Area	6
Hotel and Restaurant Administration 535	3
Hotel and Restaurant Administration Elective	6
Elective	3
Total	37

For a description of courses in the hospitality management concentration, see Nutrition.

Tourism (Thesis)

Recreation and Tourism Management 470, 510, 515	9
Hotel and Restaurant Administration 532, 542, 555 or Planning 540	9
Marketing 510	3
Planning 548 or 550	3
Research Methods	3
Statistics	3
Thesis	6
Total	36

Tourism (Non-Thesis)

Recreation and Tourism Management 470, 510, 515	9
Hotel and Restaurant Administration 532, 542, 555 or Planning 540	9
Marketing 510	3
Planning 548 or 550	3
Research Methods	3
Statistics	3
Internship	3-6
Elective	3-6
Total	39

TO

Hospitality and Tourism Management (Thesis)

Services Management:

Retail and Consumer Sciences 541, 538, Hotel and Restaurant Administration 510, 532.....	12
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Tourism:

Select either HRA 523 or 524.....	3
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Research Methods:

Retail and Consumer Sciences 562.....	3
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Statistical Methods.....	6
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Cognate Area	6
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HRA 547, Field Experience.....	3
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Thesis.....	6
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TOTAL.....	39
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Hospitality and Tourism Management (Non-Thesis)

Services Management:

Retail and Consumer Sciences 541, 538, Hotel and Restaurant Administration 510, 532	12
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Tourism:

Select from HRA 523, Tourism Analysis; 423, Marketing for Hospitality and Tourism; 435, Conventions and Meetings: Pursuit and Attainment; 524, Tourism Destination Development.....	6
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Research Methods:

Retail and Consumer Sciences 562.....	3
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Statistical Methods.....	3
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Cognate Area.....	6
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HRA 547, Field Experience	3
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Professional Paper/Project: RCS 501.....	3
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TOTAL	36
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Effective: Fall 2003

On page 87 of the 2002-2003 Graduate Catalog, REVISE the Retail and Consumer Sciences Ph.D. concentration as follows:

FROM

Retail and Consumer Sciences

Students enrolled in the Ph.D. program with a concentration in retail and consumer sciences are provided with a foundation in management and retail and consumer sciences to further theory and application in advanced study and research. Requirements are either 81 or 90 hours, depending upon whether students select a minor in statistics. Requirements include:

RCS Required Courses: 614, 615, 625, 641, 651	15
Research Methods: 590, 616	5
Statistics	12-15
Cognate Area	9
Human Ecology 630	3
Electives	21
Dissertation	24
Total	83-89

Note: (1) Statistics hours must include Statistics 537, 538, 579. (2) Cognate hours must include at least 3 hours at the 600 level. (3) Students choosing to take a minor in statistics will take a minimum of 15 hours of prescribed statistics courses and are not required to take a cognate area.

TO

THE PH.D. CONCENTRATIONS

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

Retail and Consumer Sciences

RCS Required Courses:	
RCS 614, 615, 625, 641.....	12
Research Methods:	
RCS 590, 616.....	5
Statistics:	
Stat 537, 538, 579, elective.....	12
Cognate Area ¹	9
Instructional Methods ²	3
Electives.....	21
Dissertation.....	24
TOTAL.....	86

¹Cognate hours must include at least 3 hours at the 600 level.

²Graduate level courses that will help develop students' instructional capabilities.

Effective: Fall 2003

ADD PH.D. concentration in Hospitality and Tourism Management

On page 87 of the 2002-2003 *Graduate Catalog*, **ADD** a Ph.D. in Human Ecology concentration in Hospitality and Tourism Management as follows:

Hospitality and Tourism Management**HRA Required Courses:**

HRA 614, 615, 547, 523, 524.....	15
Research Methods:	
HRA 537, RCS 616.....	5
Statistics:	
Stat 537, 538, 579.....	9
Cognate Area ¹	9
Instructional Methods ²	3
Electives.....	21
Dissertation.....	24
TOTAL.....	86

¹Cognate hours must include at least 3 hours at the 600 level.

²Graduate level courses that will help develop students' instructional capabilities.

Effective: Fall 2003

REVISE PROGRAM

On page 87 of the 2002-2003 *Graduate Catalog*, at the bottom of the 3rd column, REVISE the Certificate in Services Management as follows:

FROM**CERTIFICATE IN SERVICES MANAGEMENT**

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

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

TO

CERTIFICATE IN SERVICES MANAGEMENT

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

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

Effective: Fall 2003

ADD CERTIFICATE PROGRAM

On page 87 of the 2002-2003 *Graduate Catalog*, at the bottom of the 3rd column, ADD a certificate program in Tourism Development as follows:

CERTIFICATE IN TOURISM DEVELOPMENT

The Department of Consumer Services Management offers a certificate program in tourism development for students seeking continuing education and career advancement opportunities related to tourism in public and private sectors.

The 12-credit hour certificate is available by completing the following courses: HRA 523, Tourism Analysis, HRA 524, Tourism Destination Development, HRA 435, Conventions and Meetings: Pursuit and Attainment, HRA 423, Marketing for Tourism and Hospitality.

Effective: Fall 2003

Hotel and Restaurant Administration**ADD AND CROSS-LIST**

510 Trends and Issues in Services Management (3) Examination of current and emerging trends and issues in the consumer product and services industry. Implications of trends and their managerial and strategic applications in services management. (Same as Recreation and Leisure Studies 510) (Formerly: Recreation and Tourism Management 510)

Effective: Fall 2003

DROP

531 Advanced Financial Management (3)

555 Food Service and Lodging Law (3)

Effective: Fall 2003

ADD

423 Marketing for Hospitality and Tourism (3) Marketing principles and practices specifically applied to the hospitality and tourism industry. Includes the analyses of various hospitality and tourism marketing strategies and the implications of those strategies. Develops the use of marketing tools as an integral part of the hospitality and tourism operation.

435 Conventions and Meetings: Pursuit and Attainment (3) Discussion of types of conventions/ meetings, roles of meeting planners, identifying decision makers, site selection, negotiating, budgeting, marketing and gaining commitment from group. Prereq: HRA 210, 211, 390 or consent of instructor.

523 Tourism Analysis (3) Trade theory and regional analysis methodologies applied to tourism and the service industry, including travel balance account, interregional transactions flow, economic impacts, environmental economics, demand theory and forecasting.

524 Tourism Destination Development (3) Relationship of economic theory and planning principles to tourism development. Includes the application of prefeasibility analysis to tourism projects and the evaluation of various types of tourism and components of tourism.

Effective: Fall 2003

Retail and Consumer Sciences

REVISE PREREQ

614 Theory in Retail Environment (3) Prereq: 562 or equivalent. (Formerly: 562)

615 Retail and Consumer Sciences Literature and Thought (3) Prereq: 562 or equivalent. (Formerly: 562, Marketing 501, Economics 501)

625 Strategic Managerial Retailing (3) Prereq: 510 or equivalent. (Formerly: 510)

641 Retail Consumer Behavior (3) Prereq: 541 or equivalent. (Formerly: 6 hrs of sociology and/or psychology or consent of instructor)

Effective: Fall 2003

REVISE DESCRIPTION AND PREREQ

FROM

616 Research Methods, Models and Measurement in Retail and Consumer Sciences (3) Quantitative methods and analytical concepts in research process. Mathematical and statistical formulation of retail and consumer sciences phenomena, utilizing models, model building and measurement constructs. Prereq: 562, Statistics 538.

TO

616 Research Methods, Models and Measurement in Retail and Consumer Sciences (3) Quantitative and qualitative methods and analytical concepts in the research process. Formulation of models and measurement of consumer sciences constructs. Prereq: 562, Statistics 538 or equivalent.

Effective: Fall 2003

DROP

450 Economics of Consumer Choice (3)

476 Service Marketing Research (3)

651 The Consumer and Public Policy (3)

Effective: Fall 2003

Textile Sciences

MOVE all courses in Textile Sciences to their new department in the College of Engineering.

Effective: Fall 2003

EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

MOVE majors and concentrations that appear on page 98 of the 2002-2003 *Graduate Catalog* as follows:

MOVE the M.S. major in Education with a concentration in Social Foundations TO the Instructional Technology and Educational Studies department and RENAME it M.S. in Instructional Technology with a concentration in Cultural Studies of Educational Foundations.

MOVE the Ph.D. major in Education with a concentration in Cultural Studies in Education TO the

Instructional Technology and Educational Studies department and RENAME the concentration Cultural Studies of Educational Foundations.

MOVE the M.S. major in Human Performance and Sport Studies with a concentration in Sport Studies TO the Sport & Leisure Studies Department and RENAME it M.S. in Sport Studies with a concentration in Socio-cultural Foundations of Sport.

MOVE the Ph.D. major in Education with a concentration in Socio-cultural Foundations of Sport and Education TO the Sport & Leisure Studies Department and RENAME it Ph.D. major in Education with a concentration in Sport Studies.

Effective: Fall 2003

REVISE concentration names on page 98 of the 2002-2003 *Graduate Catalog*:

REVISE the name of the M.S. degree in Educational Administration and Policy Studies with a concentration in Educational Administration and Supervision TO M.S. in Educational Administration with a concentration in Leadership 21.

REVISE the name of the Ed.S. in Education TO Ed.S. in Educational Administration (no change to the concentration name).

REVISE the name of the Ed.D. in Education to Ed.D. in Educational Administration & Policy Studies (no change to the concentration name).

Effective: Fall 2003

REVISE GRADUATE CATALOG

On page 98 of the 2002 *Graduate Catalog*, REVISE the introductory section of the department as follows:

FROM

The Department of Educational Administration and Cultural Studies participates in graduate programs leading to degrees , majors, and concentrations in:

Master of Science

College Student Personnel

Educational Administration and Policy Studies

Educational administration and supervision/higher education

Specialist in Education

Education

Educational administration and supervision

Doctor of Education

Education

Educational administration and policy studies

Doctor of Philosophy

Education

Educational administration and policy studies

Socio-cultural foundations of sport and education

See Education under Fields of Instruction for full description of all degree requirements.

Programs in cultural studies, including those in the socio-cultural foundations of education and sport, derive their intellectual identity and orientation from disciplines such as anthropology, history, philosophy, psychology, and sociology, and from more specialized forms of inquiry such as ethnography, semiology, literary theory, hermeneutics, linguistics, and feminist theory.

The faculty are devoted to interdisciplinary inquiry and seek to bring their disciplines to the service of students and faculty throughout the college as aids to understanding diverse cultural contexts that shape beliefs, values and practices. The faculty examine critically the social practices, institutions, "helping" agencies, and other social sites where disenfranchised

and marginalized groups struggle for greater control over their futures.

Programs in educational administration and in higher education focus on the preparation and development of administrative and instructional leaders who will serve in diverse settings of schools and colleges, community and human service agencies, adult and continuing education organizations, and educational units of government and corporate organizations.

A cohort based alternative approach to residence for the Doctor of Education degree program is offered. This alternative residence involves, among other requirements, a two-year, on-campus, continuous enrollment in Educational Administration and Policy Studies 606, Leadership Forum. Students should contact the department for further information.

The annual admission deadline is March 15 for the Ed.S. and doctoral programs, and March 15 for the master's programs.

TO

The Department of Educational Administration and Policy Studies participates in graduate programs leading to degrees, majors, and concentrations in:

Master of Science

College Student Personnel
Educational Administration
Leadership 21

Specialist in Education

Educational Administration
Educational Administration and Supervision

Doctor of Education

Educational Administration and Policy Studies
Educational Administration & Policy Studies
Higher Education

Doctor of Philosophy

Education
Educational Administration & Policy Studies

The mission of the Department of Educational Administration and Policy Studies is to prepare entry level and executive level administrators for schools, colleges, and workforce development organizations/ units and to prepare policy scholars to serve in these organizations and in state, regional, and national policy agencies associated with the educational and human service enterprise. The graduate degree programs in the department are designed to enrich the knowledge, skills and values requisite to effective leadership in educational practice settings. The department views leaders as stewards and servants of organizations; designers of the social and cultural climate in which we do our work; teachers that facilitate human growth and development; change agents who continually examine the effectiveness of their organizations; and conceptual provocateurs who challenge ideas and assumptions on which practice and policy are built.

The graduate programs in Educational Administration and Policy Studies focus on the preparation and development of administrative and instructional leaders who will serve in the diverse settings of schools and colleges, community and human service agencies, adult and continuing education organizations, and educational units of government.

THE MASTER'S DEGREES

The department offers a Master of Science degree with a major in College Student Personnel and a Master of Science degree with a major in Educational Administration.

College Student Personnel

The major in College Student Personnel (CSP) is a practitioner-oriented program that offers training in university administration. It is designed for individuals interested in entering higher education administration in those areas that serve students and lend support to the effective operation of higher education institutions. The program prepares students for a wide variety of positions including Admissions, Career Planning and Placement, Academic Advising, Student Activities, Student Records, Residence Life, Development, Alumni Affairs, and Athletics. Students in the program are encouraged to gain practical experience by participating in practica throughout the University as well as in local area colleges.

Admission Requirements

Students are admitted to the CSP program each spring for matriculation in the fall. Prospective students must submit current GRE scores (within the last five years). In addition, the following information must be submitted to the departmental office by March 1: CSP Program Application Form (<http://web.utk.edu/~collsp>); 3 rating/reference forms; application to the School of Graduate Studies. It is recommended that all materials be submitted by February 15.

Degree Requirements

The CSP program requires a minimum of 36 hours including six hours of practicum experience. Students are required to complete either a thesis or problems in lieu of thesis as a culminating activity.

Educational Administration

Leadership 21 concentration is offered under Educational Administration. In both content and process, the Leadership 21 curriculum is directed toward providing beginning practitioners with the "best practice," knowledge and skills derived from the field and from research, and encourages transfer of these "best practices" into their work settings.

Leadership 21

This concentration is designed to prepare school principals and supervisors for licensure in Tennessee and for success in their initial administrative assignments. Leadership 21 is an 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 principals and administrators. The Leadership 21 program begins each year in the summer term. The four major themes of the program are as follows:

1. Expansion of the knowledge base that forms the framework for leadership and a broader conceptualization of educational organizations;
2. Emphasis on the performance dimensions of the principalship and administration with particular attention given to the knowledge, skills, and dispositions underlying performance;
3. Integration of theory and practice;
4. Collaboration between universities and schools.

Admission Requirements.

Applicants must complete the graduate and Leadership 21 application forms by March 15th. A grade point average (GPA) of 2.7 or higher for undergraduate work or GPA of 3.2 or higher for prior graduate work is required. Applicants to the Leadership 21 must possess a teacher licensure and three years teaching experience 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.

Degree Requirements

The M.S. degree in Educational Administration requires a minimum of 36 hours of study including a site-based internship. A final comprehensive examination is required including the presentation of a professional portfolio. For licensure, students must pass an examination required by the state of Tennessee.

THE SPECIALIST DEGREE

The department offers a Specialist in Education degree with a major in Educational Administration. This degree is designed for those students who already possess a master's degree. This degree may be used for the school administrator licensure (see admission and degree requirements under Leadership 21).

Admission Requirements

Applicants must complete all applications forms by March 15th. These include the School of Graduate Studies application and for those interested in licensure, the Leadership 21 application. A current GRE score is required for admission and a grade point average (GPA) of 2.7 or higher for undergraduate work or GPA of 3.2 or higher for prior graduate work is required. Three rating forms must be provided with recommendations from three present or former employers that identify a candidate's strengths, weaknesses, and leadership potential.

Degree Requirements

Programs leading to the Ed.S. degree in Educational Administration require a minimum of 39 hours of study. A final comprehensive examination is required as is a culminating research paper or thesis depending on the program.

THE DOCTORAL DEGREES**Program Goals and Accents**

Doctoral study in the Department of Educational Administration and Policy Studies is designed to prepare executive level administrators in school, college, and workforce/training settings and to prepare policy scholars for policy organizations related to education. The Department offers the Doctor of Education (Ed.D.) degree and a Doctor of Philosophy (Ph.D.) degree.

Doctoral study is designed (1) to accent the heritage of educational enterprise and its centrality to the strength of a democratic society, (2) to equip students with the disposition and skill to challenge the status quo and to engage in

evaluative policy dialogue and scholarship regarding the role and performance of educational and workforce development/training organizations, (3) to link competence and conscience via the study of ethics and to exemplify in practice those values previously cited, (4) to emphasize involvement in and exposure to educational experiences with international import, and (5) to accent leadership as a conceptual, moral, and performing art built on reflective traffic between theory and practice.

The department places high value on community--a community of shared purpose and caring, of shared values and responsibility. The departmental Leadership Forum creates a regular and common opportunity for students and faculty to explore contemporary policy issues and to develop a community of scholarship. The Leadership Forum is an educational experience in which students, and faculty, learn to create and maintain community by holding competing impulses and ideas in balance--to revere heritage and to manage change, to honor access and to expect excellence, to insure rights and to call for responsibility, to respect competition and to esteem collaboration, to honor both service and profit motives.

Admission to Doctoral Study

Students must submit the UT Graduate Application for Admission and the EAPS Application for Graduate Study. Admission applications must be accompanied by GRE scores from the past five years and three (3) letters of reference from those who know of the candidate's leadership record and promise. An overall GPA of 3.3 in previous graduate study is required for admission to doctoral study and an interview with the faculty may be required. Admissions decisions are made on a holistic basis to discern the candidate's promise for doctoral study and to ascertain the match of the candidate's educational goals with the resources and goals of the department.

Course of Study

The doctoral program involves approximately 48 semester hours beyond the master's degree, completion of a comprehensive examination, completion of the residence requirement, and submission and defense of the doctoral dissertation. Core educational experiences in leadership and organizational theory, educational history/philosophy, ethics, and policy/research will be required of all doctoral students as outlined in the departmental Graduate Student Handbook and departmental brochures (Graduate Study in Educational Administration and Policy Studies). Core experiences are complemented by specialty study in two specializations (Educational Administration and Policy, Higher Education Administration via selected courses in the college, in cognate work of departments outside the college, and in readings/independent studies/internship course experiences.

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

The department offers two School of Graduate Studies approved options for satisfying residence requirements: (1) full time enrollment in two consecutive semesters or (2) enrollment in the Leadership Forum (EAPS 606) for six consecutive semesters concurrent with enrollment in two 3-hour courses during those semesters.

FINANCIAL ASSISTANCE OPPORTUNITIES

The department offers a variety of scholarship and financial assistance opportunities for qualified students. Graduate Assistantships are also available. For application forms and information about financial aid and other information about the graduate programs in Educational Administration and Policy Studies, write to the Department of Educational Administration & Policy Studies, The University of Tennessee, A325 Claxton Complex, Knoxville, TN 37996-3430.

Effective: Fall 2003

Educational Administration and Policy Studies

REVISE DESCRIPTION, REPETITION

FROM

593 Independent Study (1-3) May be repeated. Satisfactory/No Credit or letter grade.

TO

593 Independent Study (1-3) **Consent of instructor required. May be repeated (Maximum 9 hours.) Satisfactory/No Credit or letter grade.**

Effective: Fall 2003

REVISE ELIGIBILITY

606 Leadership Forum (2) Development of research, evaluation, policy analysis skills and critical analysis and evaluation of philosophical principles undergirding American education. Continuous enrollment for 2 years, on-campus, May be repeated. Maximum 12 hrs. Satisfactory/No Credit grading only. (Formerly: for students in Ed.D. alternative residence program)

Effective: Fall 2003

REVISE DESCRIPTION

FROM

604 Seminar in Educational Administration and Policy Studies (1-4) Directed readings and discussion of current issues, policy, and research in educational administration. May be repeated. Maximum 6 hrs. Satisfactory/No Credit grading only.

TO

604 Seminar in Educational Administration and Policy Studies (1-4) Directed readings and research in educational administration. May be repeated. Maximum 6 hrs. Satisfactory/No Credit grading only.

FROM

612 Modes of Inquiry (3) Various inquiry approaches to research in education: related philosophical, methodological and ethical considerations in research design and in use of research findings. (Same as Educational Psychology 612.)

TO

612 Modes of Inquiry (3) Various inquiry approaches to research in education: related philosophical, methodological and ethical considerations in research design and in the use of research findings. (Same as Educational Psychology 612.)

Effective: Fall 2003

REVISE DESCRIPTION, PREREQ

FROM

617 Case Study Methods in Educational Research (3) Methods, techniques and strategies consistent with case study approaches to inquiry in educational and related settings. Required background: Prior knowledge and understanding of research design and modes of inquiry in the social sciences.

TO

617 Case Study Methods in Educational Research (3) Methods, techniques and strategies consistent with case study approaches to inquiry in educational and related settings. Prereq: 615

Effective: Fall 2003

DROP

695 Internship in Higher Education (1-6)

Effective: Fall 2003

ADD

560 Grant Writing and Project Management (3) Examines processes for identifying funding for research efforts, as well as writing grant proposals, negotiating with funding sources, implementing and maintaining funded programs, and closing out projects at the end of funding support.

Effective: Fall 2003

MOVE the following current courses in Educational Administration and Supervision TO Educational Administration and Policy Studies

515 Human Relations and Communication in Administration (3)
523 Administration of Special Services (3)
535 Administrative Applications of Micro Computers (3)
554 Policy Issues in Educational Law, K-12 (3)
583 Educational Leadership--Principalship (3)
590 Special Topics (1-3) May be repeated. E
610 Internship in Educational Administration (3)
614 Statistics for Educational Administrators (3)
656 Legal Issues in Education (3)
658 Conflict Management (3)
690 Special Topics (1-3) May be repeated.

Effective: Fall 2003

MOVE the following current courses in Educational Administration and Supervision TO Educational Administration and Policy Studies and REVISE TITLE

513 Administrative and Organizational Theory (3) (Formerly: Administrative and Organizational Theory in Education)
516 Research Methods (3) (Formerly: Research for Educational Administration)

Effective: Fall 2003

MOVE the following current courses in Educational Administration and Supervision TO Educational Administration and Policy Studies and REVISE (DELETE) PREREQ

529 Politics and Public Relations in Education (3) (Formerly: Prereq: M.S. introductory core or consent of instructor.)
544 School Finance and Business Management (3) (Formerly: Prereq: M.S. introductory core or consent of instructor.)
629 Seminar in Policy Issues in Education (3) (Formerly: Prereq: 529, 616 or equivalent or consent of instructor.)
680 Administration of Complex Organizations (3) (Formerly: Prereq: 513 or consent of instructor.)

Effective: Fall 2003

MOVE the following current courses in Educational Administration and Supervision TO Educational Administration and Policy Studies and REVISE TITLE AND PREREQ (REMOVE PREREQ)

553 Strategic Planning (3) (Formerly: Strategies of Educational Planning; Prereq: M.S. introductory core or consent of instructor.)
646 Personnel Administration (3) (Formerly: School Personnel Administration; Prereq: 548 or consent of instructor.)

Effective: Fall 2003

MOVE the following current courses in Educational Administration and Supervision TO Educational Administration and Policy Studies and REVISE DESCRIPTION

FROM

EAS 614 Statistics for Educational Administrators (3) Descriptive and experimental research methods, parametric and non-parametric statistical techniques used in research in educational settings.

TO

EAPS 614 Statistics for Educational Administrators (3) An introductory statistics course that focuses on the application of statistical procedures to problems in educational administration. Included are: scales of measurement, hypothesis testing, and descriptive and inferential statistical techniques. Computer applications are explored.

Effective: Fall 2003

MOVE the following current courses in Educational Administration and Supervision TO Educational Administration and Policy Studies and REVISE DESCRIPTION AND PREREQ

FROM

EAS 548 Supervision and Personnel Administration (3) Basic supervisory and personnel concepts and related competencies; building (or micro-organizational) level; interviewing, personnel planning, collecting and maintaining employee information, supervision of instructional and non-instructional personnel, clinical supervision, staff evaluation, and staff development. Prereq: M.S. introductory core or consent of instructor.

TO

EAPS 548 Supervision and Personnel Administration (3) Basic supervisory and personnel concepts and related competencies at the micro-organizational level: interviewing, personnel planning, collecting and maintaining employee information, supervision of personnel, performance appraisal and staff development.

FROM

EAS 583 Educational Leadership--Principalship (3) Knowledge, skills and relationships for principal to be effective educational leader. Simulation materials and field-based activities. Culminating course with internships at end of planned course of study. Prereq: 21 hours in educational administration and supervision or consent of instructor. F

TO

EAPS 583 Educational Leadership--Principalship (3) Knowledge, skills and relationships for principals to be effective educational leaders. Simulation materials and field-based activities are used.

FROM

EAS 605 Advanced Seminar in Administrative Theory (3) Interdisciplinary seminar. Readings selected by faculty for research and scholarly value from early to current classic theoretical studies and current periodical literature in administrative and organizational theory. Required of Ph.D. students in education. Prereq: Doctoral student in education.

TO

EAPS 605 Advanced Seminar in Administrative Theory (3) Interdisciplinary seminar. Readings selected by faculty for research and scholarly value from early to current classic theoretical studies and current periodical literature in administrative and organizational theory.

FROM

EAS 616 Research Methods (3) Overview of descriptive and experimental research designs: data collection, analysis, and interpretation for survey studies and school surveys. Conduct of survey. Prereq: Basic statistics and computer skills or consent of instructor.

TO

EAPS 616 Research Methods (3) The techniques of multiple regression, analysis of covariance, and multivariate analysis as applied to problems in educational administration. Computer applications are explored. Prereq: 614.

Effective: Fall 2003

MOVE the following current courses in Educational Administration and Supervision TO Educational Administration and Policy Studies and REVISE DESCRIPTION AND CROSS-LISTING

FROM

EAS 670 Values and Ethics in Educational Leadership (3) Examination of moral and ethical dimensions of work of educational administrators; assistance to current and prospective administrators to deal with dimensions in knowledgeable, reflective and principled ways. (Same as Higher Education 670).

TO

EAPS 670 Values and Ethics in Educational Leadership (3) Examination of moral and ethical dimensions of the work of educational leaders.

Effective: Fall 2003

MOVE the following current course in Educational Administration and Supervision TO Educational Administration and Policy Studies and REVISE DESCRIPTION AND REPETITION

FROM

EAS 592 Field Problems in Educational Administration and Supervision (3) Topic to be assigned. May be repeated . S/NC or letter grade.

TO

EAPS 592 Field Problems in Educational Administration and Supervision (3) May be repeated (Maximum 6 hours.) S/NC or letter grade.

Effective: Fall 2003

MOVE the following current courses in Educational Administration and Supervision TO Educational Administration and Policy Studies and REVISE DESCRIPTION, PREREQ, AND REPETITION

FROM

EAS 580 Internship in Educational Administration (3) Field experience in appropriate educational setting working directly with administrator. At end of planned program of study. Placement by department assignment. Some on-campus classes in conjunction with 583 or 582. Prereq: 21 hrs in educational administration and supervision or consent of instructor.

TO

EAPS 580 Internship in Educational Administration (3) Field experience in appropriate educational setting working directly with administrator. May be repeated up to 6 hours.

FROM

EAS 595 Seminar in School Leadership, K-12 (3) On-site study of quality school processes throughout region. Processes that make organizations "benchmarks of quality." Prereq: Consent of instructor. May be repeated. S/NC or letter grade.

TO

EAPS 595 Seminar in School Leadership, K-12 (3) On-site study of quality school processes throughout the region. May be repeated (Maximum 6 hours). S/NC or letter grade.

Effective: Fall 2003

MOVE the following current courses in Educational Administration and Supervision TO Educational Administration and Policy Studies and REVISE TITLE, DESCRIPTION, AND PREREQ

FROM

615 Research Designs (3) Statistical methods through multi-variate techniques and applications to various research designs.
Prereq: 614 or consent of instructor. Sp

TO

615 Research Design (3) The foundations of designing, conducting, and evaluating quantitative, qualitative, and mixed-methods research and the philosophical assumptions underlying these approaches. Topics covered include: identifying a research problem, reviewing the literature, specifying a purpose, writing research questions and hypotheses, and collecting and analyzing data.

Effective: Fall 2003

Higher Education

MOVE the following current courses in Higher Education TO Educational Administration and Policy Studies.

536 Policy Issues in Higher Education Quality Assurance (3).
537 Student Assessment in Higher Education (3)
542 The College Student and the Court (3)
543 American Higher Education in Transition (3)
570 Student Affairs Administration in Higher Education: Theory & Practice (3)
572 Student Development Theory and Practice in Higher Education (3)
599 Internship in College Student Personnel (1-6)
640 Policy Issues in College and University Law (3)
650 Fiscal Policy Issues in Higher Education (3)

Effective: Fall 2003

MOVE the following current course in Higher Education TO Educational Administration and Policy Studies and REVISE PREREQ

619 Administration and Governance of Higher Education (3) (Formerly: Prereq: 543 or consent of instructor.)

Effective: Fall 2003

MOVE the following current course in Higher Education TO Educational Administration and Policy Studies and REVISE CROSS-LISTING

534 Program Evaluation in Education (3) (Same as Instructional Technology and Educational Studies 535.) (Formerly: Same as Instructional Technology, Curriculum and Evaluation 535.)

Effective: Fall 2003

MOVE the following current courses in Higher Education TO Educational Administration and Policy Studies and REVISE DESCRIPTION

FROM

574 The College Student (3) Today's college student beginning with transition into college, through critical first year and beyond, culminating in senior year and another period of transition.

TO

574 The College Student (3) Critical examination of the characteristics and concerns of current college students in relation to the direction and provision of student services and student personnel administration.

FROM

645 Curriculum & Instruction in Higher Education (3) Content and organization of institutional strategies and curricular structure in higher education.

TO

645 Curriculum & Instruction in Higher Education (3) Examination of teaching, learning and curriculum in higher education.

Effective: Fall 2003

Higher Education

DROP

530 Special Topics (1-3)

630 Special Topics (1-3)

670 Values and Ethics in Educational Leadership (3)

698 Seminar in Higher Education (3)

Effective: Fall 2003

EDUCATIONAL PSYCHOLOGY AND COUNSELING

REVISE CATALOG

On page 89 of the 2002-2003 *Graduate Catalog*, MOVE the following degrees and concentrations TO their new department as follows:

MOVE the M.S. in Counseling with concentrations in Mental Health Counseling, Rehabilitation Counseling, and School Counseling TO the Department of Educational Psychology and Counseling.

MOVE the Ed.S. in Education with a concentration in School Counseling TO the Department of Educational Psychology and Counseling. RENAME the major School Counseling (formerly: Education).

MOVE the Ph.D. in Education with concentration in Counselor Education to the Educational Psychology and Counseling Department and DELETE the notation that the concentration is no longer accepting new students.

DELETE the Ph.D. in Education with concentration in Counseling Psychology. (Counseling Psych will move to the College of Arts and Sciences)

Effective: Fall 2003

On page 100 of the 2002-2203 *Graduate Catalog*, RENAME the department Educational Psychology and Counseling (formerly: Educational Psychology) and make the following CHANGES to degrees and

concentrations:

RENAME the M.S. concentration in Individual and Collaborative Learning: Applied Educational Psychology.

RENAME the Educational Specialist degree School Psychology (Formerly: Education).

RENAME the Doctor of Education Degree and concentration Educational Psychology & Counseling (Formerly: Ed.D. in Education, concentration Educational Psychology).

Effective: Fall 2003

REVISE CATALOG

On page 100 of the 2002-2003 *Graduate Catalog*, DELETE the departmental introduction paragraphs and REPLACE with program descriptions and showcases as follows:

FROM

The department brings together four areas of graduate study related to teaching and learning across the lifespan. The department is committed to the creation and study of environments that enhance learning potential and promote lifelong learning for people of all ages, abilities, and backgrounds within our programs and the professional practices that we address. Assistantships and fellowships are available for qualified applicants. For more detailed information about the department, see website at <http://web.utk.edu/~edpsych>.

The adult education area is designed for individuals who seek to provide professional leadership in the education of adults. It offers two degree programs: Master of Science with a major in Educational Psychology, concentration in adult education, and Doctor of Philosophy with a major in Education, concentration in educational psychology, specialization in adult education. For details, see website at <http://web.utk.edu/~adulted>.

The applied educational psychology area is designed for individuals who seek to provide professional leadership in promoting and facilitating learning and/or its measurement. It offers two degree programs: Master of Science with a major in Educational Psychology, concentration in individual and collaborative learning, and Doctor of Philosophy with a major in Education, concentration in educational psychology, specialization in applied educational psychology. For details, see website at <http://web.utk.edu/~appedpsy>.

The collaborative learning area is designed for professional practitioners who seek to increase their understanding of the collaborative learning process and its facilitation in their interaction with learners of any age in a variety of educational situations. It offers the Doctor of Education degree program with a major in Education, concentration in educational psychology, specialization in collaborative learning. For details, see website at <http://web.utk.edu/~collab>.

The school psychology area offers advanced training in psychological, educational, and professional foundations leading to licensure as a school psychologist. It offers two degree programs: Educational Specialist with a major in Education, concentration in school psychology, and Doctor of Philosophy with a major in Education, concentration in school psychology. The school psychology programs are accredited by the relevant bodies, including the National Association of School Psychologists (NASP), the American Psychological Association (APA), and the National Council for Accreditation of Teacher Education (NCATE). For details, see website at <http://web.utk.edu/~schpsy>.

Admission Requirements

Admission requirements include completion of all items in the department's admissions packet and three letters of recommendation (i.e., rating forms). Up-to-date GRE scores are required for application to all degree programs except the master's program. For the doctoral programs, a writing sample is also required.

Application Deadlines

Applications are reviewed throughout the year for applicants to the master's program. For applicants to all other programs who wish to begin a program the next fall semester, the application deadline is January 15th. The adult education area also has a deadline of October 15th for applicants at the Ph.D. level who wish to begin the program spring semester.

TO

The Department of Educational Psychology and Counseling offers graduate programs leading to degrees, majors, and concentrations in:

Master of Science

Educational Psychology

Adult education
Applied educational psychology

Counseling

Mental health counseling
Rehabilitation counseling
School counseling

Educational Specialist

**School counseling
School psychology**

Doctor of Education

Educational Psychology & Counseling
Collaborative learning

Doctor of Philosophy

Education

Counselor education
Educational psychology
School psychology

EDUCATIONAL PSYCHOLOGY

ADULT EDUCATION

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 community-based organizations, volunteer agencies, and professional and staff development programs. The program prepares individuals for such roles as program planner, instructor, trainer, and administrator. Degrees offered are the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.). For details, see website at <http://web.utk.edu/~adulded/>

**MASTER OF SCIENCE (M.S.)
Educational Psychology major
Adult Education concentration**

The Master's program involves a minimum of 36 hours of course work (except for the Thesis option, which is 33 hours minimum). Programs typically consist of the following:

Adult Education Core (15 hrs.)

EP 513 - Reflective Practice in Education and Psychology (3 hrs.)
EP 520 - Survey of Adult Education (3 hrs.)
EP 521 - Program Development and Operation in Adult Education (3 hrs.)
EP 522 - Adult Development (3 hrs.)
EP 525 - Characteristics of Adult Learners (3 hrs.)
Research (3 hrs.)

Options could include:

EP 550 - Statistics and Research Design: Conceptual (3 hrs.);
CSE 560 - Introduction to Qualitative Research in Education (3 hrs.);
EAS 516 - Research for School Administrators (3 hrs.);
EP 530 - Methods of Collaborative Inquiry (3 hrs.);
ITCE 561 - Educational Statistics (3 hrs.); or
ITCE 580 - Techniques of Research in Curriculum and Instr. (3 hrs.)

Courses Outside of Educational Psychology (6 hrs.)

This category will include course work outside of Educational Psychology that provides a more specialized focus to the program or as a complement to current professional competencies. Some examples of possible supporting areas include: higher education,

counseling, educational administration and supervision, cultural studies, sociology, psychology, human resource development, and agricultural and extension education. Departmental Electives (12+ hrs.)

The remaining hours of course work can be taken in a combination of electives within adult education or course work in related areas. Examples of courses in Educational Psychology that meet this expectation include:

- EP 460 - Self-Management in the Helping Professions (3 hrs.)
- EP 504 - Special Topics (1-3 hrs.)
(Recent examples have included Multicultural Perspectives in Adult Education, Learning in the Workplace, and Writing for Professional Publication)
- EP 509 - Internship in Adult Education (3 hrs.)
- EP 510 - Psychological Theories of Human Development Applied to Education (3 hrs.)
- EP 514 - Individual Study in Adult Education (3 hrs.)
- EP 515 - Educational Applications of Behavioral Theories of Learning (3 hrs.)
- EP 516 - Educational Applications of Cognitive Learning Theories (3 hrs.)
- EP 523 - Post-Secondary Education for Adults (3 hrs.)
- EP 524 - Continuing Professional Education (3 hrs.)
- EP 527 - Controversies in Adult Education (3 hrs.)
- EP 528 - Psychology of Aging (3 hrs.)
- EP 529 - Facilitating Adult Learning (3 hrs.)
- EP 573 - Meeting the Needs of Nontraditional and Underachieving Learners (3 hrs.)
- EP 574 - Facilitating Group Change (3 hrs.)

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 EP 500. The final document is presented to the student's graduate committee and discussed in an oral examination with the committee.

DOCTOR OF PHILOSOPHY (Ph.D.)

Education major

Educational Psychology concentration – Adult Education specialization

The Ph.D. specialization in Adult Education involves a minimum of 80 hours of study beyond the master's degree. This includes at least 56 hours of coursework and 24 hours of dissertation. These hours are distributed as follows:

Concentration	15 hours
Specialization	9 hours
Research	15 hours
Ph.D. Core	11 hours
Cognate	6 hours

The concentration consists of courses selected from various areas within the Educational Psychology and Counseling, which can include selected courses in adult education. Courses for the specialization are from adult education courses such as those listed under the masters' degree requirements and electives. To meet the research requirement, students take courses that provide them with knowledge and skills in both quantitative and qualitative research methods. The Ph.D. core consists of a seminar in the specialization along with courses listed elsewhere in this catalog. At least 6 hours must be taken in a cognate area outside the College of Education, Health, and Human Sciences. Finally, dissertation hours are taken after all or most coursework is completed; once begun, students must register for a minimum of 3 hours until the dissertation is completed.

APPLIED EDUCATIONAL PSYCHOLOGY

The Applied Educational Psychology area is designed for individuals who seek to provide professional leadership in promoting and facilitating learning and/or its measurement. It offers two degree programs: Master of Science with a major in Educational Psychology, concentration in applied educational psychology, and Doctor of Philosophy with a major in Education, concentration in educational psychology, specialization in applied educational psychology. For details, see website at <http://web.utk.edu/~appedpsy>

MASTER OF SCIENCE (M.S.)**Educational Psychology major****Applied Education Psychology concentration**

The basic goal of the master's program is to develop expertise in the promotion of adaptive learning for all kinds of learners in both individual and group settings. The program includes most of the traditional themes in educational psychology (e.g., development, learning principles, assessment, and psychoeducational intervention). It is unique because of a focus on promoting the collective knowledge of groups as well as the development of individuals.

The master's program may be used as a stepping stone for entering a doctoral program in educational or school psychology or as 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 Educational Psychology (EP) Department 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.

Each student completes 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. These hours are distributed across the following categories:

	Hours
1. Development	6
2. Learning Principles	9
3. Research	3
4. Assessment	3
5. Intervention	12

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

Students choose between thesis and non-thesis options. Requirements for the two options are provided in other program materials.

DOCTOR OF PHILOSOPHY (Ph.D.)**Education major****Educational Psychology concentration – Applied Educational Psychology specialization**

The Applied Educational Psychology Program provides study for students with varying interests in the areas of (a) human learning and development or (b) statistics and measurement. Doctoral students selecting the first area of emphasis focus on acquisition and participatory theories of learning and development and the role of the teacher/mediator of learning experiences. Doctoral Students selecting the second area of emphasis focus on quantitative methods, research design, and test construction.

This program involves a community of learners in which beginning students, advanced students, and faculty members come together regularly to share with and learn from one another. The cornerstone of this program is a seminar attended by all students (for their first 3 years) as well as the Program's faculty members. Collaboration on research projects, group trips to professional meetings, and social events also help to create the sense that "I belong; others care about me; and everyone benefits from the group's array of skills, knowledge, background, and contacts."

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

	Hours
1. Concentration Core	15
2. Specialization	27
3. Research	15

4. Ph.D. Core	11
5. Cognate	6
6. Dissertation	24

The Concentration Core provides a grounding in educational psychology, with required courses such as Psychology of Learning, Theories of Human Development Applied to education, and Formal Measurement. The Specialization involves 12 hours of the doctoral seminar in Applied Educational Psychology, 3 hours of Facilitating Group Change, and 12 hours reflecting the student's area of emphasis. For students with the Learning/Development emphasis, course options include (but are not limited to) Mediated Learning Theory, Educational Applications of Cognitive Learning Theories, Collaborative Learning, and Seminar in Cognitive Science. For students with the Statistics/Testing emphasis, course options include (but are not limited to) Survey Design and Analysis, Categorical Data Analysis, Applied Multivariate Methods, and Scale Construction.

To meet the 15-hour requirement in Research, students can elect to take a full set of courses that deal with quantitative methodologies (e.g., experimental design, Seminar in Applied Psychometrics) or they can elect to take a full set of courses that deal with qualitative methodologies (e.g., phenomenology, ethnography) or they can elect to take a mix of these courses.

The Cognate requires a minimum of two courses outside the College of Education, Health, and Human Sciences. Many students set up their cognate to be psychology or statistics, although other cognates are possible.

The requirements/options for the Ph.D. Core are listed elsewhere in this Catalog, as are the requirements for the 24 hours of Dissertation.

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, and 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 in Counseling with concentrations in School Counseling, Mental Health Counseling, and Rehabilitation Counseling; Educational Specialist in School Counseling; Doctor of Philosophy in Education with a concentration in Counselor Education. Each degree leads to counseling licensure. The Mental Health Counseling and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The graduate program in Rehabilitation Counselor Education (RCE) is service oriented and is accredited by the Council on Rehabilitation Education (CORE); it leads to certification from the Commission on Rehabilitation Counselor Education (CRCC).

MASTER OF SCIENCE (M.S.)

Counseling major

Mental Health Counseling concentration

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

Year 1:	
COUN 431	3
COUN 525	3
COUN 551	3
COUN 554	3
COUN 555	3
EDUC PSYCH 550	3
PSY 512	3
COUN 500 or electives	6
	30

Year 2:	
COUN 535	3
COUN 552, 553	6
COUN 559	9
COUN 570	3
PSY 672	3

COUN 500 or electives	6
	30
Total program hours	60

MASTER OF SCIENCE (M.S.)**Counseling major****Rehabilitation Counselor Education concentration**

The purpose of rehabilitation training programs is to ensure that skilled personnel are available to serve the rehabilitation needs of individuals with disabilities assisted through vocational rehabilitation (VR), supported employment and independent living programs. The University of Tennessee graduate program in Rehabilitation Counselor Education (RCE) is designed to prepare students for professional careers as clinicians in the field of rehabilitation counseling. The RCE Program is service-oriented and includes practica and internship experiences. Completion of the 2 year (16 month) Program culminates in a Master of Science Degree. The Program is fully accredited by the Council on Rehabilitation Education (CORE).

Students may be admitted to the Program either full- or part-time. Full-time students admitted to the Program follow a sequence of courses that facilitates degree completion in 16 months. The first (fall) and third (summer) semesters are didactic in nature, but the second semester adds an experiential component under RCE 547 – Practicum in Rehabilitation. The final (fall 2) semester is experiential, with students working full-time to fulfill the 600-hour requirement of RCE 549 – Internship in Rehabilitation Counseling.

Students who are interested in working with people who are deaf or hard of hearing may choose the optional deafness focus area for their RCE masters program. This allows individuals who have bachelor degrees in deafness related fields to expand their competencies to serve rehabilitation consumers who are deaf or hard of hearing. Interested students must have knowledge of American Sign Language. Contact Terry Osborne at the Center on Deafness (COD) for details: (865) 974-4147 (voice/TTY).

The following is the recommend course of study for full-time RCE Program students:

Fall 1

COUN 551 Theory and Practice of Counseling
RCE 530 Orientation to Rehabilitation
RCE 543 Medical Aspects of Disability
RCE 545 The Rehabilitation Interview
RCE 592 Assistive Technology in Rehabilitation
RCE 549 Internship (second year students only)

Spring 1

EDUC PSYCH 550 Techniques in Research
RCE 547 Practicum in Rehabilitation
RCE 532 Caseload Management in Rehabilitation
RCE 537 Vocational Evaluation: Clinical Methods
RCE 579 Disability Management
RCE 549 Internship (second year students only)

Summer 1

RCE 533 Job Analysis and Placement
RCE 579 Special Topics: Research Project in Rehabilitation
COUN 570 Cross-Cultural Counseling (Elective)
COUN 554 Group Dynamics
RCE 549 Internship (second year students only)

Fall 2

RCE 549 Internship (second year students only)

Students are admitted to RCE classes upon Program admission only. All RCE courses, with the exception of RCE 549, are offered only one semester per year. Students who are admitted to the Program must meet with an advisor each semester to plan their studies.

Program Contacts

Dr. Amy L. Skinner LPC, CRC, NCC
Program Coordinator, askinner@utk.edu

LeeAnn R. Grubbs CRC
Instructor & Recruitment Coordinator, lgrubbs@utk.edu

Terry Osborne
Instructor & Deafness-Focus Area Advisor, osborne@utk.edu

MASTER OF SCIENCE (M.S.)

Counseling major

School Counseling concentration

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

Year 1:	
COUN 431	3
COUN 525	3
COUN 550	3
COUN 551	3
COUN 552, 553	6
COUN 554	3
EDUC PSYCH 550	3
	24
Year 2:	
COUN 555	3
COUN 558	6
COUN 561	3
COUN 570	3
EDUC PSYCH 510	3
EDUC PSYCH 515	3
TPTE 470	3
	24
Total program hours	48

EDUCATIONAL SPECIALIST (Ed.S)

School Counseling major

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

Those applicants who have not had teaching experience may be required to complete additional classes. Graduates who desire to fulfill the license requirements for K-12 School Counseling in Tennessee and in most states of the United States are required to fulfill all the requirements for a licensure endorsement.*

For a student with a School Counselor License, the Ed S. program requires 22 semester hours beyond the MS. The program is individualized and planned by the student and a faculty committee. A minimum of six hours is required from outside the Counselor Education Program. Please refer to the current Graduate Catalog for general information on the Ed.S.

Year 1:	
School Counseling Core COUN 555, 659, 570, 504, 650	13
Courses outside the program area (six hours of electives)	6
General elective	3

Total program hours

22

*** Students without a license in school counseling are required to complete those requirements before obtaining an Ed. S. in School Counseling.**

DOCTOR OF PHILOSOPHY (Ph.D.)**Education major****Counselor Education concentration**

The doctoral concentration in Counselor Education at The University of Tennessee is designed to prepare experienced counseling professionals to advance their careers in the education and supervision of counselors. The doctoral program is for those students who have completed a master's degree in counseling or counseling-related fields who aspire to one of the following careers: (1) college, university, or community college teaching positions in Counselor Education or related fields; (2) supervisory positions in schools, community agencies, state departments of education; (3) counseling positions in student development programs and counseling centers in higher education; (4) private mental health counseling/consultation practice; and/or (5) employee assistance positions.

The doctoral program requires a minimum of three full years of study beyond the master's degree. The Ph.D. concentration in Counselor Education will seek accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of the Ph.D. concentration in Counselor Education will receive endorsement for licensure as professional counselors and/or licensure as school counselors, if licensure has not been received prior to entering the doctoral program.

Coursework for the program in Counselor Education includes the following:

CEHHS/Counselor Education Ph.D. Coursework Guidelines

Concentration 33 Hours

- COUN 553 (3 Hours): Career and Educational Information Systems and Resources
- COUN 571 (3 Hours): Individual Cognitive Assessment OR COUN 671 (3 Hours): Personality and Vocational Assessment OR Educational Psychology 541 (3 Hours): Psycho Educational Assessment OR COUN 625 (3 Hours) Advanced Study in Personality
- COUN 655 (3 Hours): Practicum in Counselor Education
- COUN 660 (3 Hours): Advanced Theory and Practice in Counseling
- COUN 665 (3 Hours): Group and Systems Theory and Interventions
- COUN 670 (3 Hours): Theory and Practice of Counseling Supervision and Consultation
- COUN 675 (3 Hours): Theory and Practice of University Teaching in Counselor Education
- COUN 679 (6 Hours): Internship in Counselor Education
- COUN 672 (3 Hours): Psychology of Dysfunction OR Psychology 573 (3 Hours): Descriptive & Theoretical Psychopathology OR Social Work 530 (3 Hours): Seminar in Clinical Social Work OR Educational Psychology 690 (3 Hours): Psychopathology of Children
- Sociology 543 (3 Hours): Sociology of Development OR Social Work 532 (3 Hours): Community Organization OR Sociology 465 (3 Hours) Social Values and the Environment

Specialization 9 Hours (Not Counselor Education)Cognate 6 HoursCore 11 Hours

- Seminar in Primary Concentration: COUN 650 (3 Hours): Seminar in Counselor Education
- Philosophy of Science (3 Hours) (substitute COUN 535 Ethical, Legal, and Professional Issues in Counseling)
- Theoretical Foundations and/or Applications (3 Hours)
- Trans college Seminar (2 Hours)

Research 15 Hours

- 9 Hours Quantitative Research including a two semester statistics sequence
- 6 Hours Qualitative Research

Dissertation 24 HoursTotal 98 Hours

EDUCATIONAL PSYCHOLOGY AND COUNSELING**COLLABORATIVE LEARNING**

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. The program offers the Doctor of Education (Ed.D.) degree. A cohort of doctoral students is admitted every other year. For details see website at <http://web.utk.edu/~collab>.

DOCTOR OF EDUCATION (Ed.D.)
Educational Psychology and Counseling major
Collaborative Learning concentration

Doctoral students in Collaborative Learning are expected to complete a minimum of 93 hours of graduate credit above the baccalaureate degree. Required is a two-year residency, defined as a minimum of 6-9 credit hours of course work in each of six consecutive semesters, including summer terms. These hours are distributed among the following categories:

Concentration Core in Educational Psychology (15 hours). The Concentration Core consists of a minimum of one course in the area of Collaborative Learning and one course from each of the other specializations in Educational Psychology: Adult Education and Applied Educational Psychology.

Specialization Core in Collaborative Learning (24 hours). The specialization core consists of four courses in the area of Collaborative Learning plus the doctoral seminar. EP 630 Doctoral Seminar in Collaborative Learning is taken on a continuous basis, beginning with the first semester of the student's residency and culminating at the end of the second year of residency, excluding summers. Three credit hours are awarded per semester for a total of 12 hours of credit.

Related Studies (30 hours). The related studies component incorporates three areas of study:

Research Methods (12 hours). This set of courses normally includes courses in qualitative and quantitative research methods and statistics. EP 530, Methods of Collaborative Inquiry is required.

Cognate (6 hours) Courses taken in an area outside the major area of study.

Supporting Area (12 hours) Additional courses of the student's choice that support his or her program emphasis.

Dissertation Research (24 hours). The focus of the student's dissertation research is his or her own professional practice and therefore must involve some form of action research methodology.

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. We offer two degree programs, an Ed.S. and a Ph.D. The school psychology programs are accredited or approved by the relevant bodies including the American Psychological Association (APA), the National Association of School Psychologists (NASP), the National Council for Accreditation of Teacher Education (NCATE), and the Tennessee Department of Education. Admission occurs once a year and materials are due by January 15th. For details see website at <http://web.utk.edu/~schpsy>.

SPECIALIST IN EDUCATION (Ed.S.)
School Psychology major

Every School Psychology student is expected to meet UT School Psychology Training Programs knowledge and skill requirements. Opportunities for students to meet these requirements will occur in the classroom and during field experiences. The School Psychology faculty, along with current and previous students, practica and internship supervisors, and various other groups who help ensure quality control within our training programs have contributed to the development of our curricula. Various accrediting and curricula oversight agencies (i.e., NASP, SDE-Tennessee; UT Ph.D. Coordinating Committee; and UT Graduate Admissions and Records) have their own specific goals and objectives. The School Psychology Handbook, published by the EP Department describes how the UT School Psychology Training Programs meets the goals and objectives of these various training groups. The UT Program is designed to provide graded, sequential, and hierarchical training across the following areas A) Professional School Psychology, B) Consultation and Intervention, C) Assessment, D) Research and Statistics, E) Psychoeducational Core, and F) Field Experience and Professional Practice.

I. Professional School Psychology (15 credit hours)

1. EP 540 Seminar in School Psychology (3)
2. EP 635 Ethical, Legal, and Professional Issues In Psychology (3)

3. EP 650 Professional Practice in School Psychology (3)
4. EP 549 Internship (6)

II. Consultation and Intervention (27 credit hours)

1. CEC 551 Theory and Practice of Counseling (3)
2. ¹Group Process and Change Option (3)
3. EP 515 Educational Applications of Behavioral Theories of Learning (3)
4. EP 517 Direct Assessment and Intervention for Academic Skill Deficits (3)
5. EP 545 Psychoeducational Consultation (3)
6. EP 546 Practicum in Consultation (3)
7. EP 516 Educational Applications of Cognitive Learning Theories (3)
8. EP 549 Internship (6)

III. Assessment (24 credit hours)

1. EP 517 Direct Assessment and Intervention for Academic Skill Deficits (3)
2. CEC 525 Formal Measurement in Education and Counseling (3)
3. EP 541 Psychoeducational Assessment (3)
4. EP 542 Practicum in Psychoeducational Assessment (3)
5. EP 541 Psychoeducational Assessment (3)
6. EP 542 Practicum in Psychoeducational Assessment (3)
7. EP 549 Internship (6)

IV. Research and Statistics (15 credit hours)

1. *STAT 531 Survey of Statistical Methods I (3) OR
ITCE 561 Educational Statistics (3)
2. EP 655 Research in Psychoeducational Studies (6)
3. EP 505 Quasi-Experimental and Single Subject Design Research (3)
4. EP 500 Thesis or Problem in Lieu of Thesis (3)

V. Psychoeducational Core (33 credit hours)

1. SE 470 Psychology of the Exceptional Child (3)
2. CEC 570 Cross Cultural Counseling: Theory and Research (3)
3. PSY 461/561 Physiological Psychology (3)
4. EP 690 Psychopathology of Childhood (3)
5. EP 510 Psychological Theories of Human Development Applied to Education (3)
6. EP 650 Professional Practice in School Psychology (3)
7. EP 549 Internship (6)
8. ¹Group Processes and Change Option
9. ²Family Studies Option
10. ³Social Basis of Behavior Option

VI. Field and practica experiences by semesterYears 1-3

Research in the schools or with children (75 hrs.).
EP 655 Research in Psychoeducational Studies (4-6)

First Year, Fall and Spring:

Knowledge, roles and functions (75 hrs).
EP 650 Professional Practice in School Psychology supervised via EP 540 (fall) EP 635 (spring)

Second Year, Fall:

Introduction to consultation and intervention practices (50 hrs.)
EP 650 Professional Practice in School Psychology supervised via EP 545

Second Year, Spring:

Develop consultation skills (150 hrs.)
EP 546 Practicum in Consultation

Third Year, Fall and Spring:

Practice professional assessment skills (e.g., admin., inter., rept. writ.-75 hrs./ sem.)
EP 542 Practicum in Assessment

Total: 425 hours structured field experience

Year 4, Fall and Spring:

EP 549 Internship (9) knowledge & skill development and mastery (1200- 1500 hrs.)

1 *Text for * (IV) and Footnotes will need to be submitted.*
2
3

DOCTOR OF PHILOSOPHY (Ph.D.)**Education major****School Psychology concentration**

Every School Psychology student is expected to meet UT School Psychology Training Programs knowledge and skill requirements. Opportunities for students to meet these requirements will occur in the classroom and during field experiences. The School Psychology faculty, along with current and previous students, practica and internship supervisors, and various other groups who help ensure quality control within our training programs have contributed to the development of our curricula. Various accrediting and curricula oversight agencies (i.e., APA, NASP, SDE-Tennessee; UT Ph.D. Coordinating Committee; and UT Graduate Admissions and Records) have their own specific goals and objectives. The School Psychology Handbook, published by the EP Department describes how the UT School Psychology Training Programs meet the goals and objectives of these various training groups. The UT School Psychology Program is designed to provide graded, sequential, and hierarchical training across the following areas a) Professional School Psychology, b) Consultation and Intervention, c) Assessment, d) Research and Statistics, e) Psychoeducational Core, and f) Field Experience and Professional Practice.

I. Professional School Psychology (26 credit hours)

1. EP 540 Seminar in School Psychology (3)
2. EP 635 Ethical, Legal, and Professional Issues In Psychology (3)
3. ED 601 Transcollege Seminar (2)
5. EP 650 Professional Practice in School Psychology (9)
6. EP 649 Internship (9)

II. Consultation and Intervention (30 credit hours)

1. CECF 551 Theory and Practice of Counseling (3)
2. ³Group Processes and Change Option (3)
3. EP 515 Educational Applications of Behavioral Theories of Learning (3)
4. EP 517 Direct Assessment and Intervention for Academic Skills Deficits (3)
5. EP 545 Psychoeducational Consultation (3)
6. EP 546 Practicum in Consultation (3)
7. EP 516 Educational Applications of Cognitive Learning Theories (3)
8. EP 649 Internship (9)

III. Assessment (27 credit hours)

1. EP 517 Direct Assessment and Intervention for Academic Skill Deficits (3)
2. CECF 525 Formal Measurement in Education and Counseling (3)
3. EP 541 Psychoeducational Assessment (3)
4. EP 542 Practicum in Psychoeducational Assessment (3)
5. EP 541 Psychoeducational Assessment (3)
6. EP 542 Practicum in Psychoeducational Assessment (3)
7. EP 649 Internship (9)

IV. Research and Statistics (37-41 credit hours)

1. ¹STAT 531 Survey of Statistical Methods I (3)
STAT 532 Survey of Statistical Methods II (3)
OR
ITCE 561 Educational Statistics (3)
2. ITCE 671 Advanced Educational Statistics (3)
3. EP 505 Quasi-Experimental and Single Subject Design Research (3)
4. EP 655 Research in Psychoeducational Studies (4-8)
5. EP 600 Dissertation (24)

V. Psychoeducational Core (48 credit hours)

1. SE 470 Psychology of the Exceptional Child (3)
2. PSYCH 420/565 History and Systems of Psychology (3)
3. CECF 570 Cross Cultural Counseling: Theory and Research (3)
4. PSYCH461/561 Physiological Psychology (3)
5. EP 690 Psychopathology of Childhood (3)
6. EP 510 Psychological Theories of Human Development Applied to Education (3)
7. EP 650 Professional Practice in School Psychology (9)

8. EP 649 Internship (9)
7. ¹Family Studies Option (3)
8. ²Curricula-Instruction Option (3)
9. ³Social Basis of Behavior Option (3)
10. ⁴Group Processes and Change Option (3)

VI. Field and practica experiences by semester

Years 1-4:

Research in the schools or with children (75 hrs.).

EP 655 Research in Psychoeducational Studies (4-8)

First Year, Fall and Spring:

Knowledge, roles and functions (75 hrs.).

EP 650 Professional Practice in School Psychology

Supervised via EP 540 (fall) EP 635 (spring)

Second Year, Fall:

Introduction to consultation and intervention practices (50 hrs.)

EP 650 Professional Practice in School Psychology

Supervised via EP 545

Second Year, Spring:

Develop consultation skills (150 hrs.)

EP 546 Practicum in Consultation

Third Year, Fall and Spring:

Practice assessment skills (e.g., admin., inter., rept. writ.-75 hrs./ sem.)

EP 542 Practicum in Assessment

Total: 425 hours structured field experience

Year 4, Fall and Spring

Student developed plan (50-100 hrs)

EP 650 Professional Practice in School Psychology (3)

Total: 475 supervised field experience hours prior to internship

Fifth Year, Fall, Spring, & Summer:

Practice, development, and mastery of skills (2000 hrs.)

EP 649 Internship (9)

Footnotes will need to be submitted.

1
2
3
4

Effective: Fall 2003

Counselor Education and Counseling Psychology

DROP

- 571 Individual Cognitive Assessment in Counseling (3)
- 661 Education Implications of Neuropsychology (3)
- 670 Foundations of Counseling Psychology (3)
- 672 Psychological Dysfunction (3)
- 673 Advanced Theory and Practice in Group Counseling (3)
- 674 Practicum in Counseling Psychology (3)
- 678 Theory & Practice of Counseling Supervision (3)
- 679 Internship in Counseling Psychology (1-6)

Effective: Fall 2003

MOVE the following current course in Counselor Education and Counseling Psychology TO Educational Psychology

662 Applied Research Design (3)

Effective: Fall 2003

MOVE the following current course in Counselor Education and Counseling Psychology TO Educational Psychology and REVISE the number:

FROM

CECP 520 Statistics and Research Design: Conceptual (3)

TO

EP 550 Statistics and Research Design: Conceptual (3)

Effective: Fall 2003

MOVE the following current course in Counselor Education and Counseling Psychology TO Counselor Education and REVISE the title and description

FROM

559 Internship in Community Agency Counseling (1-6) Supervised postpracticum employment at academic unit approved human services agency. Prereq: Admission to community agency program, 555 and consent of instructor. May be repeated. Maximum 12 hrs. S/NC only.

TO

559 Internship in Mental Health Counseling (1-6) Supervised postpracticum employment at academic unit approved human services agency. Prereq: Admission to mental health counseling program, 555 and consent of instructor. May be repeated. Maximum 12 hrs. Satisfactory/No Credit grading only.

Effective: Fall 2003

MOVE the following current course in Counselor Education and Counseling Psychology TO Counselor Education and REVISE the credit hours

650 Seminar in Counselor Education (3) (Formerly: 1)

Effective: Fall 2003

MOVE the following current courses in Counselor Education and Counseling Psychology TO Counselor Education and REVISE THE PREREQ AND CROSS-LIST

625 Advanced Study in Personality (3) Prereq: PSYCH 470 or equivalent. (Same as Psychology 625) (Formerly: Prereq: CECP 321 or equivalent; no cross-listing.) (Primary department is Psychology)

671 Personality and Vocational Assessment (3) Prereq: COUN 525 or PSY 445 or consent of instructor. (Same as Psychology 667) (Formerly: Prereq: CECP 525, 552, or consent of instructor; no cross-listing. Primary department is Psychology)

Effective: Fall 2003

MOVE the following current courses in Counselor Education and Counseling Psychology TO Counselor Education and CROSS-LIST

554 Group Dynamics and Methods (3) Theory and types of groups, descriptions of group practices, methods, dynamics, and facilitative skills, supervision of leadership skills. (Same as Psychology 567) Primary department is Educational Psychology and Counseling.

Effective: Fall 2003

MOVE the following current courses in Counselor Education and Counseling Psychology TO Counselor Education and CROSS-LIST

555 Practicum in Counseling (3) Supervised practice and application of counseling skills with individual clients. Prereq: Admission to program, 525 or PSY 445 or equivalent and 551 or equivalent and consent of instructor. May be repeated. Maximum 9 hrs. (Same as Psychology 569)) Primary department is Educational Psychology and Counseling.

570 Cross-Cultural Counseling: Theory and Research (3) Theory and research on issues and problems in counseling of clients from different cultural backgrounds in U.S. and abroad. (Same as Psychology 574) Primary department is Educational Psychology and Counseling.

Effective: Fall 2003

MOVE all remaining current courses in Counseling Education and Counseling Psychology **TO** Counselor Education.

Effective: Fall 2003

Counselor Education

ADD

580 Case Management Process in Mental Health Counseling (3) Introduction and application of knowledge and skills of the case management process: assessment, planning, and service provision/coordination.

660 Advanced Theory and Practice of Counseling (3) An in-depth exploration of theories of human nature and the practice of counseling. Prereq: Admission to the Ph.D. program or permission of instructor.

665 Group and Systems Theory and Interventions (3) Exploration of group and family systems theory, preparation as practitioners in facilitation of counseling and task groups, and examination of counseling and psychotherapy interventions applicable to group dynamics. Prereq: Admission to the Ph.D. program or permission of instructor.

670 Theory and Practice of Counseling Supervision and Consultation (3) Theory of counseling supervision and consultation, supervision of entry-level counselors, and agency consultation. Prereq: Admission to the Ph.D. program or permission of instructor.

675 Theory and Practice of University Teaching In Counselor Education (3) Emphasis on teaching and learning theories and classroom applications in the preparation of future mental health, school, and rehabilitation counselors. Prereq: Admission to the Ph.D. program or permission of instructor.

Effective: Fall 2003

Educational Psychology

REVISE DESCRIPTION

FROM

673 Collaborative Learning (3) Team taught, interactive course on collaborative learning theory related to professional practice. Integration of mediated learning theory with reflective practice theory related to furthering of collaborative learning in professional practice settings. Engagement of class members in collaborative learning. Prereq: 513 and 671 or consent of instructor.

TO

673 Collaborative Learning (3) Theories of collaborative learning and research related to facilitating collaborative learning in professional practice settings. Prereq: 513 and 671 or consent of instructor.

Effective: Fall 2003

Rehabilitation and Deafness

DROP

535 Vocational Evaluation: Statistics Methods (3)
601 Seminar in Educational Theories in Special Education and Rehabilitation (3)
602 Seminar in Social Processes in Special Education and Rehabilitation (3)
603 Seminar in Research in Special Education and Rehabilitation (3)
610 Internship in College Teaching and Supervision (3-9)
620 Internship in Research in Special Education and Rehabilitation (3-9)
630 Internship in Institutional Leadership in Special Education and Rehabilitation (3-9)
679 Special Topics (1-3)
693 Independent Study (1-3)

Effective: Fall 2003

MOVE the following current course in Rehabilitation and Deafness TO Rehabilitation Counselor Education and REVISE the title:

592 Assistive Technology in Rehabilitation (3) (Formerly: Assistive Technology in Special Education and Vocational Rehabilitation)

Effective: Fall 2003

MOVE the following current courses in Rehabilitation and Deafness TO Rehabilitation Counselor Education

530 Orientation to Rehabilitation (3)
532 Caseload Management in Rehabilitation (3)
533 Job Analysis, Development, and Placement (3)
537 Vocational Evaluation: Clinical Methods (3)
538 Disability Management (3)
541 Psychosocial Aspects of Disability (3)
543 Medical Aspects of Disability (3)
545 The Rehabilitation Interview (3)
547 Practicum in Rehabilitation (3)
549 Internship in Rehabilitation Counseling (12)
579 Special Topics (1-3)
593 Independent Study (1-3)

Effective: Fall 2003

HEALTH AND EXERCISE SCIENCE

REVISE CATALOG

MOVE majors and concentrations that appear on page 109 of the 2002-2003 *Graduate Catalog* as follows:

REVISE the name of the M.S. degree in Human Performance and Sport Studies TO Exercise Science and MOVE it, with concentrations in Exercise Physiology and Biomechanics/Sports Medicine, TO the new department of Health and Exercise Science.

Effective: Fall 2003

MOVE the Ph.D. in Education with a concentration in Exercise Science TO the new Department of Health and Exercise Science.

Effective: Fall 2003

REVISE CATALOG

On page 109 of the 2002-2003 *Graduate Catalog*, DELETE the text describing the Exercise and Sport Management Department, which no longer exists.

Effective: Fall 2003

On page 118 of the 2002-2003 *Graduate Catalog*, in the third column, REVISE the department of Health and Safety Sciences description (1st sentence of the 1st paragraph, and the 2nd paragraph) as follows:

FROM

The Health and Safety Sciences Department offers graduate programs

The department fosters development of pre-professional and professional competencies by those interested in the disciplines of health education/ promotion, public health, and safety. The Health and Safety Sciences academic programs emphasize health promotion (lifestyle behaviors) and health protection (regulatory, environmental and safety) strategies for improving individual and community well-being, directly relating to two UT thematic areas of strength, health and biomedical sciences and children and families. The faculty are committed to the educational value of community-based service learning, applied research, and community outreach. For more information, <http://hss.he.utk.edu>.

TO

HEALTH AND EXERCISES SCIENCE
(College of Education, Health, and Human Sciences)

The Health and Exercise Science Department offers graduate programs....

The department fosters development of pre-professional and professional competencies by those with career interests in the disciplines of health education/promotion, public health, and safety. The Health and Exercise Science academic programs emphasize strategies of health promotion (education and lifestyle behaviors) and health protection (regulatory, environmental, and safety) for improving individual and community health and well-being. The faculty are committed to the educational value of community-based service learning, applied research, and community outreach. For more information, <http://hss.he.utk.edu>.

Effective: Fall 2003

MOVE the Exercise Science Admissions Requirements and Graduate Assistantship information FROM page 109 TO the new department of Health and Exercise Science on page 118 of the catalog, and ADD Exercise Science graduate showcases to appear as follows:

EXERCISE SCIENCE

The Exercise Science concentration is dedicated to promoting and integrating scientific research and education on the health benefits of exercise. Through a program of interdisciplinary graduate study, using both experimental and epidemiological methods, students gain a greater understanding of the role of exercise in the prevention of various cardiovascular, metabolic, and musculoskeletal disorders. The Exercise Science faculty offers graduate degrees (M.S. and Ph.D.) in two specialties: Exercise Physiology and Biomechanics/Sports Medicine.

The Exercise Physiology specialty involves the study of the acute and chronic effects of exercise on the human body. At the Master's level, students may choose from two tracks: (1) adult fitness/cardiac rehabilitation, or (2) applied physiology research. Students may elect to do internships in cardiac rehabilitation at several area hospitals, and are encouraged to take the ACSM Exercise Specialist® exam upon graduation. The Ph.D. Program requires course work in the life sciences, physiological chemistry, statistics and advanced topics in exercise physiology. Graduate students collaborate with an exercise physiology faculty member to perform research in the areas of physical activity assessment, metabolism, the health benefits of exercise, and body composition.

The Biomechanics/Sports Medicine specialty involves the study of biomechanical implications to exercise and rehabilitation. This program area focuses on the mechanism, prevention, and rehabilitation of musculoskeletal injuries. The emphases in courses taught in this area include biomechanical as well as medical considerations related to exercise and/or rehabilitation. The Ph.D. Program requires course work in engineering mechanics, numerical analysis, statistics, and advanced topics in biomechanics. Graduate students work with biomechanics/sports medicine faculty to pursue research in the areas of biomechanics of lower extremity function, footwear biomechanics, core stability, flexibility, and the biomechanics of injury mechanism and prevention.

Admission Requirements

Applicants are required to complete the departmental application which will be sent to all persons upon their initial inquiry about the program. This is in addition to the Graduate Application for Admission. Applications from persons who have less than a 3.0 GPA will, in general, not be considered.

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

1. Graduate students are required to maintain an overall 3.0 GPA.
2. 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.
3. If a student's overall GPA remains below 3.0 for a second semester, the student will have his/her degree status revoked.

Graduate Assistantships

A limited number of graduate assistantships are available for qualified students who are graduates of accredited colleges or universities. These assistantships are open to students in the master's and doctoral programs. Students interested in these opportunities should file their applications before February. Letters should be addressed to Graduate Assistantships Coordinator, Health & Exercise Science Department, The University of Tennessee, Knoxville, TN 37996-2700.

MASTER'S PROGRAMS

Exercise Physiology Concentration

Exercise Science 508 (or Health 590), 533, 565, 567, 635, 601 (1 hr seminar, 2 enrollments). Either ES 501 (project) or ES 500 (thesis—must also take a statistics course approved by advisor). Electives approved by advisor from Exercise Science, Nursing, or Nutrition

Biomechanics/Sports Medicine Concentration

Exercise Science 508 (or Health 590), 513, 516, 531, 581 (1-3 cr), 601 (1 hr seminar, 2 enrollments). Either ES 501 (project) or ES 500 (thesis—must also take a statistics course approved by advisor). Electives approved by advisor from Exercise Science, Sports Studies, or Biomedical Engineering.

Ph. D. CONCENTRATION

Exercise Science Concentration*

- 15 hours in Exercise Science.
- 9 hours in an Exercise Science specialization: Biomechanics/Sports Medicine, Exercise Physiology, Physical Activity & Population Health, or other area approved by committee.
- 3 registrations in ES 601 Seminar.
- 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.

*The above are viewed as minimum requirements and are subject to modification by the student's committee.

Effective: Fall 2003

REVISE CATALOG

On page 118 of the 2002-2003 *Graduate Catalog*, revise the two paragraphs describing the Health Promotion and Health Education M.S. major as follows:

FROM

Health

A graduate program is available leading to the Master of Science with a major in Health Promotion and Health Education (thesis and non-thesis options), requiring completion of 30 semester hours. The program emphasizes research skills development by those already employed in the health professions with each student completing a realistic health-related research proposal as a major developmental activity.

The Doctor of Philosophy with a major in Human Ecology offers a concentration in community health. Perspectives of social, behavioral and biomedical sciences are incorporated with educational models appropriate for addressing community health needs.

TO

Health

The Health and Exercise Science Department offers graduate programs leading to the Master of Science with majors in Health Promotion and Health Education and in Safety; and to the Master of Public Health degree in Public Health. The department provides doctoral preparation through a concentration in Human Ecology. Inquiries should be directed to the department head. Application packets are available by request to department.

The department fosters development of pre-professional and professional competencies by those with career interests in the disciplines of health education/promotion, public health, and safety. The Health, Safety, and Exercise Science academic programs emphasize strategies of health promotion (education and lifestyle behaviors) and health protection (regulatory, environmental, and safety) for improving individual and community health and well-being. The faculty are committed to the educational value of community-based service learning, applied research, and community outreach. For more information, <http://hss.he.utk.edu>.

Effective: Fall 2003

MOVE the Minor in Gerontology to page 119 (from the College of Human Ecology, page 123) and REVISE references to the College of Human Ecology as follows:

MINOR IN GERONTOLOGY

An intercollegiate/interdisciplinary minor in gerontology gives the graduate student an opportunity for combining the knowledge and experience about aging in American society with his/her own major concentration.

Core courses and a practicum are offered by the College of Social Work and selected departments within the colleges of Education, Health, and Human Sciences, and Arts and Sciences. A cross-listed seminar between contributing programs is designed to integrate experiences from different sources and to demonstrate the multi-faceted nature of working within an aging society.

Declaration of a Minor

Prior to earning more than one-half the total hours required for this minor, students must complete a "Declaration of a Minor in the College of Education, Health, and Human Sciences" form. Copies of this form are available in the Student Services Center, Room 112, Jessie Harris Building.

Core Experience

Students must complete a core experience of 12 semester hours taken from at least three different departments including nine hours taken from outside the major department. Coursework needs to comply with the following framework:

1. Coursework. 9 hours required. A variety of coursework may be taken toward satisfaction of this requirement. Courses which are offered on a regular basis include: Health 406, 465, Health/Public Health 650, Nutrition 518, Public Health 523, Social Work 566, Sociology 415, Educational Psychology 504, 522, 525, 528.

2. Applied practicum. 2 hours required. Students should register under practicum experiences in the "home" department of the supervising faculty.
3. Health 585. 1 hour required. Cross-listed with participating departments.
4. Successful completion of a written comprehensive examination covering subject matter of the minor.

Graduate Committee

At least one faculty member from the Gerontology Policy Committee who is qualified to work with graduate students, must serve on the graduate committee of each student who declares a gerontology minor.

Admission to Candidacy

When application is made for admission to candidacy, indication of the minor must be noted on the Admission to Candidacy form.

Effective: Fall 2003

Dance

MOVE the Dance subject area and all its courses FROM the Department of Exercise Science and Sport Management TO the new department of Sport & Leisure Studies.

Effective: Fall 2003

Exercise Science

DROP

503 Problems in Lieu of Thesis (2-3)

Effective: Fall 2003

MOVE all courses in Exercise Science FROM the Department of Exercise Science and Sport Management TO the new department of Health and Exercise Science.

Effective: Fall 2003

Health

ADD

585 Seminar in Gerontology (1) Scope of gerontology as discipline and as related to other academic and professional disciplines. Speakers both internal and external to UT. Prereq: Consent of instructor. May be repeated. Maximum 3 hrs. (Same as Educational Psychology 585, Exercise Science 585, Public Health 585, Social Work 585, and Sociology 585.) (Formerly: Human Ecology 585)

Effective: Fall 2003

Public Health

MOVE the Public Health program descriptions and courses to appear in the department of Health and Exercise Science.

Effective: Fall 2003

REVISE NUMBER AND CROSS-LISTING

FROM

568 Physical Activity and Positive Health (3) (Same as Exercise Science 568)

TO

635 Physical Activity and Positive Health (3) (Same as Exercise Science 635)

Effective: Fall 2003

INSTRUCTIONAL TECHNOLOGY AND EDUCATIONAL STUDIES

REVISE CATALOG

On page 132 of the 2002-2003 *Graduate Catalog*, REVISE the name of the department from Instructional Technology, Curriculum and Evaluation TO Instructional Technology and Educational Studies and REVISE the majors and concentrations as follows:

REVISE the name of the M.S. in Education (with concentrations in Track 1 Curriculum and Instructional Technology) TO M.S. in Instructional Technology & Educational Studies.

REVISE the name of the Ed.S. in Education (with concentrations in Curriculum and Instructional Technology) TO M.S. in Instructional Technology & Educational Studies.

REVISE the name of the Ed.D. in Education (with concentrations in Curriculum, Educational Research and Evaluation and Instructional Technology) TO Ed.D. in Instructional Technology & Educational Studies.

Effective: Fall 2003

REVISE CATALOG

On page 132 of the 2002-2003 *Graduate Catalog*, REVISE the name of the department from Instructional Technology, Curriculum and Evaluation TO Instructional Technology and Educational Studies and REPLACE the introduction and INSERT the graduate showcases as follows:

FROM

The Department of Instructional Technology, Curriculum and Evaluation offers graduate programs leading to degrees, majors, and concentrations in:

Master of Science

Education

Track 1-curriculum

Track 1-instructional technology

Educational Specialist

Education

Curriculum

Instructional technology

Doctor of Education

Education

Curriculum, educational research, and evaluation

Instructional technology

Doctor of Philosophy

Education

Curriculum, educational research, and evaluation

Instructional technology

See Education under Fields of Instruction for full description of all degree requirements.

The mission of department focuses on the preparation of teachers and instructors in curriculum and in the preparation of various other professionals who desire to utilize educational research and instructional technology.

TO

The Department of Instructional Technology and Educational Studies offers graduate programs leading to degrees, majors, and concentrations in:

Master of Science**Instructional Technology & Educational Studies**

Cultural Studies of Educational Foundations
Curriculum
Instructional Technology

Educational Specialist**Instructional Technology & Educational Studies**

Curriculum
Instructional Technology

Doctor of Education**Instructional Technology & Educational Studies**

Curriculum
Educational Research & Evaluation
Instructional Technology

Doctor of Philosophy**Education**

Cultural Studies in Education
Curriculum, Educational Research, and Evaluation
Instructional Technology

See Education under Fields of Instruction for full description of all degree requirements. The mission of the Department focuses on the preparation of teachers, instructors, curriculum planners, educational technologists, theorists and researchers.

THE MASTER'S PROGRAMS**Cultural Studies of Educational Foundations Concentration**

Program Component	Credit (Hrs)
Concentration :	15
CSED 590 (2 cr)	
CSED 591	
CSED 592	
Choose one or two from the following courses:	
CSED 511, 539, 544, 545, 549,	
595 (Multicultural Education)	
Specialization (6-12 cr):	9
Philosophy of Ed: CSED 526, 539, 544, 547,	
548, 608, 609	
Cultural Studies: CSED 548, 595, 609, 660, 695	
Sociology of Ed: CSED 545, 549, 648, 652	
History of Ed: CSED 511, 539, 546, 609, 625	
Research (6-9 cr):	6
CSED 560, 561, 526, 625 (2 course sequence)	
Thesis Hours (6-9 hours):	6
CSED 500 or	
CSED 503	
Total:	36

Curriculum Concentration (Thesis/Non-Thesis)

Program Component	Credit (Hrs)
Core:	
TPTE 517	3
Concentration:	15-24
Educational Foundations (approved by advisor)	
Instructional Technology (approved by advisor)	
CREV 535 OR CREV 560	
CREV 558	
CREV 588	
Electives (approved by advisor; Non-Thesis Only; 9 cr)	
Specialization:	3

One course from Curriculum or other approved area	
Research:	3
CREV 580	
Thesis (Thesis-only):	6
ITES 500	
TOTAL:	
Non-Thesis	33
Thesis	30

Instructional Technology Concentration (Thesis/Non-Thesis)

Program Component	Credit (Units)
Core:	9
TPTE 517	
One course from Educational Foundations (advisor approval)	
One course from Curriculum (advisor approval)	
Concentration:	12
TECH 521	
TECH 570	
TECH 573	
TECH 575	
Electives:	6-12
Non-Thesis: Four courses (advisor approval)	
Thesis: Two courses (advisor approval)	
Research:	3
CREV 580 (non-thesis)	
CREV 520 (thesis)	
Thesis:	
ITES 500	6
TOTAL:	36

THE EDUCATIONAL SPECIALIST PROGRAMS**Curriculum Concentration (Thesis/Non-Thesis)**

Program Component	Credit (Hrs)
Program <u>Pre-Requisites</u> : Dependent on student background	
Core:	6
CREV 676	
TECH 521 or 575 (or 600 level substitute)	
Concentration:	18
(Selected in consultation with advisor; maximum of 9 hours in any one of the following areas)	
Courses in TECH, CREV OR CSED	
Research:	6
ITES 503 or	
ITES 500	
TOTAL:	30

Education: Instructional Technology Concentration (Thesis/ Non-Thesis)

Program Component	Credit (Hrs)
Program <u>Pre-Requisites</u> :	
Must hold Master's Degree in Education or related field	
Core:	9
TPTE 517	
One course from Curriculum (advisor approval)	
One course from Educational Foundations (advisor approval)	
Concentration:	15
Five courses approved by advisor	
*TECH 521	
*TECH 570	
*TECH 573	
*TECH 575	

One elective with approval of advisor	
Research:	6
ITES 503A	
ITES 503B (may not be taken concurrently with 503A)	
TOTAL:	30

*NOTE: These courses are required for students who do not have a Masters in IT.

THE ED.D. PROGRAMS

<u>Curriculum, Research, and Evaluation Concentration</u>	
Program Component	Credit (Hrs)
Concentration:	18
(Selected in consultation with advisor)	
Required:	
CREV 676, TECH 575,	
CREV 623 OR COUN 520,	
CREV 535 OR 675	
Electives:	
CREV 560, 558, 674	
CREV 588, 671	
Specialization:	9
(Selected in consultation with advisor from approved CEHHS list.)	
Research:	9
(Selected in consultation with advisor)	
CREV 561	
CREV 671	
CREV 623	
Seminar:	2
CREV 604	
Dissertation Hours:	24
TOTAL*:	62

*NOTE: These totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

<u>Instructional Technology Concentration</u>	
Program Component	Credit (Units)
Program Pre-requisites:	12
Students entering the Ed.D. program with a concentration in IT must hold a master's degree in IT or closely related field OR complete pre-requisite courses listed below OR show evidence of comparable course work or work experience.	
TECH 521	
TECH 570	
TECH 573	
TECH 575	
Core:	5
TECH 678	
CREV 604 (2 cr)	
Concentration:	18
(Selected in consultation with advisor)	
Specialization:	9
(Selected in consultation with advisor from approved CEHHS list)	
Research:	9
(Selected in consultation with advisor from approved CEHHS list)	
Dissertation Hours:	24
TOTAL*:	65

*NOTE: This total represents minimums and some students may be required to complete additional coursework to overcome background deficiencies.

THE PH.D. CONCENTRATIONS

<u>Education: Cultural Studies of Educational Foundations</u>	
Program Component	Credit (Hrs)
Core:	11
Cult Std 607	
Ed Adm Pol Std 605	
Ed Psych 609	
EDUC 601 (2cr)	
Concentration:	16
(from the following and approved substitutions)	
CSED 590 (4 cr)	
CSED 591	
CSED 592	
CSED 595 (Multicultural Education)	
CSED 609	
Specialization:	9
(from one of the following areas)	
Philosophy of Ed: CSED 526, 539, 544, 547, 548, 608,	
Cultural Studies: CSED 560, 561, 592, 548, 609, 660, 695	
Sociology of Ed: CSED 545, 549, 648, 652	
History of Ed: CSED 511, 539, 546, 609, 625	
Research:	15
(from the following and approved alternatives)	
CSED 560, 561, 625, 531	
Cognate:	6
(Selected in consultation with advisor)	
Dissertation Hours:	24
TOTAL*:	81

*NOTE: These totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

<u>Education: Curriculum, Research, and Evaluation</u>	
Program Component	Credit (Units)
Program Pre-Requisites:	
Dependent on student background	
Core:	11
EDUC 601 (2 cr)	
Other College Core Requirements	
Concentration:	
Required	12
CREV 676	
TECH 575 or TECH 521	
CREV 623 or 520	
CREV 535 or 675	
Elective	6
CREV 558, 560, 588, 671 674	
Specialization:	9
(Selected in consultation with advisor)	
Research:	15
(from the following and approved substitutions)	
CREV 561	
CREV 671	
CREV 623	
CSED 560	
Educational Psychology 520	
Educational Psychology 563	
CREV 520	
Cognate:	6
(Selected in consultation with advisor)	
Dissertation Hours:	24
TOTAL*:	83

*NOTE: These totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

Education: Instructional Technology

Program Component	Credit (Hrs)
Program Pre-Requisites:	12
Students entering the PhD program with a concentration in IT must hold a Master's degree in IT or closely related field OR complete pre-requisite courses listed below OR show evidence of comparable course work or work experience.	
TECH 521	
TECH 570	
TECH 573	
TECH 575	
College Core:	11
TECH 678	
EDUC 601	
One course from Theoretical Foundations and/or Applications	
One course from Philosophy of Science OR History & & Philosophy of Education	
Concentration:	15
(Selected in consultation with advisor)	
Specialization:	9
(Selected in consultation with advisor from approved CEHHS list)	
Cognate:	6
(Selected in consultation with advisor)	
Research:	15
(Selected in consultation with advisor from approved CEHHS list)	
Dissertation Hours:	24
TOTAL:	* 80

*NOTE: This total represents minimums and some students may be required to complete additional coursework to overcome background deficiencies.

Effective: Fall 2003

Cultural Studies in Education

DROP

- 532 Professional Practice Issues in Sport Psychology (3)
- 540 Foundations of Educational Policy (3)
- 541 Special Topics (1-3)
- 652 Advanced Studies in Educational Anthropology and/or Sociology (3)

Effective: Fall 2003

MOVE the following current courses FROM the Cultural Studies in Education subject area TO the new Sport Studies subject area:

- 500 Thesis (1-15)
- 501 Special Project (3)
- 502 Registration for Use of Facilities (1-15)
- 503 Problems in Lieu of Thesis (2-3)
- 505 History of Olympics: Ancient and Modern (3)
- 507 History of Sport in America: Educational and Business Enterprise (3)
- 514 Advanced Philosophy of Sport (3)
- 515 Social Theories of Sport (3)
- 533 Psychology of Sport (3)
- 534 Motor Behavior and Skill Acquisition (3)
- 535 Health and Exercise Psychology (3)
- 537 Sport Psychology Seminar (1)
- 542 Sociological Aspects of Sport (3)
- 543 Women, Sport & Culture (3)

590 Practicum (3)
593 Independent Study (1-3)
594 Supervised Readings (1-3)
595 Special Topics (1-3)
600 Doctoral Research and Dissertation (3-15)
633 Advanced Sport Psychology (3)
681 Practicum (1-3)
693 Independent Study (1-3)
694 Supervised Reading (1-3)
695 Special Topics (1-3)

Effective: Fall 2003

MOVE the Cultural Studies in Education subject area and its remaining courses TO the new department Instructional Technology and Educational Studies.

Effective: Fall 2003

REVISE TITLE AND DESCRIPTION

FROM

609 Feminist Epistemologies and Education (3) Theoretical research currently presented by feminist philosophers questioning traditional (male) epistemologies; application of these feminist epistemological theories to current feminist work in education

TO

609 Feminist Theories and Education (3) Theoretical research currently presented by feminist scholars questioning traditional (male) theories; application of these feminist theories to current feminist work in education.

Effective: Fall 2003

Curriculum, Educational Research, and Evaluation

MOVE the following current courses in Instructional Technology, Curriculum and Evaluation **TO** the new subject area: Curriculum Educational Research and Evaluation (CREV):

520 Techniques of Research in Education (3)
532 Instructional Research: Analysis and Application (3)
535 Program Evaluation in Education (3)
541 The High School Curriculum (3)
552 School Law for Educators (3)
557 The Junior High and Middle School Curriculum (3)
558 Curriculum Planning and Development (3)
560 Student Assessment (3)
561 Educational Statistics (3)
580 Techniques for Research in Curriculum and Instruction (3)
588 Instructional Theory and Design (3)
604 Seminar in Curriculum and Instruction (1)
623 Using Research for Curriculum Improvement (3)
630 Seminar in Assessment and Evaluation (3)
631 Application of Assessment/Evaluation (3)
671 Advanced Educational Statistics (3)
672 Interpretation and Application of Curriculum and Instruction Research (3)
674 Designing and Implementing Personnel Assessments (3)
675 Curriculum Evaluation: Theory and Application (3)
676 Curriculum Theory (3)

Effective: Fall 2003

Instructional Technology

MOVE the following current courses in Instructional Technology, Curriculum and Evaluation TO the new subject area: Instructional Technology.

521 Computer Applications in Education (3)
566 Administering Instructional Media Programs (3)
569 Media and Technology Production Techniques (3)
570 Instructional Systems Design (3)
571 Desktop Publishing for Educators (3)
573 Introduction of Multimedia in Instruction (3)
575 The Internet: Implications for Teaching and learning (3)
576 Advanced Interactive Multimedia for Instruction (3)
578 Web Design (3)
669 Instructional Media Research (3)
678 Seminar in Instructional Technology (1)
679 Trends and Issues in Instructional Technology (3)
680 Designing Problem-Based learning Environments (3)

Effective: Fall 2003

Instructional Technology and Educational Studies

MOVE the following current courses in Instructional Technology, Curriculum and Evaluation TO the new subject area: Instructional Technology and Educational Studies

500 Thesis (1-15)
502 Registration for Use of Facilities (1-15)
503 Problems in Lieu of Thesis (2-3)
518 Educational Specialist Research and Thesis (3)
593 Independent Study (1-3)
594 Supervised Readings (1-3)
595 Special Topics (1-3)
600 Doctoral Research and Dissertation (3-15)
689 Internship (1-3)
693 Independent Study (1-3)
694 Supervised Readings (1-3)
695 Special Topics (1-3)

Effective: Fall 2003

NUTRITION

REVISE CATALOG

On page 169 of the 2002-2003 *Graduate Catalog* (in the 2nd column), REVISE the section title and first paragraph of the Ph.D. Program as follows:

FROM

THE PH.D. CONCENTRATION

The nutrition science concentration enables students to study the science of nutrition from the cellular level to the application of nutritional principles by people in a changing environment.

TO

THE PH.D. PROGRAM

The Doctor of Philosophy degree 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.

Effective: Fall 2003

SPORT AND LEISURE STUDIES

REVISE CATALOG

On page 187 of the 2002-2003 *Graduate Catalog*, ADD the new department of Sport and Leisure Studies and INCLUDE the following introduction and showcases:

Sport and Leisure Studies
(College of Education, Health, and Human Sciences)

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

The Department of Sport and Leisure Studies offers graduate programs leading to degrees, majors and concentrations in:

Master of Science
Recreation & Leisure Studies
Recreation Administration
Therapeutic Recreation
Sport Studies
Sport Management
Sport Studies
Doctor of Philosophy
Education
Sport Studies

Recreation and Leisure Studies**RECREATION AND LEISURE STUDIES****Recreation Administration (Thesis)**

Recreation and Leisure Studies
415 or 440, 510, 515, 540, 541.....15
Safety Education 443.....3
Sport Management 512.....3
Research Methods3
Statistics.....3
Thesis.....6
Total33

Recreation Administration (Non-Thesis)

Recreation and Leisure Studies
415 or 440, 510, 515, 540, 541,
590.....21
Safety Education 443.....3
Sport Management 512.....3
Research Methods.....3
Statistics.....3
Elective.....3
Total36

Therapeutic Recreation (Thesis)

Recreation and Leisure Studies
420 or 425, 510, 515, 520, 521,
52218
Research Methods.....3
Statistics.....3
Elective3
Thesis.....6

Total.....33

Therapeutic Recreation (Non-Thesis)

Recreation and Leisure Studies	
420 or 425, 510, 515, 520, 521,	
522	18
Research Methods	3
Statistics	3
Internship	6
Elective	6
Total	36

Effective: Fall 2003

Sport Studies

Sport Management

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.

Graduate Assistantships. Graduate assistantships are available to qualified candidates. Students should contact directly the area in which they are pursuing an assistantship. A limited number of graduate teaching assistantships are available in the Physical Education and Activity Program for sport management students. Please contact Glenda Dills at gdills@utk.edu or 865-974-1272 for more information regarding these assistantships.

THE MASTERS PROGRAM

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.

Project Option	
SM 511	3
SM 532	3
SM 535	3
¹ Sport Management Electives	6
² Cultural Foundations of Sport	3
³ Electives	12
SM 501 - Project	3
Total Hours	33

Thesis Option	
SM 511	3
SM 532	3
SM 535	3
¹ Sport Management Electives	6
² Cultural Foundations of Sport	3
³ Electives	6
Thesis	6
Total Hours	30

¹ SM 440, 512, 530, 540, 544, 553, 554, 555, 570, 580

² SS 507, 514, 542

³ These courses can be taken within Sport & Leisure Studies or outside the department. A total of six hours may be earned in SM 590 and SM 595 combined

Sport Studies

THE MASTERS PROGRAM

Thesis and Non-Thesis Options

The thesis option is available for all students and is especially encouraged for those who intend to eventually pursue a doctoral degree. All thesis students are required to take the Research Proposal Development course (Sport Studies 595) and register for 6 hours of thesis (Sport Studies 500). Students who choose the non-thesis option are required to take a written comprehensive examination and register for 3 hours of special project (Sport Studies 501).

Program Requirements

All students must complete a minimum of 30 semester hours and are required to take either two semesters (1 hour each) of Cultural Studies Seminar (CS 590) or Justice, Schools, and Sports (3 hours—CS 592). Students must select a minimum of 15 hours from the following Sport Studies courses:

SS 505 History of the Olympics (3)
SS 507 History of Sport in America (3)
SS 514 Advanced Philosophy of Sport (3)
SS 533 Psychology of Sport (3)
SS 534 Motor Behavior and Skill Acquisition (3)
SS 535 Health and Exercise Psychology (3)
SS 537 Sport Psychology Seminar* (1)
SS 542 Sociological Aspects of Sport (3)
SS 543 Women, Sport, and Culture (3)
SS 593 Independent Study *(1-3)
SS 594 Supervised Readings* (1-3)
SS 595 Special Topics* (1-3)
SS 633 Advanced Sport Psychology* (3)

*These courses may be repeated

Students may select additional courses relevant to their professional and career goals from other departments.

Recreation and Leisure Studies**ADD AND CROSS-LIST**

510 Trends and Issues in Services Management (3) (Same as Hotel and Restaurant Administration 510) Primary department is Consumer Services Management. (Formerly: Recreation & Tourism Management 510)

Effective: Fall 2003

MOVE the following current courses in Recreation and Tourism Management to the new subject area: Recreation & Leisure Studies and REVISE THE TITLE

415 Development and Maintenance of Recreation and Athletic Facilities (3) (Formerly: Development and Maintenance of Recreation, Tourism and Athletic Facilities)

430 Organization and Administration of Leisure Services (3) (Formerly: Organization and Administration of Leisure and Tourism Services)

Effective: Fall 2003

MOVE the following current course in Recreation and Tourism Management to the new subject area: Recreation & Leisure Studies and REVISE THE TITLE AND PREREQ

440 Dimensions of Commercial Recreation and Leisure Enterprises (3) Prereq: 201, junior standing or consent of instructor. (Formerly: Dimensions of Commercial Recreation and Tourism Enterprises; Prereq: 110 Recreation Foundations of Leadership, junior standing or consent of instructor.)

Effective: Fall 2003

MOVE the following current course in Recreation and Tourism Management to the new subject area: Recreation & Leisure Studies and REVISE THE TITLE AND DESCRIPTION

FROM

450 Special Topics in Leisure Education and Tourism (1-6) Development of special topics in recreation, therapeutic recreation and tourism. May be repeated. Maximum 6 hrs.

TO

450 Special Topics in Leisure Education (1-6) Development of special topics in recreation, therapeutic recreation and leisure. May be repeated. Maximum 6 hrs.

Effective: Fall 2003

MOVE all remaining current courses in Recreation and Tourism Management TO the new subject area: Recreation & Leisure Studies

Effective: Fall 2003

Sport Management

MOVE the Sport Management subject area and all its courses TO the new department: Sport & Leisure Studies.

Effective: Fall 2003

ADD

460 Development and Revenue Generation in Sport (3) Designed to provide overview of theories, strategies, and techniques used in the production of revenue for sport organizations and through sporting events. Emphasis on developing balanced, multifaceted programs that target a variety of constituencies in the sport industry.

EFFECTIVE: Fall 2003

SUPPORTING INFORMATION

1. Rationale: The information presented in this course is required to satisfy Sport Management accreditation guidelines at both the undergraduate and graduate levels. The content is not discussed in any other course currently offered in the Sport Management curriculum. The knowledge is essential for students who intend to pursue careers in Sport Marketing and Athletic Fund Development, in addition to those who will be expected to generate revenue through sport sponsorships, fund raising events, concessions, merchandising, and licensing. The course has been taught as a "special topics" offering. We are now requesting a permanent number for the course within the Sport Management curriculum.
2. Relationship of the course to other courses/programs: The information presented in this course is specific to the sport industry and not discussed in any other course throughout the program, department, or university.
3. Format of course including location: This course is offered as a three credit hour elective, and taught in a classroom setting. As a 400 level listing, the course will be available to both undergraduate and graduate students. Although students will be attending the same lectures, and thus acquiring the same knowledge, graduate students will be required to complete an in-depth research project and to submit assignments that reflect graduate level conceptualization and development.
4. Financial impact: The course is currently taught by Dr. Stratta, thus no additional finances are necessary to add it as a permanent course.

REVISE TITLE

SM 535 Ethics in Sport Management (3) (Formerly: Ethics in Sport Administration)
SM 553 Case Studies in Sport Management (3) (Formerly: Case Studies in Sport Administration)
SM 554 Readings in Sport Management (3) (Formerly: Readings in Sport Administration)

Effective: Fall 2003

REVISE GRADING

SM 593 Independent Study (1-3) Letter Grade Only. (Formerly: S/NC or letter grade.)

Effective: Fall 2003

Sport Studies

ADD

SS 543 Women, Sport & Culture (3) Critical examination of experiences of girls/women in American sports from a socio-cultural perspective with particular emphasis on the constructs of gender, race, class, and sexuality. Explores theories from sport, feminist, race, and cultural studies.

Effective: Fall 2003

THEORY & PRACTICE IN TEACHER EDUCATION

REVISE name of majors and concentrations as follows:

On page 190 of the 2002-2003 *Graduate Catalog*, REVISE the name of the M.S. major FROM Education TO Teacher Education. REVISE the name of the M.S. concentration in Special Education Early Childhood TO Early Childhood Special Education (both Track 1 and Track 2).

REVISE the name of the Ed.S. major from Education TO Teacher Education (concentrations remain the same).

REVISE the name of the Ed.D. major from Education TO Teacher Education (concentrations remain the same).

Effective: Fall 2003

REVISE CATALOG

On page 190 of the 2002-2003 graduate catalog, REPLACE the current list of degrees and introduction section and add graduate showcases as follows:
FROM

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

Master of Science
Education

- Track 1-art education
- Track 1-elementary education
- Track 1-English education
- Track 1-foreign language/ESL education
- Track 1-mathematics education
- Track 1-modified and comprehensive special education
- Track 1-reading education
- Track 1-science education
- Track 1-social science education
- Track 1-special education: early childhood
- Track 2-art education
- Track 2-elementary teaching
- Track 2-modified and comprehensive special education
- Track 2-secondary teaching
- Track 2-special education: early childhood

Education Specialist
Education

- Elementary education
- English education
- Foreign language/ESL education
- Mathematics education
- Reading education
- Science education
- Social science education

Doctor of Education

Education

Literacy, language education, and ESL education

Teacher education

Doctor of Philosophy

Education

Early childhood education

Literacy, language education, and ESL education

Teacher Education

See Education under Fields of Instruction for full description of all degree requirements. The department also houses programs for students seeking licensure in early childhood, primary, and middle school education (grades K-8 and 1-8), reading endorsement, special education licensure, and secondary social studies. Early childhood licensure and degree programs are also available through the College of Human Ecology.

The department houses three areas of interest: holistic teaching/learning, early childhood education, and secondary content teaching.

The holistic teaching/learning area's central emphasis is on holistic, integrative, and interdisciplinary teaching/learning as opposed to teaching disciplinary subject content (e.g., science, mathematics, language arts) as separate entities. The focus on integration is similar to how children learn and how language is central to the teaching/learning process. The faculty believe that students should be prepared as teachers who can facilitate learning rather than merely dispense content. Central to the philosophy of holistic teaching and learning is knowing each individual child's learning style, abilities, and interests.

The early childhood education area is focused on the preparation of teachers for the education of all young children in inclusive settings. The context in which children live (i.e., urban, rural) influences their development and learning. Young children are defined as children from birth to age eight, including children living in poverty, those of color, with disabilities, with advanced development and typically developing children.

The secondary content teaching area's mission is the preparation of teachers for instruction in art, ESL, English, foreign language, mathematics, social science and science. The emphasis is on how these disciplines are taught in context of different cultures.

TO

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

Master of Science**Teacher Education**

Track 1 (for previously licensed teachers and does not result in a teaching license).

Art education

Early childhood special education

Elementary education

English education

Foreign language/ESL education

Mathematics education

Modified and comprehensive special education

Reading education

Science education

Social science education

Track 2 (for individuals who are seeking an initial teaching license.)

Art education

Early childhood special education

Elementary teaching

Modified and comprehensive special education

Secondary teaching

Education Specialist**Teacher Education**

Elementary education

English education

Foreign languages education

Mathematics education

Reading education

Science education

Social science education
Special Education

Doctor of Education

Teacher Education

Literacy, language and ESL education
Teacher education

Doctor of Philosophy

Education

Early childhood education
Literacy, language and ESL education
Teacher Education

The College of Education, Health and Human Sciences offers the Master of Science, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees through the Department of Theory and Practice in Teacher Education. The College also offers initial teacher licensure programs at the graduate level. The program features a professional year internship with accompanying coursework which may lead to a masters degree with a major in Education.

The department also houses programs for students seeking licensure in early childhood, primary, and middle school education (Grades K-8), reading endorsement, special education, secondary social studies, and licensure in the education of the deaf/hard of hearing. Early childhood licensure and degree programs are also available in the college. The department houses four Program Areas: (1) education of the deaf/hard of hearing/educational interpreting; (2) holistic/teaching/learning; (3) content fields teaching; and (4) urban/multicultural teacher education.

The deaf/hard of hearing/educational interpreting program area focuses on preparing teachers for deaf and hard of hearing children and youth Pre-K-12. Preparation emphasizes the ability to teach children with a hearing loss using all modes of communication (eg. aural/oral, sign systems, American Sign Language) and in residential or inclusive settings. Educational interpreting is a concentration under the undergraduate special education program. Courses are designed to prepare interpreters to work in mainstream (K-12) settings with deaf and hard of hearing students. Educational interpreters facilitate communication between deaf and hard of hearing students and other non-signing members of the school community, including teachers and learning classmates.

The holistic teaching/learning area's central emphasis is on holistic, integrative, and interdisciplinary teaching/learning as opposed to teaching disciplinary subject content (e.g., science, mathematics, language arts) as separate entities. The focus on integration is similar to how children learn and how language is central to the teaching/learning process. The faculty believe that students should be prepared as teachers who can facilitate learning rather than merely dispense content. Central to the philosophy of holistic teaching and learning is knowing each individual child's learning skills, abilities, and interests. The holistic teaching/learning program area houses programs in elementary education, reading education, and special education.

The urban/multicultural teacher education area offers programs for students interested in teaching children of all ability levels in K-8 urban and multicultural settings. Faculty promote innovation in education through alternative approaches to instructional delivery, curriculum development, assessment, and program evaluation. The area also provides preparation in early childhood special education for special educators working in classroom, home-based, and community settings.

The content fields teaching area's mission is the preparation of teachers for instruction in art, ESL, English, foreign language, mathematics, social science and science. The emphasis is on how these disciplines are taught in context of different cultures.

For admission, most programs except the Track 2 Initial Licensure/MS degree 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>

THE MASTER'S PROGRAMS

The master's degree in Teacher Education has two tracks. Track 1 is intended for students who are licensed to teach art, English, elementary education, foreign language, mathematics, natural science, reading education, social science, early childhood special education, or education of the deaf and hard of hearing. (Non-licensed applicants to Track 1 will be reviewed on a case-by-case basis and must have a strong disciplinary background and professional goals which can be fostered through participation in the non-licensure program.) Track 2 is designed for students seeking initial teacher licensure in one of the above fields.

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

TRACK 1 (Non-Licensure)

Concentrations Offered Track 1

- Art education
- Early childhood special education
- Education of the deaf and hard of hearing
- Elementary education
- English education
- Foreign language/ESL education
- Mathematics education
- Modified and comprehensive special education
- Reading education
- Science education
- Social science education

Admission Requirements Track 1

- Hold a Bachelors Degree; minimum 2.80 GPA (3.0 in major).
- Hold a valid teaching license.
- Present acceptable scores on the Praxis II: National Teachers Examinations (information about these exams and exemptions to them is available in the College's Student Services Center, A332 Claxton Complex).
- Submit a Post-Baccalaureate Teacher Education Program of Study (i.e., a written plan resulting from transcript analysis that addresses possible course deficiencies; see the College's Student Services Center, A332 Claxton Complex)
- Post-baccalaureate candidates seeking to teach in a field apart from their undergraduate major must complete 30 semester hours, to include 15 at the 300 level or higher, in addition to the requirements described above.
- Enrollment may begin in any academic term after notification of admission by letter, both from the Office of Graduate Studies and the College of Education, Health and Human Sciences.

Completing Degree Requirements

- Meet each semester with a faculty advisor to assess progress and to discuss next semester courses.
- Admitted candidates will complete a prescribed set of courses:
 - Core Area - Education Foundations, Trends & Issues, Research (9 hours minimum);
 - Major Area - Specialization Courses (12 hours minimum); and
 - Related Studies - (6 hours minimum)
- Completion of thesis or non-thesis option:
 - Thesis: 30 semester hours of Education, satisfactory completion of written thesis, comprehensive written examination, and oral defense of thesis; 2/3 of total hours for MS must be 500-level or above.
 - Non-Thesis: 33 semester hours (36 semester hours for early childhood special education, modified and comprehensive special education and education of deaf and heard of hearing) and satisfactory completion of written comprehensive examination; 2/3 of total hours for MS must be 500 level or above.

PROGRAMS OF STUDY**TRACK 1: Non-Licensure****Art Education (Tr. 1)**

Core	6
TPTE 517	
ITCE 580	
Concentration	
(Non-Thesis Option)	21
(Thesis option)	18
Art Education 510	3
Art Education 520	3
Art Education 530	3
Art Education 540	3
Art History 4 - or 5	3
Art Studio 4- or 5	3
TPTE 593 or 595 (Non-Thesis)	3
Electives (Non Thesis Option)	
500 Level Electives	6
Thesis Option Only	
TPTE 500 Thesis	6
Total Hours	
Non-Thesis Option	33

Thesis Option**30**

Advising Note:

1. The Track I M.S. serves those students who have a BS B, or BFA Degree 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.
2. An exhibition offered instead of a Thesis toward graduation must be of work directed by art and art education faculty, and the artwork completed while pursuing the Master's Degree. A written paper must accompany the exhibition. The paper includes: (a) philosophical statement, (b) process and media explanation (demonstration of knowledge); (c) compositional analysis of each work; and (d) how the work relates to ones personal artist statement.
3. For both tracks, a comprehensive written examination is required during the final semester of work. An oral exam is given over the thesis. Students are expected to read and meet requirements of the Graduate School with regard to admission applications, candidacy forms, scheduling comprehensive exam, as well as meeting all the unit requirements regarding the courses in their graduate program.

Content Fields Teaching (Tr.1)

(Concentrations in English Education, English as a Second Language Education, Foreign Language Education, Mathematics Education, Science Education, Social Science Education)

	Credit Hours
Core Area (9 hours, minimum)	
ITCE Research (Non-Thesis)	3
or	
ITCE 520 Research (Thesis)	
TPTE 517 Current Trends and Issues	3
Choose one:	
CS 511 History of American Education	3
CS 526 Philosophy of Education	
ITCE 535 Program Evaluation in Education	
ITCE 541 High School Curriculum	
ITCE 558 Curriculum Planning & Development	
Major Area (12 hours, minimum)	12
Specialty Education Area courses (400-500 levels)	
Related Studies (6 hours, minimum)	
Choose courses in one area: Art, Reading, English as a Second Language English, Mathematics, Science, Drama, Communications, School Administration, History, Instructional Technology, etc.	6
Electives (3 hours, minimum)	3
Thesis Option Only	
TPTE 500 Thesis	3
TOTAL HOURS	
(Thesis Option)	30
(Non-Thesis Option)	33

Early Childhood Special Education (Track 1)

Course	Credit Hours
Audiology & Speech Pathology 563	3
Early Childhood Education 554	3
Early Childhood Education 566	3
Early Childhood Education 567	3
Early Childhood Education 568	3
Special Education 504	6
Child & Family Studies 530	3
Instructional Technology 580	3
(Other approved research design class may be substituted)	
Electives	9
(Advisor approval required)	
Total Hours	36

Education of the Deaf and Hard of Hearing (Track 1)

Contact the department head for information on this concentration.

Elementary Education (Track 1)

Core	Credit Hours
(Non-Thesis Option)	12
(Thesis Option)	9
ITCE 580	3
TPTE 517	3
Determined by student and advisor	3-6
Concentration	
(Non-Thesis Option)	15
(Thesis Option)	12
Choose from at least three areas:	
Reading Education, Language Arts	
Education, Mathematics Education,	
Science Education, Social Studies	
Education, Early Childhood Education,	
Elementary Curriculum, Middle School	
Curriculum	
Related Studies	
(Non-Thesis Option)	6
(Thesis Option)	3
Determined by student and advisor	
Thesis Option only	
TPTE 500	6
Total Hours	
Non-Thesis Option	33
Thesis Option	30

Modified & Comprehensive Special Education (Tr. 1)

	Credit Hours
Core	9
Special Educ. 587 or	
TPTE 517	3
Special Educ. 586	3
Special Educ. 590	3
Concentration	15-27
Select (with major advisor) from:	
Affective Motivational Disorders	6-9
General Special Education	6-9
Elementary Education	6-9
Reading Education	6-9
Cognitive Education	6-9
Gifted Education	6-9
Modified Programs	6-12
Comprehensive Programs	6-12
Others by Committee approval.....	
Thesis Option	
Courses	24
Thesis	
TPTE 500 Thesis	6
OR	
Problem Courses in Lieu of Thesis	30
Additional Problems Courses	6
Oral Exam over Problems Courses	
Total Hours	
Non-Thesis Option	36
Thesis Option	30

Reading Education (Tr. 1)

	Credit Hours
Core	
(Non-Thesis Option)	12

ITCE 580, TPTE 517	Determined by student and advisor (6)	
(Thesis Option)		9
ITCE 580, TPTE 517	Determined by student and advisor (3)	
Concentration		
(Non-Thesis, Thesis Options)		
Choose from Reading Education		12
Related Studies		
(Non-Thesis Option)		9
(Thesis Option)		3
Choose 3/9hrs from Language Arts		
Education, English Education,		
Early Childhood Education, Elementary		
Curriculum Elementary Education,		
Middle School Curriculum, Special		
Education, or Educational Psychology		
Thesis (Option only)		
TPTE 500		6
Total Hours		
Non-Thesis Option		33
Thesis Option		30

Track 2: Initial Licensure Programs

The Track 2 Masters is intended for individuals desiring to earn teacher licensure. Applicants to this program must first be admitted to Teacher Education and complete the equivalent of an undergraduate minor in either Elementary, Middle School, or Secondary Education. Post-baccalaureate students interested in seeking licensure in Art Education, Special Education, or in other fields that require students to earn an undergraduate major would be expected to complete an equivalent undergraduate program of study. Please refer to the University of Tennessee's Undergraduate Catalog for complete details at <http://pr.utk.edu/undergrad/>. 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.

MS Track 2 Common Course Requirements

Master's Track 2 programs are 36 credit hour, non-thesis (42 credit hour thesis) programs; students, regardless of teaching area (e.g., Elementary, Secondary, etc.), complete a common, teacher licensure, core of 24 credit hours during the Professional Year (see below):

Professional Year Courses	Credit Hours
Education 574: Analysis of Teaching for Professional Development	2
Education 575: Professional Internship	12
Education 591: Clinical Studies	4
Specialty Studies	6

MS Track 2 Additional Course Requirements

In addition to the above common core of courses, students must complete an additional 12 credit hours of course work that is unique to their particular teacher preparation field (see below):

Early Childhood Special Education

Early Childhood Education 554, 566, 567, 568	12
Education of the Deaf and Hard of Hearing	
Research Elective	3
Non-Specified Elective	9

Elementary Teaching

TPTE 517: Trends & Issues in Education	3
Educational Electives (chosen from at least three areas):	9
Historical, Philosophical, or Social Foundations, Instructional Technology, Reading Education, Language Arts Education, Science education, Social Science Education, Elementary Education, Middle School Curriculum	

Modified & Comprehensive Special Education

Special Education 553: Assessment of Special Students	3
Special Education 590: Application of Microcomputer Technology in Special Education and Vocational Rehabilitation	3
Electives (see advisor)	6

Secondary Teaching

TPTE 517: Trends & Issues in Education	3
ITES 535, 541, 558, or an elective in the history of, sociology of, or philosophy of education	3
Specialty Area Elective (see faculty advisor)	6

THE SPECIALIST IN EDUCATION PROGRAM

The Educational Specialist degree program with a major encompasses concentrations in:

Elementary education
English education
Foreign language/ESL education
Mathematics education
Reading education
Science education
Social science education
Special education

The instructional and curricular concentrations require completion of a minimum of 30 hours of coursework beyond the master's degree, 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.

Degree Program Requirements

- An MS/MA is required for admission; most programs in Theory and Practice in Teacher Education also require a minimum of three years of professional experience.
- The total EdS Program involves a minimum of four semesters of study with no fewer than 60 semester hours of graduate credit beyond the baccalaureate, including research/thesis hours.
- 400-level education courses required for licensure are not eligible.
- At least 2/3 of semester hours accumulated in MS/MA and all of the last 30 semester hours of coursework must be in 500- or 600-level courses.
- The EdS thesis must be approved by the student's committee prior to submission to the Office of Graduate Studies for final approval and acceptance. The student must register for thesis hours during this time.
- Residency requirements include full-time registration during a given semester on the UT campus. The summer term is included in this period.

	Credit Hours
Core Area	
Must include two areas from the following, not including the area of specialization:	6
Curriculum or Leadership	
Anthropological, Historical, Philosophical or Social Foundations	
Human Growth and Development	
PreK-14 Teaching Methodology	
Instructional Technology	
Specialization	
a. Research	6
TPTE 518 Educational Specialist Research	
Thesis 500	6
b. Concentration	12
Specialty Area Methods	
TPTE 593, 594, 595 Independent Study, Supervised Readings, Special Topics	12
Related Studies	6
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

Total Hours	Non-Thesis	36
	Thesis	30

THE DOCTOR OF EDUCATION PROGRAM

The Ed.D. is offered with a major in Teacher Education and concentrations and specializations in the following areas:

- Literacy, language, and ESL education (literacy, English education, ESL education)
- Teacher education (elementary education, social science education, mathematics education, science education)

The program requirements are:

The Ed.D. program is individualized program. As such, it is tailored to meet the doctoral candidate's graduate coursework, life experience, background and future career plans. Program of study must include a minimum of 47 hours of coursework beyond the MS/MA plus 24 dissertation hours.

A minimum of 9 credit hours in 600-level courses, excluding 600-level doctoral dissertation hours, and Theory and Practice in Teacher Education 604 Seminar in Curriculum and Instruction (1) is required.

Language Proficiency in a second language or instructional computing is recommended; not required.

A minimum of 24 dissertation hours must be taken over at least two consecutive semesters (TPTE 600: Doctoral Research and Dissertation) must be earned over at least two consecutive semesters. A student who will not be using faculty services and /or university facilities or a period of time may request leaves of absence from dissertation research up to a maximum of six terms (including summers). The request, approved by the major professor, will be submitted by the student and filed in the Registrar's Office.

The doctoral candidate must be in full-time enrollment (minimum of 9 hours fall and spring, 6 hours summer; half-time GAs must take a minimum of 6 and 3 hours, respectively). TPTE 604 Seminar in Curriculum and Instruction is taken during the residency for two consecutive semesters.

A written comprehensive examination and an oral examination on the dissertation are required.

Concentration in Literacy, Language and ESL Education (Literacy, Foreign Language Education, English Education and English as a Second Language)

Concentration	Credit Hours
Elementary Education 504 Studies in Language Development	3
TPTE 595 Teaching English Grammar	3
FL/ESL 578 Teaching English as a Second Language	3
TPTE 595 Teaching Adolescent Literature	3
FL/ESL 678 Advanced Studies in English as a Second Language	3
Cognate 1: in a related field in CEHHS, outside Literacy, Language and ESL Education programs, selected by the candidate and major professor, e.g., Instructional Technology, School Administration.	6
Plus: TPTE 604 Doctoral Seminar	2
Cognate 2: outside CEHHS, in a related field selected by the candidate and major professor; e.g., English/ Language Arts, Reading, Speech, Drama, Communication	9
Research: to include:	
ITCE 561 Statistics	3
ITCE 671 Advanced Statistics	3
CS 560 Introduction to Qualitative Research	3
Plus: 6 hours selected from Research and/or Survey Techniques:	
ITCE 623	3

or
Sociology 531, 534 or 633

3

Concentration in Teacher Education

Contact the department head for information on concentrations in elementary education, social science education, mathematics education, science education.

THE DOCTOR OF PHILOSOPHY PROGRAM

Faculty from the department participate in the delivery of the Ph.D. in Education. Concentrations and specializations are available in the following areas:

- Early childhood education (early childhood special education)
- Literacy, language, and ESL education (literacy, English education, ESL education)
- Teacher education (elementary education, gifted and talented education, mathematics education, science education, social science education)
-

Information on admission and common program of study elements (e.g., core courses, research courses, etc.) appear in the Fields of Instruction: Education section of this catalog and at [http:// www.cehhs.utk.edu](http://www.cehhs.utk.edu)

Concentration Courses

The following constitute the courses typically taken by students enrolled in the above cited concentrations:

Early Childhood Education (Early Childhood Special Education)

Concentration: ECE (minimum credits)

TPTE 604 Seminar in Curriculum and Instruction
 TPTE 610 Internship in Teaching and Supervision
 SPED 620 Internship in Research in Special Education
 SPED 630 Internship in Institutional Leadership
 TPTE 640 Theoretical Analysis and Theory Construction
 ECE 650 Advanced Studies in Early Childhood Education
 TPTE 679 Special Topics
 TPTE 689 Internship
 TPTE 693 Independent Study
 TPTE 694 Supervised Readings
 TPTE 695 Special Topics

Specialization: ECE or ECSE (minimum 9 credits)

ECE 554 Assessment in ECSE
 ECE 566 Curriculum in ECE
 ECE 567 Application of Theory in Early Childhood Education
 ECE 568 ECSE: Theories and Interventions
 TPTE 579 Special Topics
 SPED 584 Seminar in Early Childhood Education
 SPED 504 Clinical Experience in Teaching and Supervision of Exceptional Children
 TPTE 593 Independent Study
 TPTE 594 Supervised Readings
 TPTE 595 Special Topics
 SPED 564 Psychosocial Development of Gifted and Talented
 SPED 565 Instructional Systems for the Gifted and Talented
 SPED 575 Creative Problem Solving for Special Education Teachers

Note: Contact the department head for information on the Literacy, Language, ESL Education concentration and the Teacher Education concentration.

CERTIFICATE IN URBAN EDUCATION

The Department of Theory and Practice in Teacher Education offers a certificate program in urban education for experienced urban teachers. A cohort group is competitively selected each year. Participants complete a 12-credit, four-course program of study over a two-year period. First-year courses are Theory and Practice in Teacher Education 595 Special Topics (Trends and Issues in Urban Education) and 540 Topics in Improvement of Instruction (Improving Teaching and Learning in Urban Schools). Second-year courses are Theory and Practice in Teacher Education 595 Special Topics (Accommodating Diverse Student Needs in Urban Classrooms) and 550 Action Research and Practical Inquiry in Education.

ACADEMIC COMMON MARKET

An agreement among southern states for sharing graduate programs allows legal residents of some states to enroll in certain programs at UT on an in-state tuition basis. The M.S. program in Education (concentration in education of the deaf and hard of hearing) is available to residents of the states of Alabama, Maryland, South Carolina, Virginia, or West Virginia.

Effective: Fall 2003

Reading Education

DROP

430 Elementary and Middle School Developmental Reading Instruction (2-3)

Effective: Fall 2003

Rehabilitation and Deafness

MOVE the following current courses in Rehabilitation and Deafness subject area TO the new Educational Interpreting subject area.

431-32 American Sign Language III, IV (3,3) Fluency of expressive and reception sign communication skills. Use of language in context. Grammatical structures of ASL and cultural implications of deaf community. Must be taken in sequence. Prereq: 426; 431 for 432 or consent of instructor.

Effective: Fall 2003

MOVE the following current courses in Rehabilitation and Deafness subject area TO the new Education of the Deaf and Hard of Hearing subject area.

415 Language Development of Deaf/Hard of Hearing I (3)
416 Language Development of Deaf/Hard of Hearing II (3)
419 Speech Development of Deaf/Hard of Hearing (4)
424 Nature of Hearing Impairments (3)
425 Introduction to the Psychology and Education of the Deaf/Hard of Hearing (3)
504 Clinical Experience in Teaching an Supervision of Exceptional Children (3-9)
509 Vocational Guidance and Career Planning With Hearing Impaired (3)
523 Practicum with Deaf/Hard of Hearing (3)
528 Curriculum Development Applied to Programs for Deaf/Hard of Hearing (3)
529 Teaching Reading to Deaf/Hard of Hearing (3)
579 Special Topics (1-3)

Effective: Fall 2003

Special Education

REVISE PREREQ

419 Psychology and Education of Students with Mild Disabilities (6) Prereq: 402 and Admission to Teacher Education Program. Strategies, and admission to teacher education program. Coreq: 420. (Formerly: 310, 320, and Admission to Teacher Education Program. Coreq: 420)

420 Field Experience in Modified Programs (3) Prereq: 402, and Admission to Teacher Education Program. Coreq: 419. S/NC only. (Formerly: 310, 320, and Admission to Teacher Education Program. Coreq: 420)

431 Field Experience in Comprehensive Programs (3) Prereq: 402, and Admission to Teacher Education Program. Coreq: 432. S/NC only. (Formerly: 310, 320, and Admission to Teacher Education Program. Coreq: 430)

432 Psychology and Education of Students with Moderate/Severe Disabilities (6) Prereq: 402 and Admission to Teacher Education program. Coreq: 431. (Formerly: 310, 320, and Admission to Teacher Education Program.)

Effective: Fall 2003

EQUIVALENCY TABLE OF MAJORS AND CONCENTRATIONS**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES****Effective: Fall 2003**

DEPARTMENT	CHANGES IN MAJORS & CONCENTRATIONS				
	BS	MS	EDS	EDD	PHD
Child & Family Studies Dept.	Child Development major (drop the Dual Licensure: Early Childhood Education/ Early Childhood Special Education concentration; drop concentration in Early Childhood Administration; change name of Early Childhood Development concentration to Child Development) Family Studies major (same major)	Child & Family Studies major (no change in concentrations)	NONE	NONE	Human Ecology major (no change in concentration)
Consumer Services Management Dept.	Hotel & Restaurant Adm. major (same major & concentrations) Retail & Consumer Science major (same)	From: Textiles, Retailing, & Consumer Sciences major To: Consumer Services Management major Note: Concentration in Textiles moving to the College of Engineering	NONE	NONE	Human Ecology major (add concentration in Hospitality & Tourism Management)

DEPARTMENT	CHANGES IN MAJORS & CONCENTRATIONS				
	BS	MS	EDS	EDD	PHD
Educational Psychology & Counseling Dept.	Drop: Human Services major & Human Services concentration. Move Human Services concentrations in Educational Interpreting and Modified & Comprehensive Special Education to Special Education major in the Dept. of Theory & Practice in Teacher Education.	Educational Psychology major (From: Concentration in Individual and collaborative learning To: Concentration in Applied Educational Psychology) Counseling major (same major & concentrations)	From: Education major To: School Psychology major To: School Counseling major	From: Education major To: Educational Psychology & Counseling major (concentration the same)	Education major (concentrations remain the same and activate the Counselor Education concentration to admit new students)
Health & Exercise Sciences Dept.	Exercise Science major (same) Community Health Education major (same)	From: Human Performance & Sport Studies major To: Exercise Science major Health Promotion & Health Education major Safety major Public Health major (MPH)	NONE	NONE	Education major (concentration remains Exercise Science) Human Ecology major (concentration same)

Department	CHANGES IN MAJORS & CONCENTRATIONS				
	BS	MS	EDS	EDD	PHD
Human Resource Development Dept.	Human Resource Development major <i>Moving to: College of Business Administration</i>	Human Resource Development major Moving to: College of Business Administration	NONE	NONE	Human Ecology major Moving to: College of Business Administration
Instructional Technology & Educational Studies Dept.	NONE	From: Education major (concentration Curriculum, Instructional Technology, Social Foundations) To: Instructional Technology & Educational Studies major (concentrations in Cultural Studies of Educational Foundations; Curriculum; Instructional Technology)	From: Education major (concentrations in Curriculum, Instructional Technology) To: Instructional Technology & Educational Studies major (concentrations in Curriculum, Instructional Technology)	From: Education major (concentration in Curriculum, Educational Research, & Evaluation) To: Instructional Technology & Educational Studies major (concentration in Curriculum, Educational Research, & Evaluation; Instructional Technology)	Education major (same) From: (concentrations in Cultural Studies in Education; Curriculum, Educational Research & Evaluation; Instructional Technology; Socio-Cultural Foundations of Sport & Education) To: (concentrations in Cultural Studies of Educational Foundations; Curriculum, Educational Research, & Evaluation, Instructional Technology)
Nutrition Dept.	Nutrition major (same)	Nutrition major (same)	NONE	NONE	Human Ecology major (same)

Department	CHANGES IN MAJORS & CONCENTRATION				
	BS	MS	EDS	EDD	PHD
Sport & Leisure Studies Dept.	From: Recreation & Tourism Management major (concentrations in Service Management, Therapeutic Recreation) To: Recreation & Leisure Studies major (concentration in Service Management and Therapeutic Recreation) Sport Management major	From: Recreation, Tourism & Hospitality Management major To: Recreation & Leisure Studies major (concentrations in Recreation Administration, Therapeutic Recreation) From: Human Performance & Sport Studies major (concentrations in Sport Management, Sport Studies) To: Sport Studies major (concentrations in Sport Management, Sport Studies)	NONE	NONE	Education major From: (concentration in Socio-Cultural Foundations of Sport & Education Sport) To: (concentration in Sport Studies) No change in major.
Theory & Practice in Teacher Education Dept.	Special Education major (add concentrations in Educational Interpreting, Modified & Comprehensive)	From: Education major To: Teacher Education major (same concentrations, except change name of concentration in Special Education Early Childhood to Early Childhood Special Education for both Track 1 and Track 2)	From: Education major To: Teacher Education major (same concentrations)	From: Education major To: Teacher Education major (same concentrations)	Education major (same concentrations)

Department	CHANGES IN MAJORS & CONCENTRATION				
	BS	MS	EDS	EDD	PHD
Interim Department: Educational Admin & Policy Studies Dept.	NONE	College Student Personnel major From: Educational Administration & Policy Studies major (concentration in Educational Administration & Supervision) To: Educational Administration major (concentration in Leadership 21)	From: Education major (concentration In Educational Administration & Supervision) To: Educational Administration major (concentration remains Educational Administration & Supervision)	From: Education major (concentration in Educational Administration & Policy Studies) To: Educational Administration & Policy Studies major (concentrations in Educational Administration & Policy Studies, Higher Education)	Education major (major & concentration same)

GRADUATE COURSE EQUIVALENCY TABLE
COLLEGE OF EDUCATION AND COLLEGE OF HUMAN ECOLOGY
MERGER INTO COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Effective: Fall 2003

Current (Fall 2002) Course			Equivalent Course (Fall 2003)		
Subject Area	Course #	Title	Subject Area	Course #	Title
Educ. Admin & Supervision	513	Admin. & Organizational Theory in Educ. (3)	Ed. Admin. & Policy Studies	513	Admin. & Organizational Theory in Educ. (3)
Educ. Admin & Supervision	515	Human Relations & Comm. in Admin. (3)	Ed. Admin. & Policy Studies	515	Human Relations & Comm. in Admin. (3)
Educ. Admin & Supervision	516	Research for Educ. Admin. (3)	Ed. Admin. & Policy Studies	516	Research for Educ. Admin. (3)
Educ. Admin & Supervision	523	Admin. of Special Services (3)	Ed. Admin. & Policy Studies	523	Admin. of Special Services (3)
Educ. Admin & Supervision	529	Politics & Public Relations in Educ. (3)	Ed. Admin. & Policy Studies	529	Politics & Public Relations in Educ. (3)
Educ. Admin & Supervision	535	Admin. Applications of Micro Computers (3)	Ed. Admin. & Policy Studies	535	Admin. Applications of Micro Computers (3)
Educ. Admin & Supervision	544	School Finance & Business Mgmt (3)	Ed. Admin. & Policy Studies	544	School Finance & Business Mgmt (3)
Educ. Admin & Supervision	548	Supervision & Personnel Admin (3)	Ed. Admin. & Policy Studies	548	Supervision & Personnel Admin (3)
Educ. Admin & Supervision	553	Strategies of Educ. Planning (3)	Ed. Admin. & Policy Studies	553	Strategies of Educ. Planning (3)
Educ. Admin & Supervision	554	Policy Issues in Educ. Law, K-12 (3)	Ed. Admin. & Policy Studies	554	Policy Issues in Educ. Law, K-12 (3)
Educ. Admin & Supervision	580	Internship in Educ. Admin. (3)	Ed. Admin. & Policy Studies	580	Internship in Educ. Admin. (3)
Educ. Admin & Supervision	583	Educational Leadership-Principalship (3)	Ed. Admin. & Policy Studies	583	Educational Leadership-Principalship (3)
Educ. Admin & Supervision	590	Special Topics (1-3)	Ed. Admin. & Policy Studies	590	Special Topics (1-3)
Educ. Admin & Supervision	592	Field Probs in Educ. Admin. & Suprvsn (3)	Ed. Admin. & Policy Studies	592	Field Probs in Educ. Admin. & Suprvsn (3)
Educ. Admin & Supervision	595	Seminar in School Leadership, K-12 (3)	Ed. Admin. & Policy Studies	595	Seminar in School Leadership, K-12 (3)
Educ. Admin & Supervision	605	Advanced Seminar in Admin Theory (3)	Ed. Admin. & Policy Studies	605	Advanced Seminar in Admin Theory (3)
Educ. Admin & Supervision	610	Internship in Educ. Admin. (3)	Ed. Admin. & Policy Studies	610	Internship in Educ. Admin. (3)
Educ. Admin & Supervision	614	Statistics for Educ. Admin. (3)	Ed. Admin. & Policy Studies	614	Statistics for Educ. Admin. (3)
Educ. Admin & Supervision	615	Research Designs (3)	Ed. Admin. & Policy Studies	615	Research Designs (3)
Educ. Admin & Supervision	616	Research Methods (3)	Ed. Admin. & Policy Studies	616	Research Methods (3)
Educ. Admin & Supervision	629	Seminar In Policy Issues In Educ. (3)	Ed. Admin. & Policy Studies	629	Seminar In Policy Issues In Educ. (3)
Educ. Admin & Supervision	646	School Personnel Admin. (3)	Ed. Admin. & Policy Studies	646	School Personnel Admin. (3)
Educ. Admin & Supervision	656	Legal Issues in Education (3)	Ed. Admin. & Policy Studies	656	Legal Issues in Education (3)

GRADUATE COURSE EQUIVALENCY TABLE
COLLEGE OF EDUCATION AND COLLEGE OF HUMAN ECOLOGY
MERGER INTO COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Effective: Fall 2003

Current (Fall 2002) Course			Equivalent Course (Fall 2003)		
Subject Area	Course #	Title	Subject Area	Course #	Title
Educ. Admin & Supervision	658	Conflict Management (3)	Ed. Admin. & Policy Studies	658	Conflict Management (3)
Educ. Admin & Supervision	670	Values & Ethics in Educ. Leadership (3)	Ed. Admin. & Policy Studies	670	Values & Ethics in Educ. Leadership (3)
Educ. Admin & Supervision	680	Admin. of Complex Organizations (3)	Ed. Admin. & Policy Studies	680	Admin. of Complex Organizations (3)
Educ. Admin & Supervision	690	Special Topics (1-3)	Ed. Admin. & Policy Studies	690	Special Topics (1-3)
Higher Education	530	Special Topics (1-3)	Ed. Admin. & Policy Studies	530	Special Topics (1-3)
Higher Education	534	Program Evaluation in Education (3)	Ed. Admin. & Policy Studies	534	Program Evaluation in Education (3)
Higher Education	536	Policy Issues in High. Ed. Quality Assurance (3)	Ed. Admin. & Policy Studies	536	Policy Issues in High. Ed. Quality Assurance (3)
Higher Education	537	Student Assessment in Higher Educ (3)	Ed. Admin. & Policy Studies	537	Student Assessment in Higher Educ (3)
Higher Education	542	The College Student & the Court (3)	Ed. Admin. & Policy Studies	542	The College Student & the Court (3)
Higher Education	543	American Higher Educ. in Transition (3)	Ed. Admin. & Policy Studies	543	American Higher Educ. in Transition (3)
Higher Education	570	Student Affairs Admin in Higher Ed: Theory & Practice (3)	Ed. Admin. & Policy Studies	570	Student Affairs Admin in Higher Ed: Theory & Practice (3)
Higher Education	572	Student Development Theory & Practice in Higher Educations (3)	Ed. Admin. & Policy Studies	572	Student Development Theory & Practice in Higher Educations (3)
Higher Education	574	The College Student (3)	Ed. Admin. & Policy Studies	574	The College Student (3)
Higher Education	599	Internship in College Student Personnel (1-6)	Ed. Admin. & Policy Studies	599	Internship in College Student Personnel (1-6)
Higher Education	619	Admin. & Governance of Higher Ed. (3)	Ed. Admin. & Policy Studies	619	Admin. & Governance of Higher Ed. (3)
Higher Education	630	Special Topics (1-3)	Ed. Admin. & Policy Studies	630	Special Topics (1-3)
Higher Education	640	Policy Issues in College & University Law (3)	Ed. Admin. & Policy Studies	640	Policy Issues in College & University Law (3)
Higher Education	645	Curriculum & Instruction in Higher Ed. (3)	Ed. Admin. & Policy Studies	645	Curriculum & Instruction in Higher Ed. (3)
Higher Education	650	Fiscal Policy Issues in Higher Ed. (3)	Ed. Admin. & Policy Studies	650	Fiscal Policy Issues in Higher Ed. (3)
Higher Education	670	Values & Ethics in Educ. Leadership (3)	Ed. Admin. & Policy Studies	670	Values & Ethics in Educ. Leadership (3)
Higher Education	698	Seminar in Higher Education (3)	Ed. Admin. & Policy Studies	698	Seminar in Higher Education (3)
Human Ecology	585	Seminar in Gerontology (3)	Health	585	Seminar in Gerontology (3)

GRADUATE COURSE EQUIVALENCY TABLE
COLLEGE OF EDUCATION AND COLLEGE OF HUMAN ECOLOGY
MERGER INTO COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Effective: Fall 2003

Current (Fall 2002) Course			Equivalent Course (Fall 2003)		
Subject Area	Course #	Title	Subject Area	Course #	Title
Human Ecology	630	College Teach & Prof. Roles in Higher Ed (3)	Child & Family Studies	625	College Teach & Prof. Roles in Higher Ed (3)
Couns Educ & Couns Psych	520	Stats & Research Design: Conceptual (3)	Educational Psychology	550	Stats & Research Design: Conceptual (3)
Couns Educ & Couns Psych	662	Applied Research. Design (3)	Educational Psychology	662	Applied Research. Design (3)
Couns Educ & Couns Psych	650	Seminar in Counselor Education (3)	Counselor Education	650	Seminar in Counselor Education (3)
Couns Educ & Couns Psych	410	Gender Role Development: Implications for Educ. & Coun. (3)	Counselor Education	410	Gender Role Development: Implications for Educ. & Coun. (3)
Couns Educ & Couns Psych	431	Personality & Mental Health (3)	Counselor Education	431	Personality & Mental Health (3)
Couns Educ & Couns Psych	500	Thesis (1-15)	Counselor Education	500	Thesis (1-15)
Couns Educ & Couns Psych	502	Registration for Use of Facilities (1-15)	Counselor Education	502	Registration for Use of Facilities (1-15)
Couns Educ & Couns Psych	503	Problems in Lieu of Thesis (2-3)	Counselor Education	503	Problems in Lieu of Thesis (2-3)
Couns Educ & Couns Psych	504	Special Topics (1-3)	Counselor Education	504	Special Topics (1-3)
Couns Educ & Couns Psych	518	Educational Specialist Research & Thesis (3)	Counselor Education	518	Educational Specialist Research & Thesis (3)
Couns Educ & Couns Psych	525	Formal Measurement in Educ & Coun (3)	Counselor Education	525	Formal Measurement in Educ & Coun (3)
Couns Educ & Couns Psych	535	Ethical, Legal, & Prof. Issues in Coun (3)	Counselor Education	535	Ethical, Legal, & Prof. Issues in Coun (3)
Couns Educ & Couns Psych	550	Intro to Pupil Personnel Programs (3)	Counselor Education	550	Intro to Pupil Personnel Programs (3)
Couns Educ & Couns Psych	551	Theory & Practice of Counseling (3)	Counselor Education	551	Theory & Practice of Counseling (3)
Couns Educ & Couns Psych	552	Career Dev: Vocational Theory, Research & Practice (3)	Counselor Education	552	Career Dev: Vocational Theory, Research & Practice (3)
Couns Educ & Couns Psych	553	Career & Educ. Info Sys. & Resources (3)	Counselor Education	553	Career & Educ. Info Sys. & Resources (3)
Couns Educ & Couns Psych	554	Group Dynamics & Methods (3)	Counselor Education	554	Group Dynamics & Methods (3)
Couns Educ & Couns Psych	555	Practicum in Counseling (3)	Counselor Education	555	Practicum in Counseling (3)
Couns Educ & Couns Psych	556	Orientation to Mental Health Counseling (3)	Counselor Education	556	Orientation to Mental Health Counseling (3)
Couns Educ & Couns Psych	558	Internship in School Counseling (1-6)	Counselor Education	558	Internship in School Counseling (1-6)
Couns Educ & Couns Psych	559	Internship in Community Agency Coun (1-6)	Counselor Education	559	Internship in Community Agency Coun (1-6)
Couns Educ & Couns Psych	561	Dev. & Oper. Of School Coun. Prgms (3)	Counselor Education	561	Dev. & Oper. Of School Coun. Prgms (3)

GRADUATE COURSE EQUIVALENCY TABLE
COLLEGE OF EDUCATION AND COLLEGE OF HUMAN ECOLOGY
MERGER INTO COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Effective: Fall 2003

Current (Fall 2002) Course			Equivalent Course (Fall 2003)		
Subject Area	Course #	Title	Subject Area	Course #	Title
Couns Educ & Couns Psych	565	Facilitation of Tech. Task Groups (3)	Counselor Education	565	Facilitation of Tech. Task Groups (3)
Couns Educ & Couns Psych	566	Approaches to Family Intervention & Coun (3)	Counselor Education	566	Approaches to Family Intervention & Coun (3)
Couns Educ & Couns Psych	570	Cross-Cultural Coun: Theory & Research (3)	Counselor Education	570	Cross-Cultural Coun: Theory & Research (3)
Couns Educ & Couns Psych	585	Seminar in Gerontology (1)	Counselor Education	585	Seminar in Gerontology (1)
Couns Educ & Couns Psych	593	Independent Study (1-3)	Counselor Education	593	Independent Study (1-3)
Couns Educ & Couns Psych	600	Doctoral Research & Dissertation (3-15)	Counselor Education	600	Doctoral Research & Dissertation (3-15)
Couns Educ & Couns Psych	602	Directed Research (1-3)	Counselor Education	602	Directed Research (1-3)
Couns Educ & Couns Psych	604	Special Topics (1-3)	Counselor Education	604	Special Topics (1-3)
Couns Educ & Couns Psych	625	Advanced Study in Personality (3)	Counselor Education	625	Advanced Study in Personality (3)
Couns Educ & Couns Psych	635	Ethical, Legal, & Prof. Issues in Psych. (3)	Counselor Education	635	Ethical, Legal, & Prof. Issues in Psych. (3)
Couns Educ & Couns Psych	650	Seminar in Coun. Education (1)	Counselor Education	650	Seminar in Coun. Education (1)
Couns Educ & Couns Psych	655	Practicum in Coun. Education (3)	Counselor Education	655	Practicum in Coun. Education (3)
Couns Educ & Couns Psych	659	Internship in Coun. Education (1-6)	Counselor Education	659	Internship in Coun. Education (1-6)
Couns Educ & Couns Psych	671	Personality & Vocational Assessment (3)	Counselor Education	671	Personality & Vocational Assessment (3)
Couns Educ & Couns Psych	693	Independent Study (1-3)	Counselor Education	693	Independent Study (1-3)
Rehabilitation & Deafness	530	Orientation to Rehabilitation (3)	Rehab Counselor Education	530	Orientation to Rehabilitation (3)
Rehabilitation & Deafness	532	Caseload mgmt in Rehabilitation (3)	Rehab Counselor Education	532	Caseload mgmt in Rehabilitation (3)
Rehabilitation & Deafness	533	Job Analysis, Dev, & Placement (3)	Rehab Counselor Education	533	Job Analysis, Dev, & Placement (3)
Rehabilitation & Deafness	537	Vocational Eval: Clinical Methods (3)	Rehab Counselor Education	537	Vocational Eval: Clinical Methods (3)
Rehabilitation & Deafness	538	Disability Management (3)	Rehab Counselor Education	538	Disability Management (3)
Rehabilitation & Deafness	541	Psychosocial Aspects of Disability (3)	Rehab Counselor Education	541	Psychosocial Aspects of Disability (3)
Rehabilitation & Deafness	543	Medical Aspects of Disability (3)	Rehab Counselor Education	543	Medical Aspects of Disability (3)
Rehabilitation & Deafness	545	The Rehabilitation Interview (3)	Rehab Counselor Education	545	The Rehabilitation Interview (3)

GRADUATE COURSE EQUIVALENCY TABLE
COLLEGE OF EDUCATION AND COLLEGE OF HUMAN ECOLOGY
MERGER INTO COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Effective: Fall 2003

Current (Fall 2002) Course			Equivalent Course (Fall 2003)		
Subject Area	Course #	Title	Subject Area	Course #	Title
Rehabilitation & Deafness	547	Practicum In Rehabilitation (3)	Rehab Counselor Education	547	Practicum In Rehabilitation (3)
Rehabilitation & Deafness	549	Internship in rehabilitation Coun (12)	Rehab Counselor Education	549	Internship in rehabilitation Coun (12)
Rehabilitation & Deafness	579	Special Topics (1-3)	Rehab Counselor Education	579	Special Topics (1-3)
Rehabilitation & Deafness	592	Assistive Tech. In Spec. Ed. & Vocational Rehab. (3)	Rehab Counselor Education	592	Assistive Tech. In Spec. Ed. & Vocational Rehab. (3)
Rehabilitation & Deafness	593	Independent Study (1-3)	Rehab Counselor Education	593	Independent Study (1-3)
Recreation & Tourism Mgmt	415	Dev. & Maint of Rec, Tourism & Athletic Facilities (3)	Recreation & Leisure Studies	415	Development and Maint. Recreation and Athletic Facilities
Recreation & Tourism Mgmt	430	Org. & Admin. of Leisure & Tourism Svcs (3)	Recreation & Leisure Studies	430	Organization & Admin. Of Leisure Services
Recreation & Tourism Mgmt	440	Dimensions of Commercial Rec & Tourism Enterprises (3)	Recreation & Leisure Studies	440	Dimensions of Commercial Recreation & Leisure Enterprises
Recreation & Tourism Mgmt	450	Special Topics in Leisure Educ & Tour. (1-6)	Recreation & Leisure Studies	450	Special Topics in Leisure Education
Recreation & Tourism Mgmt	470	Tourism& Leisure Industries (3)	Recreation & Leisure Studies	470	Tourism and Leisure Industries
Recreation & Tourism Mgmt	500	Thesis (1-15)	Recreation & Leisure Studies	500	Thesis
Recreation & Tourism Mgmt	502	Registration for use of Facilities (1-15)	Recreation & Leisure Studies	502	Registration for use of Facilities (1-15)
Recreation & Tourism Mgmt	515	Philo. & Concep. Foundations of Leisure (3)	Recreation & Leisure Studies	515	Philo. & Concep. Foundations of Leisure (3)
Recreation & Tourism Mgmt	520	Prgm Design & Eval. in Therapeutic Rec (3)	Recreation & Leisure Studies	520	Prgm Design & Eval. in Therapeutic Rec (3)
Recreation & Tourism Mgmt	521	Facil. Techniques in Therapeutic Rec. (3)	Recreation & Leisure Studies	521	Facil. Techniques in Therapeutic Rec. (3)
Recreation & Tourism Mgmt	522	Clinical Aspects in Therapeutic Recreation (3)	Recreation & Leisure Studies	522	Clinical Aspects in Therapeutic Recreation (3)
Recreation & Tourism Mgmt	540	Fiscal Policies for Rec & Sports Related Organizations & Facilities (3)	Recreation & Leisure Studies	540	Fiscal Policies for Rec & Sports Related Organizations & Facilities (3)
Recreation & Tourism Mgmt	541	Mgmt & Oper. of Rec & Sport Related Facilities (3)	Recreation & Leisure Studies	541	Mgmt & Oper. of Rec & Sport Related Facilities (3)
Recreation & Tourism Mgmt	590	Graduate Internship (3-6)	Recreation & Leisure Studies	590	Graduate Internship (3-6)
Recreation & Tourism Mgmt	591	Directed Study in Leisure & Recreation (1-6)	Recreation & Leisure Studies	591	Directed Study in Leisure & Recreation (1-6)
Recreation & Tourism Mgmt	592	Special Topics in Rec & Leisure Studies (1-6)	Recreation & Leisure Studies	592	Special Topics in Rec & Leisure Studies (1-6)

GRADUATE COURSE EQUIVALENCY TABLE
COLLEGE OF EDUCATION AND COLLEGE OF HUMAN ECOLOGY
MERGER INTO COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Effective: Fall 2003

Current (Fall 2002) Course			Equivalent Course (Fall 2003)		
Subject Area	Course #	Title	Subject Area	Course #	Title
Cultural Studies in Education	500	Thesis (1-15)	Sports Studies	500	Thesis (1-15)
Cultural Studies in Education	501	Special Project (3)	Sports Studies	501	Special Project (3)
Cultural Studies in Education	502	Registration for Use of Facilities (1-15)	Sports Studies	502	Registration for Use of Facilities (1-15)
Cultural Studies in Education	505	History of Olympics: Ancient & Modern (3)	Sports Studies	505	History of Olympics: Ancient & Modern (3)
Cultural Studies in Education	507	Hist. Of Sport in America: Educ. & Business Enterprise (3)	Sports Studies	507	Hist. Of Sport in America: Educ. & Business Enterprise (3)
Cultural Studies in Education	515	Social Theories of Sport (3)	Sports Studies	515	Social Theories of Sport (3)
Cultural Studies in Education	514	Advanced Philosophy of Sport (3)	Sports Studies	514	Advanced Philosophy of Sport (3)
Cultural Studies in Education	533	Psychology of Sport	Sports Studies	533	Psychology of Sport
Cultural Studies in Education	534	Motor Behavior & Skill Acquisition (3)	Sports Studies	534	Motor Behavior & Skill Acquisition (3)
Cultural Studies in Education	535	Health & Exercise Psychology (3)	Sports Studies	535	Health & Exercise Psychology (3)
Cultural Studies in Education	537	Sport Psychology Seminar (1)	Sports Studies	537	Sport Psychology Seminar (1)
Cultural Studies in Education	541	Special Topics (1-3)	Sports Studies	541	Special Topics (1-3)
Cultural Studies in Education	542	Sociological Aspects of Sport (3)	Sports Studies	542	Sociological Aspects of Sport (3)
Cultural Studies in Education	593	Independent Study (1-3)	Sports Studies	593	Independent Study (1-3)
Cultural Studies in Education	594	Supervised Readings (1-3)	Sports Studies	594	Supervised Readings (1-3)
Cultural Studies in Education	600	Doctoral Research & Dissertation (3-15)	Sports Studies	600	Doctoral Research & Dissertation (3-15)
Cultural Studies in Education	633	Advanced Sport Psychology	Sports Studies	633	Advanced Sport Psychology
Cultural Studies in Education	681	Practicum (1-3)	Sports Studies	681	Practicum (1-3)
Cultural Studies in Education	693	Independent Study (1-3)	Sports Studies	693	Independent Study (1-3)
Cultural Studies in Education	694	Supervised Reading (1-3)	Sports Studies	694	Supervised Reading (1-3)

GRADUATE COURSE EQUIVALENCY TABLE
COLLEGE OF EDUCATION AND COLLEGE OF HUMAN ECOLOGY
MERGER INTO COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Effective: Fall 2003

Current (Fall 2002) Course			Equivalent Course (Fall 2003)		
Subject Area	Course #	Title	Subject Area	Course #	Title
Rehabilitation & Deafness	415	Lang Dev of Deaf/Hard of Hearing I (3)	Ed. of Deaf/Hard of Hearing	415	Lang Dev of Deaf/Hard of Hearing I (3)
Rehabilitation & Deafness	416	Lang. Dev. Of Deaf/Hard of Hearing II (3)	Ed. of Deaf/Hard of Hearing	416	Lang. Dev. Of Deaf/Hard of Hearing II (3)
Rehabilitation & Deafness	419	Speech Dev. Of Deaf/Hard of Hearing (4)	Ed. of Deaf/Hard of Hearing	419	Speech Dev. Of Deaf/Hard of Hearing (4)
Rehabilitation & Deafness	424	Nature of Hearing Impairments (3)	Ed. of Deaf/Hard of Hearing	424	Nature of Hearing Impairments (3)
Rehabilitation & Deafness	425	Intro to the Psych. & Educ. of the Deaf/Hard of Hearing (3)	Ed. of Deaf/Hard of Hearing	425	Intro to the Psych. & Educ. of the Deaf/Hard of Hearing (3)
Rehabilitation & Deafness	500	Thesis (1-15)	Ed. of Deaf/Hard of Hearing	500	Thesis (1-15)
Rehabilitation & Deafness	502	Registration for Use of Facilities (1-15)	Ed. of Deaf/Hard of Hearing	502	Registration for Use of Facilities (1-15)
Rehabilitation & Deafness	503	Problems in Lieu of Thesis (2-3)	Ed. of Deaf/Hard of Hearing	503	Problems in Lieu of Thesis (2-3)
Rehabilitation & Deafness	504	Clinical Experience in Teaching & Supervision of Exceptional Children (3-9)	Ed. of Deaf/Hard of Hearing	504	Clinical Experience in Teaching & Supervision of Exceptional Children (3-9)
Rehabilitation & Deafness	523	Practicum with Deaf/Hard of Hearing (3)	Ed. of Deaf/Hard of Hearing	523	Practicum with Deaf/Hard of Hearing (3)
Rehabilitation & Deafness	528	Curriculum Dev. Applied to Prgms for Deaf/Hard of Hearing (3)	Ed. of Deaf/Hard of Hearing	528	Curriculum Dev. Applied to Prgms for Deaf/Hard of Hearing (3)
Rehabilitation & Deafness	529	Teaching Reading to Deaf/Hard of Hearing (3)	Ed. of Deaf/Hard of Hearing	529	Teaching Reading to Deaf/Hard of Hearing (3)
Rehabilitation & Deafness	579	Special Topics (1-3)	Ed. of Deaf/Hard of Hearing	579	Special Topics (1-3)
Rehabilitation & Deafness	591	Clinical Studies (4)	Ed. of Deaf/Hard of Hearing	591	Clinical Studies (4)
Rehabilitation & Deafness	593	Independent Study (1-3)	Ed. of Deaf/Hard of Hearing	593	Independent Study (1-3)
Rehabilitation & Deafness	431	American Sign Language III (3)	Educational Interpreting	431	American Sign Language III (3)
Rehabilitation & Deafness	432	American Sign Language IV (3)	Educational Interpreting	432	American Sign Language IV (3)

Graduate Majors and Degree Programs

MAJOR	DEGREE	GRE	RATING FORM	DEPT REQ ^a	THESIS REQD	LANGUAGE REQD ^b	CONCENTRATIONS AVAILABLE/EVALUATION DATES/PHONE (AREA CODES: 865)
Child & Family Studies*	MS	G	3	X			Child and family studies, early childhood education. Begin evaluation Feb.1 (974-5316), cfs@utk.edu Find Child and Family Studies also in the PhD in Human Ecology. Evaluate March 15. (974-6792), owelch@utk.edu
College Student Personnel	MS	G	3	X			
Consumer Services Management*	MS	G	3	X			Hospitality and tourism management, retail and consumer sciences. Evaluate Feb.1, June 1, Nov. 1 (974-2141), njfair@utk.edu Note: Certificate of graduate credit programs in services management, tourism development are available through the Department of Consumer Services Management. Find doctoral programs in this area in the PhD in Human Ecology.
Counseling*	MS +	G ^d	3	X			Mental health counseling, rehabilitation counseling, school counseling. Evaluate Feb. 1 and Nov.1. (974-8145) or (974-6792), mwoods@utk.edu Find counseling at the doctoral level in the PhD in Education.
Education	PHD	G	3	X	X		PHD Counselor education; cultural studies of educational foundations; curriculum, educational research, and evaluation; early childhood education; educational administration and policy studies; educational psychology; exercise science; instructional technology; literacy, language, ESL education; school psychology; sport studies; teacher education. (974-6792), (974-4125), edadmin@utk.edu or http://cehhs.utk.edu/main.html
Educational Administration*	MS		3	X			Leadership 21, Evaluate Jun.1. (974- 6139), owelch@utk.edu
	EDS		3	X			Educational administration and supervision. Evaluate Jun.1. (974- 6139), owelch@utk.edu
Educational Administration & Policy Studies*	EDD	G	3	X	X		Educational administration and policy, higher education administration. Evaluate Jun.1. (974-6139), owelch@utk.edu See this concentration also in the PhD in Education.
Educational Psychology*	MS		3	X			Adult education, applied educational psychology. (974-6792) or (974-8145), edadmin@utk.edu or mccallum@utk.edu

Educational Psychology & Counseling* EDD G 3 X X

Collaborative learning. (974-6141), jpeters@utk.edu
Find other doctoral programs in Educational Psychology and Counseling in the PhD in Education.

MAJOR	DEGREE	GRE	RATING FORM	DEPT REQ ^a	THESIS REQD	LANGUAGE REQD ^b	CONCENTRATIONS AVAILABLE/EVALUATION DATES/PHONE (AREA CODES: 865)
Exercise Science*	MS + (?)	G	3	X			(974-6792), gdills@utk.edu Find Exercise Science at the doctoral level in the PhD in Education.
Health Promotion & Health Education	MS		3	X			Evaluate Feb.1, April 1, Oct. 1. (974-5041), pcarney@utk.edu Find health at the doctoral level in the PhD in Human Ecology.
Human Ecology	PHD +	G	3	X	X		Child and family studies, community health, hospitality and tourism management, nutrition sciences, retail and consumer sciences. Evaluate Feb. 1, June 1, Nov.1. See Fields of Study section of catalog for department contacts or http://cehhs.utk.edu/main.html
Instructional Technology & Educational Studies*	MS + (?) EDS EDD	G G G	3 3 3	X X X		X	Cultural studies of educational foundations, curriculum, instructional technology. (974-6792) or (974-5037), edadmin@utk.edu or vaugh@utk.edu Curriculum, instructional technology. (974-6792) or (974-5037), edadmin@utk.edu or vaugh@utk.edu Curriculum, educational research, and evaluation. (974-6792) or (974-5037), edadmin@utk.edu or vaugh@utk.edu Find this concentration also in the PhD in Education.
Nutrition*	MS	G	3	X			Nutrition science, public health nutrition. Evaluate Feb.1, May 1, Oct.1. Dual MS-MPH program available. (974-6674), cyates1@utk.edu Find nutrition at the doctoral level in the PhD in Human Ecology.
Public Health*	MPH +		3	X			Community health education, gerontology, health planning/administration. Admit Summer and Fall only. Fall deadline: April 1, Summer deadline: Feb.1. Dual MS/MPH program available. (974-6674), cbhamilton@utk.edu
Recreation Management	MS		3	X			Recreation administration, therapeutic recreation, tourism. Evaluate Feb. 1, June 1, Nov. 1, (974-1289) or (974-1288), kkrick@utk.edu or ghayes1@utk.edu
Sport Studies*	MS		3	X			Sport management, Sport Studies. (974-9045), desensi@utk.edu Find Sport Studies at the doctoral level in the PhD in Education.

School Counseling* EDS G 3 X

(974-4178) or (974-4181),
cthompson5@utk.edu
 or peterston@utk.edu See counseling also
 in the PhD in Education: Counselor
 Education.

School Psychology* EDS G 3 X

(974-8145) or (974-8403),
cskinne1@utk.edu
 See school psychology also in the PhD in
 Education.

Safety MS 3 X

Emergency management, safety
 management. (974-5041),
smsmith@utk.edu

MAJOR	DEGREE	GRE	RATING FORM	DEPT REQ ^a	THESIS REQD	LANGUAGE REQD ^b	CONCENTRATIONS AVAILABLE/EVALUATION DATES/PHONE (AREA CODES: 865)
Teacher Education	MS EDS EDD	G	3 ^c 3 3	X ^c X X			MS Track I (previously licensed teachers): art education, early childhood special education, education of the deaf and hard of hearing, elementary education, English education, foreign language/ESL education, mathematics education, modified and comprehensive special education, reading education, science education, social science education. MS Track II (initial licensure teachers): art education, early childhood special education, education of the deaf and hard of hearing, elementary teaching, modified and comprehensive special education, secondary teaching. EDS: Elementary education, English education, foreign language/ESL education, mathematics education, reading education, science education, social science education, special education. EDD: Literacy, language, ESL education, teacher education. Note that these concentrations are also available in the PhD in Education. For all Teacher Education degree programs contact: (974-6792) or (974-2542), edadmin@utk.edu , http://cehhs.utk.edu/main.html or lknight@utk.edu Note: A certificate of graduate credit program in urban education is available through the Department of Theory and Practice in Teacher Education.

^aContact academic program for specific requirements. ^bForeign or computer language. ^cInternational applicants only. ^dMay be waived for non-native English speaking applicants. Contact program area.

^eNon-degree students must obtain permission from the department/program head to register for courses in these fields.

^cTrack I only

⁺Available for the Academic Common Market to residents of reciprocal states. See Fields of Instruction.

^GGRE General Test

^SGRE Subject Test

Memo

To: Graduate Council

From: Luther Wilhelm
Interim Associate Dean

Date: 12 December 2002

Re: Graduate Curricular Changes – College of Engineering

The attached curricular proposals have been approved by the faculty of the College of Engineering and are submitted to the Graduate Council for consideration. These proposals are summarized as follows:

Civil and Environmental Engineering – Make revisions to three Civil Engineering courses and one Environmental Engineering course.

Industrial Engineering - Drop two courses. Make revisions to five courses. Revise description of the major components for: Engineering Management; Dual MS-MBA Degree; Human Factors Engineering; and description of the doctoral degree.

Materials Science and Engineering – Add seven courses to reflect the transfer of Textile Science to the department. Add four other courses and delete two courses.

Mechanical, Aerospace, and Biomedical Engineering - Add two Biomedical Engineering courses. Add two Mechanical Engineering courses and drop one course. Revise the dual MS-MBA degree, and add a certificate in Computational Fluid Dynamics.

Nuclear Engineering – Revise titles of two courses.

COLLEGE OF ENGINEERING**CIVIL AND ENVIRONMENTAL ENGINEERING****Civil Engineering**

REVISE TITLE, DESCRIPTION, AND DISTRIBUTION HOURS

FROM

522 Asphalt Concrete Mix Design and Analysis (3) Aggregate properties and tests, tests of asphalt and asphalt concrete mixes, mix design methods for asphalt concrete, production and placement of hot mix asphalt. Prereq: Materials of Construction. 2 hrs and 1 lab.

TO

522 Advanced Mix Design and Analysis for Asphalt and Portland-Cement Concrete (3) Aggregate properties and tests, asphalt binder properties and tests, mix design methods for asphaltic mixtures, hot-mix asphalt (HMA) mixture production and construction, HMA mixture characterization and analysis, Portland-cement concrete (PCC) mix design, admixtures for PCC, special types of PCC, PCC production and construction. Prerequisite: CE 321.

Effective: Fall 2003**Supporting Information**

- a. Rationale: Combined coverage of both asphalt and Portland cement concrete paving materials in a single course is desired and appropriate. The course as currently listed in the catalog only covers asphaltic paving materials.
- b. Impact on other academic units: none

REVISE DESCRIPTION, PREREQUISITE AND CREDIT RESTRICTION

FROM

538 Finite Element Applications in Geotechnical Engineering (3) Applications of finite element method to typical problems in geotechnical engineering. Confined and unconfined flow through porous media; stresses and strains in elastic halfspace; representation of nonlinear soil behavior with elastic and elasto-plastic models; soil structure interaction effects. Prereq: Introduction to Soil Behavior and 561.

TO

CE 538 Finite Element Applications in Geotechnical Engineering (3) Application of finite element method to typical problems in geotechnical engineering. Confined and unconfined flow through porous media; two-dimensional stress and strain; two-dimensional elements; representation of nonlinear soil behavior with elastic and elastic-plastic models. Prereq: Introduction to Soil Behavior and Matrix Computation or equivalent. Taught concurrently with CE 561. Students may not receive credit for both 538 and 561.

Effective: Fall 2003**Supporting Information**

- a. Rationale: See rationale for 561 below.
- b. Impact on other academic units: none

REVISE TITLE, DESCRIPTION, AND CREDIT RESTRICTION

FROM

561 Computer-Aided Structural Analysis (3) Fundamental concepts of computational methods used in structural analysis; matrix and finite element methods; practical application of structural analysis software. Prereq: Structural Analysis and Matrix Computation or equivalent.

TO

CE 561 Finite Element Applications in Structural Engineering (3) Application of finite element method to typical problems in structural engineering. Truss, beam and plate elements; two-dimensional stress and strain; two-dimensional elements; representation of nonlinear material behavior with elastic and elastic-plastic models. Prereq: Structural Analysis and Matrix Computation or equivalent. Taught concurrently with CE 538. Students may not receive credit for both 538 and 561.

Effective: Fall 2003

Supporting Information

- a. Rationale: It is proposed that CE 538 and CE561 be team-taught concurrently. Students in either class will receive the same instruction at the same time and place during most class periods. Both course focus on application of the finite element method to civil engineering problems: 538 to Soils and 561 to Structures. Significant instructional efficiencies can be gained by offering the course in this manner. It is desired to keep two separate courses because students in the respective courses work on discipline-specific projects and some course-specific topics may be offered in separate lectures to the two groups of students.
- b. Impact on other academic units: none

INDUSTRIAL ENGINEERING

DROP

IE 510 Advanced Topics in Manufacturing Systems (3)

EM 531 Motivation and Culture in Engineering Management (3)

Effective: Fall 2003

Supporting Information

- a. Rationale: Low Enrollment

REVISE DESCRIPTION

FROM

EM 533 Theory and Practice of Engineering Management (3) Manager's perspective: business definition; strategic planning and management; marketing and competition in global economy; finance; organization; systems thinking; team building; corporate culture and leadership in new organization; and quality, empowerment, and learning organizations. Principle application to work settings and case studies.

TO

EM 533 Theory and Practice of Engineering Management (3) Principles of engineering management, including: business and organization design, culture, leadership, marketing and competition in global economy, motivation and performance management, empowerment, organizational behavior, and diversity. Systems thinking, learning organizations, and systems dynamics modeling. Principle application to work settings and case studies.

Effective: Fall 2003

Supporting Information:

- a. Rationale: The current version of EM 533 contains a number of topics covered by other courses in the program. The revisions proposed here incorporate the appropriate scope of motivation and culture topics into EM 533 by eliminating some of EM 533's current redundancies, thus eliminating EM 531.

REVISE TITLE

IE 509 Multidisciplinary Project (3) (Formerly: Project Management)**Effective: Fall 2003****Supporting Information:**

- a. Rationale: Better define purpose of course
- b. Course format and location: No change
- c. Impact on other academic units: MABE department and College of Business have been informed and agree
- d. Financial Impact: None

REVISE PREREQUISITES/CO-REQUISITES

IE 402 Production systems Planning and Control (3) Prereq: 202 (Formerly: Prereq: 202, Coreq: 401)**IE403 Production Facilities Design and Material Handling (3)** Prereq: 306 (Formerly: Prereq: 306, Coreq: 401)**Effective: Fall 2003****Supporting Information**

- a. Rationale: Better reflect curriculum and align with the undergraduate catalog.

REVISE INTRODUCTORY STATEMENT

On page 127 of the 2002-2003 *Graduate Catalog* (left column, paragraph before **ADMISSION REQUIREMENTS**), **REVISE** the statement.

FROM

The Department of Industrial Engineering offers a graduate program leading to the Master of Science degree with a major in Industrial Engineering, concentrations in traditional industrial engineering, engineering management, manufacturing systems engineering, and product development and manufacturing. The Ph.D. with a major in Engineering Science is available through the Department of Mechanical, Aerospace, and Biomedical Engineering with a concentration in industrial engineering.

TO

The Department of Industrial Engineering offers a graduate program leading to the Master of Science degree with a major in Industrial Engineering, concentrations in traditional industrial engineering, engineering management, human factors engineering, manufacturing systems engineering, and product development and manufacturing. The Ph.D. with a major in Engineering Science is available through the Department of Mechanical, Aerospace, and Biomedical Engineering with a concentration in industrial engineering.

Effective: Fall 2003

REVISE DESCRIPTION OF MAJOR

On page 127 of the 2002-2003 *Graduate Catalog*, center column, under Engineering Management, **REVISE** the statement.

FROM

The engineering management concentration has an additional admission requirement of two years' U.S. industrial experience as a practicing engineer or scientist. This concentration is fully supported off-campus utilizing electronic media for videotaping and interactive distance teaching methods.

TO

The engineering management concentration has an additional admission requirement of two years relevant experience as a practicing engineer or scientist. This concentration is fully supported off-campus utilizing electronic media for videotaping and interactive distance teaching methods.

Effective: Fall 2003

On page 127 of the 2002-2003 *Graduate Catalog*, Curriculum for Dual MS-MBA Degree, revise the latter portion of the table.

FROM

Fall – Second Year		
IE 503*	Survey of Manufacturing Systems Engineering	1-3
IE511**	Business Planning and Commercialization	3
IE509	Project Management	1
IE510	Advanced Topics in Manufacturing Systems	3
IE 524	Advanced Integrated Manufacturing	3
----	Elective(IE514,519, or 523)	3
Spring		
---	MBA Hub Course Elective	3
IE509	Project Management	1
IE 522	Optimization Methods in Industrial Engineering	3
IE 512	Process Development and Market Feasibility	3
-----	Elective (IE 514,519, or 523)	3

TO

Fall – Second Year		
IE 503*	IE Methods Review	--
IE515	Advanced Production and Inventory Systems	3
IE 516	Statistical Methods in Industrial Engineering	3
IE 524	Advanced Integrated Manufacturing	3
IE 511**	Business Planning and Commercialization	3
IE509	Multidisciplinary Project	1
Spring		
---	IE General Electives(select with advisor)	3
IE509	Multidisciplinary Project	1
IE 522	Optimization Methods in Industrial Engineering	3
IE 518	Advanced Engineering Economic Analysis	3
IE 527	Lean Production systems (MBA Hub Course)	3

Effective: Fall 2003

On page 127 of the 2002-2003 *Graduate Catalog*, after the Engineering Management paragraph,

ADD

Human Factors Engineering

Human factors engineering is concerned with ways of designing jobs, machines, operations, and work environments so they are compatible with human capacities and limitations. The human factors practitioner, operating within an industrial or service environment, is called upon both to apply existing human performance knowledge to the design or modification of work and workplaces and also to generate new experimental data required for system design and evaluation.

Effective: Fall 2003

On page 128 of the 2002-2003 Graduate Catalog, ADD the following section before **Certificate in Maintenance**.....

Doctoral Degree

The Doctor of Philosophy (Ph.D.) degree *with a concentration in industrial engineering (IE)* is available through the Department of Mechanical, Aerospace, and Biomedical Engineering (MABE). The faculty of the Department of Industrial Engineering have the responsibility for administering the program including admission of students, course requirements, administering the qualifying and comprehensive examinations, and supervising doctoral research and dissertation work. The IE graduate committee administers the program within the department.

Admission to the Ph.D. program with a concentration in industrial engineering requires an undergraduate degree and academic background that meets the admission criteria for the master's program in industrial engineering or a master's degree in industrial engineering (or a closely related field), and previous academic performance that clearly demonstrates the capacity to do original research and technical investigative work and the potential for a successful scholarly career. If admitted, prerequisites (if required) will be established by the graduate committee based on the student's academic background. All students are required to take the Graduate Record Examinations (GRE), and submit three letters of reference and a personal statement about their professional goals. International students are also required to take the Test of English as a Foreign Language (TOEFL).

The total program of study requires a minimum of 72 graduate semester hours beyond the Bachelor's degree, exclusive of credit for the master's thesis. This includes a minimum of 48 graduate semester hours of coursework beyond the bachelor's degree and 24 semester hours of doctoral research and dissertation work. For a master's program completed at another institution or in another field, the requirement may exceed the 48 semester hours of coursework (other than research and dissertation) dependent on the previous program of study.

Effective: Fall 2003

MATERIALS SCIENCE AND ENGINEERING

ADD

552 Fiber Science (3) Physical properties, mechanical properties and microstructure of polymeric fibers; relation to end-use properties. Prereq: Organic Chemistry and Thermal Physics or equivalent.

553 Nonwovens Science and Technology I (3) Nonwoven fabric technology; different web forming processes; and relationships among the chemical, morphological and mechanical properties of fibers and orientation in webs to final performance properties of bonded structures. Prereq: Organic chemistry or consent of instructor.

554 Nonwovens Science and Technology II (3) Interrelations between mechanics of production and mechanical properties of nonwoven fabrics; characterization of fiber morphology and web structure; chemistry of nonwoven binders and finishes; and engineering of specific fabric properties. Prereq: 553 or equivalent.

555 Laboratory Methods in Nonwovens Processing and Characterization (3) Laboratory experience in nonwovens fabrication processes and characterization techniques. Effect of processing conditions on structure development and properties of different types of webs. Prereq: 552 and 553.

570 Optical Microscopy (4) Basic compound and polarizing microscopy for imaging. Optical property measurements, and structure elucidation. Other methods of optical microscopy. Prereq: Fundamentals of Physics: Wave Motion, Optics and Modern Physics or equivalent. 3 hrs and 2 labs.

575 Surface Characterization (3) Analytical techniques for characterizing surfaces of textile materials. Applications of well-established techniques: spectroscopy and microscopy. Prereq: 552.

635 Mechanics of Textile Materials (3) Mechanics of textile materials: theoretical analyses of yarns, fabrics and webs. Prereq: Mechanics of Materials and 552.

Effective: Fall 2003

Supporting Information

- a. Rationale: These seven new graduate courses are added to the Materials Science and Engineering curriculum due to the transfer of the Textile Science program from the Department of Consumer and Industry Services Management, College of Human Ecology, to the Department of Materials Science and Engineering, College of Engineering. An equivalency table is provided to indicate the course transfers.
- b. Course format and location: Standard format, on-campus.
- c. Impact on other academic units: Changes will result in deletion of all current graduate Textile Science courses.
- d. Financial impact: None.

EQUIVALENCY TABLE

Textile Science Courses and Materials Science and Engineering Courses

CURRENT TEXTILE SCIENCE (TS) COURSES	EQUIVALENT MATERIALS SCIENCE AND ENGINEERING (MSE) COURSES
TS 500	MSE 500 (existing course)
TS 501	dropped
TS 502	MSE 502 (existing course)
TS 510	MSE 552 (<i>new course</i>)
TS 520	MSE 570 (<i>new course</i>)
TS 521	MSE 553 (<i>new course</i>)
TS 526	MSE 554 (<i>new course</i>)
TS 528	MSE 555 (<i>new course</i>)
TS 552	dropped
TS 580	MSE 575 (<i>new course</i>)
TS 590	MSE 504 (existing course)
TS 593	MSE 576 (existing course)
TS 595	dropped
TS 600	MSE 600 (existing course)
TS 625	dropped
TS 635	MSE 635 (<i>new course</i>)
TS 695	MSE 676 (existing course)

DROP

571 Electron Microscopy (3)

671 Quantitative Microscopy (3)

Effective: Fall 2003

Supporting Information

- a. Rationale: These two graduate courses are out-dated, and will be replaced by MSE 672 and 673 (see next section).
- b. Course format and location: Standard format, on-campus.
- c. Impact on other academic units: None.
- d. Financial impact: None.

ADD

MSE 630 Thin Film Materials Processing (3) Students learn materials issues and thin film processing techniques used to manufacture semiconductor devices. Topics include basic vacuum technology, plasma physics, sputtering, evaporation (resistive, electron beam, laser ablation), chemical vapor deposition, and etching. The mechanisms of each process are explored and relevant material chemistries are discussed. Thin film growth models are also explained and processing variables are related to material properties. Prereq: Permission of instructor.

MSE 644 Optoelectronic Processes in Polymeric Materials (3) This course introduces fundamental molecular orbital and energy band theories and discusses 1) optical and electronic properties of polymeric materials, 2) principles, design and characterization of polymer optoelectronic devices, and 3) applications of laser spectroscopy in polymer characterizations. The focus is to understand electron related processes and opto-electronic characterizations of polymeric materials and devices. The fundamentals of laser spectroscopy are also explained in determining structure-property relationships in polymer research. Prereq: 543 or equivalent, and permission of instructor.

MSE 672 Introduction to Transmission EM and Electron Diffraction (3) Fundamentals of electron scattering, reciprocal space, the Ewald Sphere construction. Basic electron optics, operation of the transmission electron microscope TEM (*includes some laboratory sessions*) and sample preparation. The kinematical theory of imaging of perfect and imperfect crystals in the TEM. Problems with the kinematic theory. Introduction to the dynamical theory of TEM imaging. The effect of inelastic scattering in the TEM. Fundamentals of analytical electron microscopy. The Scanning Transmission Electron Microscope (STEM) and its relation to the TEM. Prereq: Either 405, 511, or 572; and permission of instructor.

MSE 673 Introduction to Scanned Probe Microscopies (3) A survey of techniques for surface imaging and characterization. Young's Topografiner, field emission, and the beginning of scanning tunneling microscopy (STM). Practical operation of the STM (*includes laboratory sessions*). Image resolution and interpretation in the STM, analytical STM imaging. The theory and control of feedback loops in SPM. The generalized Scanning Probe Microscope (SPM) and the Atomic Force Microscope (AFM). Theory of operation of AFM, limits to resolution, and image interpretation (*includes laboratory session*). Important variants of the SPM including scanning capacitance, scanning near field optical, and scanning thermal microscopes. The metrology of nanoscale structures. Prereq: Permission of the instructor.

Effective: Fall 2003

Supporting Information

- a. Rationale: MSE 624 and 644 are associated with new faculty and their areas of research expertise. MSE 672 and 673 replace MSE 571 and 671, which are being dropped.
- b. Course format and location: Standard format, on-campus.
- c. Impact on other academic units: None.
- d. Financial impact: None.

MECHANICAL, AEROSPACE & BIOMEDICAL ENGINEERING

Biomedical Engineering

ADD

552 Computational Biomechanics (3) Practical use of general-purpose commercial finite element packages for simulations related to orthopedic and sport biomechanics. Prediction of failure and performance of bone, joints and prosthetic devices. Prereq: Mechanical Engineering 231, Mechanical Engineering 321, or equivalent.

599 Special Topics in Biomedical Engineering (1-3) Prereq: Consent of instructor. May be repeated. Maximum 6 hours.

Effective: Fall 2003

Supporting Information (BME 552, 599)

- a. Rationale: Courses are required in support of new faculty in BME program.
- b. Course format and location: 552 meets twice a week in standard classroom environment. 599 variable depending on topic and course credit hours.
- c. Impact on other academic units: None expected.
- d. Financial impact: None expected.

Mechanical Engineering

ADD

527 Thermal Systems Analysis (3) Application of basic principles of heat transfer, fluid mechanics, and thermodynamics to develop solution models for parametric analysis of thermal systems problems via commercial software. Prereq: 344.

537 Mechanical Systems Analysis (3) Application of basic principles of rigid body dynamics, strength of materials, and continuum mechanics to development of models for parametric analysis of mechanical systems using commercial software. Prereq: 231, 321.

Effective: Fall 2003

DROP

555 Design Tools (5)

Effective: Fall 2003

Supporting Information (ME 527, 537, 555)

- a. Rationale: We are replacing one 5-hour course with two 3-hour courses in the Dual Degree Program.
- b. Course format and location: Courses meet twice a week in computer laboratory environment.
- c. Impact on other academic units: New courses will be available for all engineering students whereas course being dropped was only available for Dual Degree students.
- d. Financial impact: None expected.

REVISE DUAL MAJOR STATEMENT

On page 150, column one of 2002-2003 *Graduate Catalog*, revise the curriculum for Dual M.S.-M.B.A. Degree – Major in Mechanical Engineering (Fall – Second Year)

FROM

Fall – Second Year		
IE 511	Business Planning and Commercialization	3
ME 509	Project Management	1
—	ME Elective (select with advisor)	3
ME 505	Mechatronics	3
ME 555	Design Tools	5
Spring		
—	MBA 'hub' course elective	3
ME 509	Project Management	1
ME 510	Prototype Development and Evaluation	3
—	Math/Engineering Elective (select with advisor)	3
Summer (first session)		
ME 594	Culminating Integrated Project Report	3
TOTAL		65

TO

Fall – Second Year		
IE 511	Business Planning and Commercialization	3
ME 509	Multidisciplinary Project	1
ME 551	Mechanical Engineering Design	3
ME 537	Mechanical Systems Analysis	3
ME 527	Thermal Systems Analysis	3
Spring		
—	MBA 'hub' course elective	3
ME 509	Multidisciplinary Project	1
ME 505	Mechatronics	3
ME 510	Prototype Development and Evaluation	3
—	Math/Engineering Elective (select with advisor)	3
Summer		
ME 594	Culminating Integrated Project Report	3
TOTAL		66

Effective: Fall 2003

ADD CERTIFICATE

On page 150, column three of 2002-2003 Graduate Catalog, prior to the section, "Certificate in Maintenance and Reliability Engineering," add "Certificate in Computational Fluid Dynamics" statement.

Certificate in Computational Fluid Dynamics

The College of Engineering offers a certificate program in computational fluid dynamics (CFD). The program is designed primarily for the part-time student interested in gaining dexterity in this subject by taking a course sequence through distance education. All course work is permanently archived at the COE Computational Fluid Dynamics Laboratory website, hence available on demand on a totally flexible schedule.

The 12-hour certificate is earned by completing the three courses, ES 551, ES 552 and ES 581 (CFD Laboratory), which are extensively cross-listed among departments in the College of Engineering. The certificate is completed with one elective 3-hour course from an approved list. Those currently approved are ChE 507 and ECE 599 (Computer Fire Modeling). A wider selection of courses will be added when they become available.

The sole academic prerequisite for the certificate program is a bachelor's degree in engineering. Applicants must meet the minimum admission requirements of the UT Graduate School and become admitted thereto.

Effective: Fall 2003

NUCLEAR ENGINEERING

REVISE TITLE

567 Medical Physics I (3) (Formerly: Radiation Therapy I.)

568 Medical Physics II (3) (Formerly Radiation Therapy II.)

Effective: Fall 2003

MEMORANDUM

To: Graduate Council

From: Johnie N. Mozingo, Interim Associate Dean for Academic Affairs
College of Nursing

Date: December 11, 2002

Subject: Graduate Curricular Changes - College of Nursing

The attached curricular changes have been approved by the faculty of the College of Nursing and are submitted to the Graduate Council for consideration. The following is a summary of these proposals:

- (1) Revise titles, course descriptions, and prereq/coreqs for two courses in the Nursing Administration Concentration.
- (2) Specify courses allowed in Non-Degree Status on page 165 of the 2002 *Graduate Catalog*.
- (3) Add an item to "Special Policies" section on page 166 of the 2002 *Graduate Catalog*.
- (4) Add description of Nursing Education Minor and Nursing Education Certificate on page 166 of the 2002 *Graduate Catalog*.

JM:jb
Attachment

COLLEGE OF NURSING

Nursing Administration Concentration

REVISE TITLE, DESCRIPTION, AND PREREQ/COREQ

FROM

590 Nursing Administration I (6)

Exploration, analysis and application of selected organizational, management, and leadership theories and financial principles to delivery of nursing services. Structure, functions, organization, behaviors, and adaptive processes of health care organizations. Prereq or coreq: 503, 510, 520. 2 hrs and 4 labs.

TO

590 Nursing Administration: Macro-Analysis (6)

Exploration, analysis, and application of selected organizational, management, and leadership theories and financial principles to delivery of nursing services. Structure, functions, organization, behaviors, and adaptive processes of health care organizations. Prereq: 503, 510. Prereq or Coreq: 501, 520. Didactic (2) and practicum (4).

FROM

591 Nursing Administration II (6)

Continuation of 590. Utilization of human and financial resources, conflict resolution, and organizational development with application to mid-level and top-level nursing administration positions. Prereq or coreq: 590, 591. Prereq or coreq: 582. 2 hrs and 4 labs.

TO

591 Nursing Administration: Micro-Analysis (6)

Utilization of human and financial resources, conflict resolution, and organizational development with application to mid-level and top-level nursing administration positions. Prereq: 503, 510. Prereq or coreq: 501, 520. Didactic (2) and practicum (4).

Supporting Information

- a. Rationale: The new course titles more accurately reflect course content, and deletion of "I" and "II" from the titles is consistent with the fact that one course does not build on the other.
- b. Course format and location: Course meets once weekly in a standard classroom environment with practicum hours in selected health care agencies.
- c. Impact on other academic units: None
- d. Financial impact: None

ADD TO PAGE 165 AS A SEPARATE SECTION AFTER "ADMISSION REQUIREMENTS"

Non-Degree Status

Only 503, 505, 510, 511, and 515 are open to students in Non-Degrees Status. Students not yet accepted into the Master's Program must see the Chair of the MSN Program for advising prior to enrolling in any course.

Effective: Summer 2003

ADD TO PAGE 166 AS ITEM 4 UNDER "SPECIAL POLICIES"

Students are expected to maintain a 3.0 cumulative GPA; however, students *must* maintain a grade of B or better in clinical concentration courses and/or directed clinical practice. Graduate students are not permitted to repeat a course, repeat an exam or do additional work for the purpose of raising a grade already received. A student who receives a final grade below a B in a clinical concentration course will be dismissed from the program. A student whose cumulative GPA drops below a 3.0 as a result of earning grades of C in other courses will be placed on academic probation. A student will be allowed to continue in graduate study while on academic probation as long as each semester's grade point average is 3.0 or better and the grade for clinical concentration work is at least 3.0.

Effective: Fall 2003

ADD DESCRIPTION OF NURSING EDUCATION MINOR AND POST MASTER'S NURSING
EDUCATION CERTIFICATE [ADD TO PAGE 166 OF THE 2002 GRADUATE CATALOG]

Nursing Education Minor

Graduate students in the College of Nursing may pursue a Nursing Education Minor. The minor consists of 12 hours: 6 hours in Nursing and 6 in Education. Required courses in the College of Nursing are 566 Education Principles and Strategies (3) and 565 Nursing Education Practicum (3). Students select from a listing of courses in the College of Education, Health, and Human Services (see CON Graduate Handbook for listing) or may substitute courses at the discretion of the student and advisor.

Post Master's Nursing Education Certificate

The Post-Master's Certificate in Nursing Education consists of 12 hours: 6 hours in Nursing and 6 in Education. Required courses in the College of Nursing are 566 Education Principles and Strategies (3) and 565 Nursing Education Practicum (3). Students select from a listing of courses in the College of Education, Health, and Human Services (see CON Graduate Handbook for listing) or may substitute courses at the discretion of the student and advisor.

Effective Date: Summer 2003

Supporting Information

- a. Rationale: Graduate students in Nursing have sometimes taken cognate courses in Education. (When the College of Nursing offered a functional concentration in nursing education, two courses from the College of Education were required.) Course work is offered in the College of Nursing for graduate students interested in careers in nursing education, but additional course work from the "education experts" is desirable. The proposed minor formalizes the arrangement with the College of Education, Health, and Human Sciences and provides documentation which could be attractive to students considering careers in nursing education or to their prospective employers.
- b. Impact on Other Academic Units: None.
- c. Financial Impact: None

Graduate Council Members:

Please note that the College of Education, Health, and Human Sciences (CEHHS) is fully supportive of the College of Nursing's proposed Minor in Nursing Education and Graduate Certificate of Credit in Nursing Education that will require participants to complete six hours of Education elective courses. Given the long history of graduate level nurses enrolling in the former College of Education's courses and degree programs, this proposal appears to be a logical extension of that relationship.

*Tom George
Associate Dean
College of Education, Health, & Human Sciences*

**DROP THE FOLLOWING COURSES:
GRADUATE COURSES NOT TAUGHT IN 4 OR MORE YEARS**

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

ANIMAL SCI	633	ADV MIN-VITAMIN NUTR
WILD & F SC	520	PLAN/ADM FISH / WLD PGM

COLLEGE OF ARCHITECTURE AND DESIGN

ARCHT	511	SEM: ENVIR INFLUENCES
ARCHT	513	SEM: CULTRL AESTHETCS

COLLEGE OF ARTS AND SCIENCES

GEOGRAPHY	677	SEM BIOL CONSERVATION
PSYCHOLOGY	516	COLLOQUIUM / ETHOLOGY
SOCIOLOGY	540	OCCUPATIONS

COLLEGE OF BUSINESS ADMINISTRATION

ECONOMICS	525	ECONOMIC HIST / EUROPE
ECONOMICS	615	HISTORY OF ECONOMICS
ECONOMICS	642	LABOR HIS / LEGISLATION
HUM RES DV	505	SEL / PLC / FOL PRO / H R D
HUM RES DV	515	MICROCOM OPER & PROG
HUM RES DV	550	ADM / INDUST ED PGMS
HUM RES DV	551	SUPER / INDUST ED PGMS
HUM RES DV	552	HIST / PHIL INDUST ED
HUM RES DV	553	PLAN TECH ED FACILITY
HUM RES DV	555	CURR PLAN INDUST EDUC
HUM RES DV	558	SEM IN INDUST EDUC
HUM RES DV	613	SPEC TOP HUM RES DEV
MANAGEMENT	601	RESEARCH METHODS
STATISTICS	511	STAT THINK / DECIS MAKG

COLLEGE OF COMMUNICATIONS AND INFORMATION SCIENCES

COMMUNICAT	692	COMM THEORY / METHOD
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COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

CHLD & FM ST	521	ORGAN MGMT / ELY CHL ED
CHLD & FM ST	630	ADV ST INFT / ER CH DEV
EDUCATION	562	DIRECT / SUPR STD TEACH
EDUCATION	618	INTERP / APPL C & I RES
EDUCATION	635	TEACHER ED IN AMERICA
EXER SCIEN	510	SEM CLINICAL SPRT MED
HIGHER ED	698	SEMINAR / HIGHER ED
HTL / REST AD	555	FOOD SERVICE / LODG LAW
HUMAN ECOL	510	INTERG NATURE / HOME EC
HUMAN ECOL	525	PRACTICUM / HOME EC ED
HUMAN ECOL	545	EVAL HOME EC EDUC
HUMAN ECOL	580	SPEC TOPS / HOME EC ED
HUMAN ECOL	581	DIRECT STD / HOME EC ED
RTL / CSM SC	651	CONSUMER / PUBLIC POLICY
REHAB / DEAF	535	VOC EVAL: STAT METHOD
REHAB / DEAF	591	CLINICAL STUDIES
REHAB / DEAF	601	SEM ED THE SP ED / REHAB
REHAB / DEAF	620	INTERN RES SPED & REHAB
REHAB / DEAF	630	INT INST LDR SPED & RHB
REHAB / DEAF	679	SPECIAL TOPICS

COLLEGE OF ENGINEERING

AERO ENGR	641	PHYSICAL GAS DYNAMIC
ENGR SCI	572	BIOMEDICAL FLUID MECH
ENGR SCI	624	VISCOELASTICITY
ENGR SCI	633	ADVANCED VIBRATIONS
ENGR SCI	641	FLUID MECH / CONV HEAT
NUCL ENGR	576	EXPERT SYSTEMS / ENGR

COLLEGE OF NURSING

NURSING	557	NURSE MIDWIFERY SEM I
NURSING	558	NURSE MIDWIFERY SEM II
NURSING	559	NURSE MIDWIFERY SEM III

Corrections to Curricular Proposals approved January 30, 2003**COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES**

Page G59

PLANT SCIENCES AND LANDSCAPE SYSTEMS**Master's Program
Degree Requirements**

2. Six of these hours (3rd sentence): Delete Human Resource Development 521, 522, 562 from list. ***(These courses are being dropped Fall 2003.)***

COLLEGE OF BUSINESS ADMINISTRATION

Page G116

MARKETING

REVISE TITLE

611 Theoretical Foundations (3) (Formerly Seminar in Theoretical Foundations).

THE UNIVERSITY OF TENNESSEE



Department of Marketing, Logistics and Transportation
College of Business Administration
310 Stokely Management Center
Knoxville, Tennessee 37996-0530
(865) 974-5311
Fax# (865) 974-1932

February 5, 2003

Ms. Brenda L. Rayman
UT Catalog Editor
Office of the Dean – Enrollment Services
The University of Tennessee
209 Student Services Building
Knoxville, TN 37996

RECEIVED

FEB 07 2003

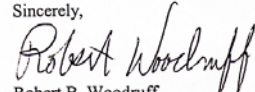
OFFICE OF THE PROVOST

Dear Ms. Rayman:

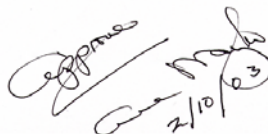
By this letter, I am requesting that the title of Marketing 611 be changed from "Seminar in Theoretical Foundations" to "Theoretical Foundations." This course is cross-listed with Logistics and Transportation 611. The Graduate Council has approved the title change for Logistics and Transportation 611 from "Seminar in Theoretical Foundations" to "Theoretical Foundations," and our faculty want to have the same title for Marketing 611.

Thank you for your attention to this matter.

Sincerely,


Robert B. Woodruff
Proffitt's, Inc. Professor and Head

Cc: Dr. Anne Mayhew, Dean of Graduate Studies, Dr. Paul Frymier, Chair of the
Graduate Curriculum Committee



COLLEGE OF COMMUNICATION AND INFORMATION**Page G139**

THE DOCTORAL PROGRAM

A minimum of 87 hours

2. Fifteen hours in a primary concentration (advertising, broadcasting, information sciences, journalism, public relations, science communication, or speech communication) supplementing the core. ***(instead of: advertising, broadcasting, information sciences, journalism, public relations, converging media, or speech communication)***

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**Page G154****EDUCATION**

REVISE GRADING and MOVE to Theory and Practice in Teacher Education ***(instead of REVISE GRADING)***

540 Topics in Improvement of Instruction (3) S/NC or letter grade. (Formerly: S/NC only.)

Page G156**Human Ecology**

MOVE to Theory and Practice in Teacher Education ***(instead of DROP)***

630 College Teaching and Professional Roles in Human Ecology (3)

Pages G167 & G168**EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

MOVE the MS major in Education with a concentration in Social Foundations TO the Instructional Technology and Educational Studies department and RENAME it M.S. in Instructional Technology and Educational Studies ***(instead of Instructional Technology)*** with a concentration in Cultural Studies of Educational Foundations.

MOVE the MS major in Human Performance and Sport Studies with a concentration in Sport Studies TO the Sport and Leisure Studies Department and RENAME it M.S. in Sport Studies with a concentration in Sport Studies ***(instead of Socio-cultural Foundations of Sport)***.

Page G176**Higher Education**

MOVE the following course in Higher Education TO Educational Administration and Policy Studies and REVISE CROSS-LISTING

534 Program Evaluation in Education (3) (Same as Curriculum, Educational Research and Evaluation 534) ***(Instead of Same as Instructional Technology and Educational Studies 535)***

Page G182**COUNSELING**

Master of Science (M.S.)
Counseling major
Mental Health Counseling concentration

Year 1:

COUN 556.....3 ***(course was omitted in showcase)***

Pages G188 & G189**School Psychology**

Specialist in Education (Ed.S.)
School Psychology major

Footnotes and text for * should be omitted.

Doctor of Philosophy
Education major
School Psychology concentration

Footnotes should be omitted.

Page G196**Health**

Add

585 Seminar in Gerontology (1) Scope of gerontology as discipline and as related to other academic and professional disciplines. Speakers both internal and external to UT. Prereq: Consent of instructor. May be repeated. Maximum 3 hours. (Same as Counselor Education 585, Educational Psychology 585, Exercise Science 585, Nursing 585, Public Health 585, Social Work 585, and Sociology 585)

(Counselor Education 585 and Nursing 585 should be included in cross-listed courses.)

The cross-listing (*same as statement*) for each of the above courses has been revised to reflect the new primary course (Health 585). The primary course was previously Human Ecology 585 (dropped effective Fall 2003).

Page G198**INSTRUCTIONAL TECHNOLOGY AND EDUCATIONAL STUDIES**

The Department of Instructional Technology and Education Studies offers graduate programs. . .

Doctor of Philosophy
Education

Cultural Studies of Educational Foundations (***instead of Cultural Studies in Education***)
Curriculum, Educational Research, and Evaluation
Instructional Technology

Page G203**Curriculum, Educational Research and Evaluation**

Move the following current courses in Instructional Technology, Curriculum and Evaluation TO the new subject area: Curriculum, Educational Research, and Evaluation (CREV):

534 Program Evaluation in Education (3) (*instead of 535*)

Page G233**GRADUATE MAJORS AND DEGREE PROGRAMS**

Recreation Management (***should be Recreation and Leisure Studies***)