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11-1-2007

# Curriculum Committee Report - November 1, 2007

Graduate Council

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GRADUATE CURRICULUM COMMITTEE  
THURSDAY, NOVEMBER 1, 2007, 3:30 P.M.  
4<sup>TH</sup> FLOOR CONFERENCE ROOM, ANDY HOLT TOWER  
REPORT

Present: David Dupper (Chair), David Anderson, Vincent An fara, Richard Bennett, Harry Dahms, Michael Essington, Jim Foggin, Blanche O'Bannon. Also present representing colleges: Joy DeSensi, Nancy Fair, Thomas George, Steven McCallum, Sally McMillan, Mick Nordquist, Karen Sowers, Curtis Stewart, Barbara Thayer-Bacon.

The meeting of the Graduate Curriculum Committee was called to order by David Dupper, Chair, at 3:30 p.m. on Thursday, November 1, 2007.

The following proposals for curriculum change were presented.

- College of Architecture and Design
- College of Education, Health, and Human Sciences
- Intercollegiate
  - Aviation Systems
  - Comparative and Experimental Medicine
- College of Social Work
  
- Graduate Courses Not Taught in Four or More Years - To be dropped Fall 2008

The committee recommends these proposals to Graduate Council for approval.

The committee also reviewed the curricular process.

The meeting adjourned at 5:00 p.m.

- **Indicates added/dropped degrees, majors, concentrations, minors, departmental name changes, etc.**

# COLLEGE OF ARCHITECTURE AND DESIGN

All changes effective Fall 2008

## I. COURSE CHANGES

### (596) Landscape Architecture

ADD

**501 Introduction to Sustainable Design (3)** Introduction to design and planning professions as intellectual disciplines that shape and sustain regional and global environments. Addresses landscape architecture, architecture, urban design, and planning perspectives and theory.

*Registration Restriction(s): Landscape architecture major or Master of Architecture - architecture major.*

*Registration Permission: Consent of instructor.*

**561 Practicum for Landscape Architecture (3-6)** Supervised experience in a private practice, governmental or non-governmental organization, or on a landscape oriented research project. Business or research practices, management, and design skills.

*Repeatability: May be repeated. Maximum 12 hours.*

*(RE) Prerequisite(s): 545.*

*Registration Permission: Consent of instructor and approval of graduate program in landscape architecture.*

ADD AND REQUEST APPROVAL FOR VARIABLE TITLE

**591 International Study (1-9)** Individual or group study abroad. Academic research, field investigation, and/or studio experiences. Determination of credit based on particular international experience.

*Repeatability: May be repeated. Maximum 12 hours..*

*Registration Permission(s): Consent of instructor and approval of graduate program in landscape architecture.*

**592 Off-Campus Study (1-9)** Individual or group study in the United States. Academic research, field investigation, and/or studio experiences. Determination of credit based on particular off-campus experience.

*Repeatability: May be repeated. Maximum 12 hours.*

*Registration Permission(s): Consent of instructor and approval of graduate program in landscape architecture.*

REVISE DESCRIPTION, REMOVE (DE) PREREQUISITE, AND ADD COMMENTS

**520 Visualization/Representation II (3)** Advanced exploration of drawing as a means of visual thinking and communication, addressing perception of phenomena. Includes further development of manual graphic capabilities, as well as introduction of emerging digital techniques for mapping and landform modeling applicable to large-scale projects.

*Comment(s): Admission to landscape architecture program or completion of Plant Sciences 380 is required.*

REVISE DESCRIPTION

**545 Landscape Architecture Design III (6)** Advanced studio with urban design focus. Particular emphasis on design of urban projects and infrastructure that enhance human knowledge of and sensual engagement with regional civic, cultural, and ecological aspects of urban place while sustaining sustain human health and natural environments. Exploration of topical/thematic issues using a mixture of analog and digital media.

REVISE CREDIT HOURS

### 542 Landscape/Site Design II (4)

REVISE REGISTRATION RESTRICTION

### 503 Landscape Architecture: Histories and Theories I (3)

*Registration Restriction(s): Landscape architecture major.*

### 541 Landscape/Site Design I (3)

*Registration Restriction(s): Landscape architecture major.*

REMOVE (DE) PREREQUISITE AND ADD COMMENT

### 540 Planting Design (3)

*Comment(s): Admission to landscape architecture program or completion or Plant Sciences 220 is required.*

## **II. PROGRAM CHANGES**

- ADD TWO ADDITIONAL DEGREES FOR LANDSCAPE ARCHITECTURE MAJOR  
MASTER OF ARTS IN LANDSCAPE ARCHITECTURE (MALA)  
MASTER OF SCIENCE IN LANDSCAPE ARCHITECTURE (MSLS)

Replace the Master of Landscape Architecture - Landscape Architecture Major text on pages 51-52 of the 2007-2008 *Graduate Catalog* with the following.

### **LANDSCAPE ARCHITECTURE PROGRAM** [http://www.arch.utk.edu/acad\\_prog/mla\\_main.html](http://www.arch.utk.edu/acad_prog/mla_main.html)

Tracy Walker Moir-McClean, Interim Coordinator

#### **Associate Professors**

DeKay, M., MArch . . . . .Oregon  
Dodds, G., PhD . . . . .Pennsylvania  
Menendez, G.L., MS . . . . .Tennessee  
Moir-McClean, T.W., MArch . . . . .Michigan  
Rogers, S.M., MLA . . . . .Georgia  
Stewart, C.E., MLA . . . . .Georgia

#### **Adjunct Associate Professors**

Wall, Scott, MArch . . . . . Rice

#### **MAJOR**

Landscape Architecture

#### **DEGREE**

MLA, MALA, MSLA

#### **Mission Statement**

The core values of the graduate landscape architecture program at University of Tennessee are based on a design-centered curriculum that promotes ethical imperatives, critical thinking, and sustainable practices. These values of landscape stewardship are expressed in the cultural, political, and regional realities of designed and naturally occurring landscapes. The program is committed to preparing students for leadership roles in the professional practice of landscape architecture, and in related career paths.

Landscape architecture is an intercollegiate program composed of faculty from the College of Architecture and Design, the College of Agricultural Sciences and Natural Resources, and related colleges and disciplines. Faculty in the College of Architecture and Design and the College of Agricultural Science and Natural Resources are responsible for the core curriculum.

More information on the graduate landscape architecture program, application process, and deadlines is available on the College of Architecture and Design Web site, under Academic Programs (see link above).

The graduate landscape architecture program offers three degrees: the Master of Landscape Architecture (MLA), the Master of Arts in Landscape Architecture (MALA), and the Master of Science in Landscape Architecture (MSLA). The three landscape architecture degree options are distinguished from each other by the number of credit hours required, the focus of study, and the nature of each degree's thesis.

The Master of Landscape Architecture (MLA) is a design-based professional degree that concludes with a design thesis or a capstone design project. The MLA has a first-professional track (MLA-Track 1) that is designed to prepare students as critically engaged and well-trained practitioners, and a post-professional track (MLA-Track 2) that provides opportunities for research-oriented studies in sub-disciplines, as well as self-directed research in alternate areas of interest.

The Master of Arts in Landscape Architecture (MALA) and the Master of Science in Landscape Architecture (MSLA) are for students who hold a bachelor's degree or an advanced degree in any field or a first professional degree in landscape architecture and wish to pursue research-oriented studies in landscape architecture with a humanities or science focus respectively, but do not seek to be registered professional practitioners.

Students pursuing the MLA-Track 2, the MALA, or the MSLA will work primarily with faculty members engaged in research and scholarship relevant to current issues and opportunities in the field. Faculty interests that contribute to curricular specialization areas focus on issues of environmental stewardship and include materials, techniques and technologies; civic infrastructure; natural resources and urban environments; history and theory/criticism; visualization/representation.

Retention in the program is contingent upon evidence of satisfactory progress toward the degree. Individual student progress will be reviewed each semester by the program coordinator. The Graduate Landscape Architecture Program Committee will review any questions regarding progress.

## **MASTER OF LANDSCAPE ARCHITECTURE LANDSCAPE ARCHITECTURE MAJOR**

The Master of Landscape Architecture (MLA) is a design-oriented degree that offers two tracks. The MLA-Track 1 is a first professional degree for students who hold a Bachelor's degree in fields of study other than landscape architecture or related design fields, including landscape design, architecture, urban design, and interior design. The MLA-Track 2 is a post-professional research-oriented design degree for students who already hold a first-professional degree in Landscape Architecture from an LAAB accredited program or the international equivalent. The MLA-Track 2 offers post-professional students opportunities for research-oriented specialization related to landscape architecture design or professional studies.

### **Master of Landscape Architecture-Track 1 (First Professional Degree)**

The MLA-Track 1 is largely designed to prepare students as critically engaged and well-trained practitioners. Two curricular paths are available in this degree track.

- Path A is designed to accommodate students who have no previous formal study in landscape architecture.
- Path B is designed to accommodate students with a bachelor's degree in landscape design or students in related design fields like architecture, urban design or interior design. Once advanced standing is determined, as little as two years may be required to complete the Path B program.

### **Admission to MLA-Track 1 (First Professional Degree)**

In addition to meeting the Graduate School's minimum requirements, the following specific admission requirements must be met.

- A bachelor's degree with a 3.00 GPA and a minimum of 12 credit hours of humanities courses from an accredited college or university are required. International applicants must have an equivalent four-year degree and 3.00 GPA.
- An essay addressing intent and expectations for study in the program.
- Three letters of recommendation.
- A portfolio illustrating evidence of visual creativity and/or graphic capabilities. Path B applicants with a pre-professional landscape architecture or landscape design degree who wish to apply for advanced standing must show prior design work in the portfolio.
- The general portion of the Graduate Record Examination is required of all applicants. Applicants should take the GRE at least one semester in advance of application for admission.
- Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOEFL).
- A personal on-site interview is desirable but not mandatory.

Candidates with a GPA less than 3.00 may be considered for conditional admission when evidence of exceptional promise is identified.

### **Requirements for the MLA-Track 1 (First Professional Degree)**

#### **Path A**

**Thesis Option:** Requires a minimum of 16 hours of undergraduate preparation, and 79 hours of graduate coursework including 6 hours of Landscape Architecture 500 (Thesis) with a public presentation and oral defense of the thesis.

**Non-Thesis Option:** Requires a minimum of 16 hours of undergraduate preparation, 79 hours of graduate coursework including 6 hours of Landscape Architecture 570 (Capstone Studio) with a public presentation and oral defense of the capstone project.

#### **Path B**

**Thesis Option:** Requires a minimum of 63 hours of graduate coursework including 6 hours of Landscape Architecture 500 (Thesis) with a public presentation and oral defense of the thesis.

**Non-Thesis Option:** Requires a minimum of 63 hours of graduate coursework including 6 hours of Landscape Architecture 570 (Capstone Studio) with a public presentation and oral defense of the capstone research project.

Path A and Path B options require five directed electives chosen from an approved list of courses. No more than 3 directed electives may be in a single curricular specialization area. A minimum of 12 hours of directed electives in the discipline or open electives must be taken at the 500 level. Curricular specialization areas are linked to faculty interests and address current issues and opportunities in the field. Faculty interest areas are described in the introduction to the graduate landscape architecture program above. Students should consult their advisor on elective selection.

### **Master of Landscape Architecture -Track 2 (Post-Professional Degree)**

The MLA-track 2 provides opportunities for research-oriented studies in sub-disciplines, as well as self-directed research in curricular areas of specialization related to faculty interests. Examples of curricular specialization areas are described in the introduction to the graduate landscape architecture program above.

### **Admission to MLA-Track 2 (Post-Professional Degree)**

In addition to meeting the Graduate School's minimum requirements, the following specific admission requirements must be met.

- A first-professional Bachelor of Landscape Architecture degree from an LAAB accredited program with a 3.00 GPA or equivalent and a minimum of 12 credit hours of humanities courses from an accredited college or

university are required. International applicants must have an equivalent first professional degree and 3.00 GPA.

- An essay addressing intent and expectations for study in the program.
- Three letters of recommendation.
- A portfolio illustrating evidence of visual creativity and/or graphic capabilities. Applicants with a professional landscape architecture design degree must submit a portfolio that includes prior design work.
- Candidates with a GPA less than 3.00 may be considered for conditional admission when evidence of exceptional promise is identified.
- A personal onsite interview is desirable but not mandatory.
- The general portion of the Graduate Record Examination is required of all applicants. Applicants should take the GRE at least one semester in advance of application for admission.
- Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOEFL).
- In his/her application, each candidate must identify a specific area of research aligned with the general goals of the landscape architecture graduate program and the research interests of the standing faculty, not limited to the Colleges of Architecture and Design (COAD) and the College of Agricultural Sciences and Natural Resources (CASNR).

#### **Requirements for MLA-Track 2 (Post-Professional Degree)**

**Thesis Option:** Requires a minimum of 30 semester hours of graduate coursework including 6 hours of Landscape Architecture 500 (Thesis) with a public presentation and oral defense of the thesis.

#### **MASTER OF ARTS IN LANDSCAPE ARCHITECTURE (MALA) LANDSCAPE ARCHITECTURE MAJOR**

The Master of Arts in Landscape Architecture (MALA) is a research-oriented degree with a liberal arts focus. The MALA prepares students who have no previous formal study in landscape architecture for career paths that do not require professional licensure. Students will work primarily with faculty members engaged in research. Curricular focus areas are linked to faculty interests and address current issues and opportunities in the field. Faculty interest areas are described in the introduction to the graduate landscape architecture program above.

#### **Admission to MALA (Research Degree)**

In addition to meeting the Graduate School's minimum requirements, the following specific admission requirements to the must be met.

- A bachelor's degree with a minimum of 12 credit hours of humanities courses from an accredited college or university is required or the international equivalent. International applicants must have an equivalent four-year degree and 3.00 GPA.
- An essay addressing intent and expectations for study in the program.
- Three letters of recommendation.
- A personal onsite interview is desirable but not mandatory.
- The general portion of the Graduate Record Examination is required of all applicants. Applicants should take the GRE at least one semester in advance of application for admission.
- Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOEFL).

Candidates with a GPA less than 3.00 may be considered for conditional admission when evidence of exceptional promise is identified.

MALA applicants are also strongly encouraged to submit the following.

- Examples of visual creativity and ability to document landscapes or landscape data relevant to the proposed area of study.
- Examples of previous writings or research. The applicant's role in any collaborative work submitted must be clearly identified.
- In his/her application, each candidate must identify a specific area of research aligned with the general goals of the landscape architecture graduate program and the research interests of the standing faculty, not limited to the Colleges of Architecture and Design and the College of Agricultural Sciences and Natural Resources.

#### **Requirements**

**Thesis Option:** Requires a minimum of 30 semester hours of graduate coursework including 6 hours of Thesis 500 with a public presentation and oral defense of the thesis.

#### **MASTER OF SCIENCE IN LANDSCAPE ARCHITECTURE (MSLA) LANDSCAPE ARCHITECTURE MAJOR**

The Master of Science in Landscape Architecture (MSLA) is a research-oriented degree with a technical focus that leads students to careers requiring the application of scientific principles to environments, environmental systems, or their management. The MSLA prepares students who have no previous formal study in landscape architecture for careers that do not require professional licensure. Students will work primarily with faculty members engaged in research. Curricular focus areas are linked to faculty interests and address current issues and opportunities in the field. Faculty interest areas are described in the introduction to the graduate landscape architecture program above.

**Admission to MSLA (Research Degree)**

In addition to meeting the Graduate School's minimum requirements, the following specific admission requirements must be met.

- A bachelor's degree with a minimum of 12 credit hours of humanities courses from an accredited college or university is required or the international equivalent. International applicants must have an equivalent four-year degree and 3.00 GPA.
- An essay addressing intent and expectations for study in the program.
- Three letters of recommendation.
- A personal onsite interview is desirable but not mandatory.
- The general portion of the Graduate Record Examination is required of all applicants. Applicants should take the GRE at least one semester in advance of application for admission.
- Applicants whose native language is not English are required to take and pass the Test of English as a Foreign Language (TOEFL).

Candidates with a GPA less than 3.00 may be considered for conditional admission when evidence of exceptional promise is identified.

MSLA applicants are also strongly encouraged to submit the following.

- Examples of visual creativity and ability to document landscapes or landscape data relevant to the proposed area of study.
- Examples of previous writings or research. The applicant's role in any collaborative work submitted must be clearly identified.
- In his/her application, each candidate must identify a specific area of research aligned with the general goals of the landscape architecture graduate program and the research interests of the standing faculty, not limited to the Colleges of Architecture and Design and the College of Agricultural Sciences and Natural Resources.

**Requirements**

**Thesis Option:** Requires a minimum of 30 semester hours of graduate coursework including 6 hours of Thesis 500 with a public presentation and oral defense of the thesis.

**DOCUMENTATION - TENNESSEE HIGHER EDUCATION COMMISSION (THEC) AND VICE PRESIDENT OF ACADEMIC AFFAIRS AND STUDENT SUCCESS**

T E N N E S S E E  H I G H E R  E D U C A T I O N  C O M M I S S I O N	<p style="text-align: right;"><b>Agenda Item:</b> <u>LC.2</u></p> <p><b>DATE:</b> July 26, 2007</p> <p><b>SUBJECT:</b> The University of Tennessee Knoxville, Master of Landscape Architecture (MLA, MA, MS)</p> <p><b>ACTION RECOMMENDED:</b> Approval</p> <hr/> <p><b>BACKGROUND INFORMATION:</b> Graduation from a program accredited through the Landscape Architectural Accreditation Board (LAAB) is required for Tennesseans seeking licensure as a Landscape Architect. Tennessee is one of 48 states that licenses the title of Landscape Architecture; exams are administered by the Council of Landscape Architectural Registration Boards and the Tennessee Board of Architectural and Engineering Examiners. Since there are no accredited programs in Landscape Architecture in Tennessee, Tennesseans wishing to pursue careers in Landscape Architecture must pursue their educational credentials elsewhere.</p> <p>About half of the landscape architectural work performed in Tennessee is being done by out-of-state registrants. The value of construction projects generated by landscape architects was estimated to be about \$500 million in the period from 2003 to 2005 (from the Tennessee Chapter of the American Society of Landscape Architects 2006 survey).</p> <p><b>PROPOSED START-UP DATE:</b> Fall 2008</p>
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**From:** Levy, Robert A  
**Sent:** Wednesday, October 17, 2007 9:23 AM  
**To:** Rayman, Brenda L  
**Cc:** Barbara Klinkhammer; Betty.Dandridge Johnson; Clark, Jolene S; High, Katherine Noel  
**Subject:** Landscape Architecture

Just wanna make sure that we have the precise titles & abbreviations right on the 3 recently approved master's-level degrees with majors in Landscape Architecture:

1. Master of Landscape Architecture (MLA) with a major in Landscape Architecture;
2. Master of Arts in Landscape Architecture (MALA) with a major in Landscape Architecture;
3. Master of Science in Landscape Architecture (MSLA) with a major in Landscape Architecture.

Brenda, I know that we like to keep as close as possible to having master's degrees labeled simply MA or MS. But Architecture-&-related fields already use discipline-specific titles like MSP (Planning), MArch, & MLA; other folks across campus in specialized/professional areas include MFA, MM, MMU, MPA, MAcc, MPH, MBA, MSN, & MSSW. For me, the issue has much to do with the credential that graduates get to hang on their office wall—to show that they have specialized expertise in a professional discipline (e.g., Landscape Architecture); because MALA & MSLA grads won't necessarily sit for architectural licensure, their diplomas should include the "Landscape Architecture" designation.

Hope this clarifies & doesn't confuse. If the latter, please just yell back.

Best,  
Bob

Robert A. Levy, Ph.D.  
Vice President for Academic Affairs & Student Success  
The University of Tennessee



# COLLEGE OF EDUCATION, HEALTH, & HUMAN SCIENCES

All changes effective Fall 2008

## **I. COURSE CHANGES**

### **DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING**

#### **(255) Counselor Education**

REVISE TITLE AND DESCRIPTION; ADD REGISTRATION PERMISSION AND REGISTRATION RESTRICTION; DROP COMMENTS

**535 Orientation to Counseling and Ethics (3)** Orientation to the counseling profession and professional practice issues in school and mental health counseling and related fields: education, research, standards of practice, credentialing, and policy.

*Registration Restriction(s): Master of Science – counseling major/mental health counseling or school counseling concentration.*

*Registration Permission: Consent of instructor.*

REVISE TITLE AND DESCRIPTION; ADD REGISTRATION PERMISSION AND REGISTRATION RESTRICTION

**556 Mental Health Counseling and Related Professional Issues (3)** Mental health counseling and related professional issues such as managed care, addictions, and program development.

*Registration Restriction(s): Master of Science – counseling major/mental health counseling concentration.*

*Registration Permission: Consent of instructor.*

REVISE DESCRIPTION; ADD REGISTRATION RESTRICTION AND REGISTRATION PERMISSION

**550 Foundations in School Counseling (3)** Professional school counselor roles, introduction to the ASCA National Model, and professional issues related to school counseling.

*Registration Restriction(s): Master of Science – counseling major.*

*Registration Permission: Consent of instructor.*

REVISE DESCRIPTION AND REPEATABILITY; ADD REGISTRATION RESTRICTION; DROP COMMENTS

**558 Internship in School Counseling (1-6)** Supervised post-practicum experience at school setting approved by the academic unit.

*Repeatability: May be repeated. Maximum 6 hours.*

*Registration Restriction(s): Master of Science – counseling major/school counseling concentration.*

**559 Internship in Mental Health Counseling (1-6)** Supervised post-practicum experience at a mental health counseling setting approved by the academic unit.

*Repeatability: May be repeated. Maximum 9 hours.*

*Registration Restriction(s): Master of Science – counseling major/mental health counseling concentration.*

#### **(310) Educational Psychology**

ADD AND CROSS LIST SECONDARY COURSE

**555 Introduction to Qualitative Research in Education (3)** *(See Cultural Studies in Education 560.)*

**661 Advanced Qualitative Research in Education (3)** *(See Cultural Studies in Education 661.)*

REVISE (DE)PREREQUISITE

**652 Application of Evaluation and Assessment: Principles and Procedures (3)**

*(DE) Prerequisite(s): 651.*

### **DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES**

#### **(271) Cultural Studies in Education**

DROP

**561 Qualitative Research in Education Settings (3)**

ADD PRIMARY COURSE AND CROSS LIST

**661 Advanced Qualitative Research in Education (3)** Implementing and writing qualitative studies in educational settings. Qualitative data collection, analysis, and report writing. (Same as Educational Psychology 661.)  
(DE) Prerequisite(s): 560.  
Comment(s): Prior knowledge may satisfy prerequisite with consent of instructor.

Current Course:	Equivalent Course Fall 2008:
(271) Cultural Studies 561	(271) Cultural Studies 661 Ed Psych 661 (cross-listed)

REVISE PRIMARY COURSE TO ADD CROSS LISTING

**560 Introduction to Qualitative Research in Education (3)** Fundamentals of qualitative research methods and development of skills needed for qualitative research proposals. Overview of qualitative research methods: ethnography, case study, historiography, biography, oral and life history. Critical reading and evaluation of qualitative research studies. (Same as Educational Psychology 555.)

REVISE TITLE AND DESCRIPTION

**625 Methods of Historical Research (3)** Introduction to theories, methods, and resources for conducting historical research.

**DEPARTMENT OF NUTRITION**

**(726) Nutrition**

DROP

**521 Physiological Basis for Diet and Disease (3)**

ADD

**621 Physiological Basis for Diet and Disease (3)** Altered nutrient needs as result of metabolic changes that occur in selected disease states.  
(DE) Prerequisite(s): 511.  
Comment(s): Prior knowledge may satisfy prerequisite with consent of instructor.

Current Course	Equivalent Course Fall 2008
(726) Nutrition 521	(726) Nutrition 621

**DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION**

**(847) Reading Education**

REVISE TITLE

**530 Teaching Reading in the Elementary School (3)**

**II. PROGRAM CHANGES**

● DROP THE INTERDEPARTMENTAL HEALTH AND HUMAN SCIENCES MAJOR (PHD) AND CONCENTRATIONS

- Child and family studies concentration
- Community health concentration
- Hospitality and tourism management concentration
- Nutrition science concentration
- Retail and consumer sciences concentration

● DROP THE FOLLOWING CONCENTRATIONS - EDUCATION MAJOR – PHD

Counselor education concentration  
Educational psychology and research concentration  
Exercise science  
Higher education administration concentration  
School psychology concentration  
Sport studies

**DOCUMENTATION - THEC AND BOARD OF TRUSTEES APPROVAL**

**From:** Levy, Robert A  
**Sent:** Tuesday, October 09, 2007 4:09 PM  
**To:** George, Thomas W  
**Cc:** High, Katherine Noel  
**Subject:** RE: EdD-to-PhD programs

These are okay with me, Tom. I believe that if the College & Grad Council approve, I can get THEC to bless without needed to write comprehensive proposal for each.

Bob  
Robert A. Levy, Ph.D.  
Vice President for Academic Affairs & Student Success  
The University of Tennessee

**From:** George, Thomas W  
**Sent:** Thursday, September 27, 2007 11:33 AM  
**To:** Levy, Robert A  
**Subject:** RE: EdD-to-PhD programs

Bob,  
Whoops! While I believe this email will work for those current PhD concentrations under the Education umbrella (i.e., previously rooted in the EdDs), the statement doesn't address those concentrations under the other umbrella in the College (i.e., Health & Human Sciences-- previously Human Ecology). Specifically, those are: Nutrition; Child & Family Studies; Community Health; and Retail, Hospitality, and Tourism Management.

Therefore, if this statement could be made more inclusive to include concentrations under both umbrellas that for all intents and purposes function like free-standing majors but struggle to do so due to their status as concentrations.  
tom

Thomas W. George  
Professor & Associate Dean  
College of Education, Health, & Human Sciences

**From:** Levy, Robert A  
**Sent:** Thursday, September 27, 2007 11:08 AM  
**To:** George, Thomas W  
**Cc:** Hodges, Carolyn R  
**Subject:** EdD-to-PhD programs

I have spoken with THEC staff several times about changing the degree titles of several EdD majors to PhD majors. We agree in principle that this instance can be handled as a name-change. Once approved by the UTK on-campus process (e.g., Graduate Council), I'll work with you to create a short description of each major, along with a brief rationale for the name-change.

Best,  
Bob

Robert A. Levy, Ph.D.  
Vice President for Academic Affairs & Student Success  
The University of Tennessee

**DEPARTMENT OF CHILD AND FAMILY STUDIES**

● ADD CHILD AND FAMILY STUDIES MAJOR (PHD) - (PENDING APPROVAL FROM THE TENNESSEE HIGHER EDUCATION COMMISSION)

Revise heading and first paragraph on page 111 of the 2007-2008 *Graduate Catalog* to reflect the change from a concentration to a major.

**DOCTOR OF PHILOSOPHY  
CHILD AND FAMILY STUDIES MAJOR**

The department supports a doctoral program leading to a PhD with a major in child and family studies.

## DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

### REVISE REQUIREMENTS EDUCATIONAL PSYCHOLOGY MAJOR – MS – ADULT EDUCATION CONCENTRATION

On page 113 of the 2007-2008 *Graduate Catalog*, revise footnote 2.

<sup>2</sup> Options could include Educational Psychology 550; Cultural Studies in Education 560, 661; Curriculum, Educational Research, and Evaluation 580; Educational Administration 516; Educational Psychology 530.

### REVISE COUNSELING MAJOR – MASTER OF SCIENCE – MENTAL HEALTH COUNSELING CONCENTRATION

On page 115, of the 2007-2008 *Graduate Catalog*, first column, bottom of page revise the description and requirements as follows.

#### MASTER OF SCIENCE COUNSELING MAJOR MENTAL HEALTH COUNSELING CONCENTRATION

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

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

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

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

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

<b>Requirements</b>	<b>Hours Credit</b>
Counseling Course Requirements: 480, 554, 535, 570, 555, 551, 525, 556, 552.....	27
Counseling Internship 559.....	9
Educational Psychology 550.....	3
One course in human development, approved by advisement.....	3
One psychopathology course, approved by advisement.....	3
One psychopharmacology course, approved by advisement.....	3
One substance abuse course, approved by advisement.....	3
Three electives or a thesis (6 credit hours) and one elective.....	9
	<b>Total 60</b>

### REVISE COUNSELING MAJOR – MASTER OF SCIENCE – REHABILITATION COUNSELING CONCENTRATION

On page 116 of the 2007-2008 *Graduate Catalog*, revise the requirements as follows.

#### Requirements

##### Spring 1

Delete Educational Psychology and replace with:

Educational Psychology 550 or other Research Foundation course selected in consultation with advisor (3 hours)

Delete the first two sentences in the paragraph above Program Contacts and replace with:

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

**Distance Education**

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

**REVISE COUNSELING MAJOR - MASTER OF SCIENCE - SCHOOL COUNSELING CONCENTRATION**

On page 116 of the 2007-2008 *Graduate Catalog* revise the requirements as follows.

<b>Year 1</b>	<b>Hours Credit</b>
Counselor Education 480, 535, 550, 551, 554, 555, 570 .....	21
Educational Psychology 510.....	3
<b>Year 1 Total</b>	<b>24</b>
<b>Year 2</b>	
Counselor Education 525, 552.....	6
Counselor Education 558.....	6
Educational Psychology 550.....	3
*Special Education 470.....	3
Electives.....	6
<b>Year 2 Total</b>	<b>24</b>
<b>Total Program Hours</b>	<b>48</b>

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

● **ADD COUNSELOR EDUCATION MAJOR (PHD) - (PENDING APPROVAL FROM THE TENNESSEE HIGHER EDUCATION COMMISSION)**

On page 117 of the 2007-2008 *Graduate Catalog*, revise the heading and first sentence to reflect the change from a concentration to a major.

**DOCTOR OF PHILOSOPHY  
COUNSELOR EDUCATION MAJOR**

The doctoral major in counselor education at the University of Tennessee is designed to prepare experienced counseling professionals to advance their careers in the education, supervision, and research of counselors.

On page 117 of the 2007-2008 *Graduate Catalog*, revise the second sentence of the second paragraph to the change from a concentration to a major.

Students in the PhD major in counselor education will work toward endorsement for counseling licensure, if licensure has not been received prior to entering the doctoral program.

On page 117 of the 2007-2008 *Graduate Catalog*, replace the requirement for the former Counselor Education concentration with the following requirements for the Counselor Education major.

**Requirements**

Coursework for the program in counselor education includes the following.

	<b>Hours Credit</b>
Major .....	33
Courses outside the department but inside the college.....	9
Cognate .....	6
Core .....	10
Research.....	15
Dissertation .....	24
<b>Total 97</b>	

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

● **ADD EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR (PHD) AND CONCENTRATIONS (PENDING APPROVAL FROM THE TENNESSEE HIGHER EDUCATION COMMISSION)**

- Adult education concentration
- Applied educational psychology concentration
- Collaborative learning concentration
- Evaluation and assessment concentration

On page 113-115 of the 2007-2008 *Graduate Catalog*, replace the Doctor of Philosophy - Education Major - Educational Psychology and Research Concentration and specializations with the following.

**DOCTOR OF PHILOSOPHY  
EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR**

**Major Core (10 hours)**

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

**ADULT EDUCATION CONCENTRATION**

**Requirements**

The PhD concentration in adult education involves a minimum of 79 hours of study beyond the master's degree. This includes at least 55 hours of coursework and 24 hours of dissertation.

	<b>Hours Credit</b>
<sup>1</sup> Major .....	13
<sup>2</sup> Concentration .....	18
<sup>3</sup> Research .....	15
<sup>4</sup> Cognate.....	6
Electives.....	3-12
<sup>5</sup> Dissertation.....	24
	<b>Total 79-88</b>

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

**APPLIED EDUCATIONAL PSYCHOLOGY CONCENTRATION**

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

**Requirements**

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

	<b>Hours Credit</b>
<sup>1</sup> Major Core.....	10
<sup>2</sup> Applied Educational Psychology Doctoral Seminar.....	12
<sup>3</sup> Specialization.....	9
<sup>4</sup> Research .....	15
<sup>5</sup> Cognate .....	6
<sup>6</sup> Professional Preparation .....	12
<sup>7</sup> Dissertation.....	24
	<b>Total 88</b>

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

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

<sup>3</sup> Applied educational psychology students select a specialization in either applied statistics and measurement, or human learning and development. For students with the learning/development emphasis, course options include (but are not limited to) mediated learning theory, educational applications of cognitive learning theories, educational applications of behavioral learning theories, collaborative learning, and facilitation of group change. For students with the applied statistics and measurement emphasis, course options include (but are not limited to) survey design and analysis, categorical data analysis, applied multivariate methods, and scale construction.

<sup>4</sup> A departmental course introducing quantitative and qualitative methods is required for all students as a part of the minimum 15 hours of research. In addition to this course, students can elect to take a 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, discourse analysis, or a survey of qualitative methods) or they can elect to take a mix of these courses.

<sup>5</sup> The cognate requires a minimum of two courses outside the Department of Educational Psychology and Counseling. Many students choose psychology or statistics, although many other cognates are possible.

<sup>6</sup> Toward the end of the program, each student will take 12 hours of courses that involve the refinement of professional skills including technical or scholarly writing, two independent study course experiences, and an internship in educational psychology. Students planning to teach in a college or university setting are encouraged to take an additional course in instructional design for higher education.

<sup>7</sup> All students will enroll in a minimum of 24 hours of dissertation. Further details are described elsewhere in this catalog.

### **COLLABORATIVE LEARNING CONCENTRATION**

The collaborative learning concentration addresses the advanced educational needs of professionals working in a variety of settings including business, government, higher education, and non-profit organizations. Participants study the collaborative learning process and engage in action research in the context of their own professional practices. A cohort of doctoral students is admitted every other year.

#### **Requirements**

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

	<b>Hours Credit</b>
<sup>1</sup> Major Core in Educational Psychology .....	10
<sup>2</sup> Concentration Core in Collaborative Learning.....	24
<sup>3</sup> Research Methods .....	15
<sup>4</sup> Cognate .....	6
<sup>5</sup> Electives .....	15
<sup>6</sup> Dissertation Research .....	24
	<b>Total 94</b>

<sup>1</sup> The major consists of courses in each concentration and a departmental seminar course as described in the major section above.

<sup>2</sup> The concentration core consists of four courses in the area of collaborative learning plus the doctoral seminar.

Educational Psychology 630 is taken on a continuous basis beginning with the first semester of the student's residency and culminating at the end of the second year of residency, excluding summers. Three hours are awarded per semester for a total of 12 hours of credit.

<sup>3</sup> This set of courses includes courses in qualitative and quantitative research methods and statistics.

<sup>4</sup> Courses taken in an area outside the major area of study.

<sup>5</sup> Additional courses of the student's choice that support his or her program emphasis.

<sup>6</sup> The focus of the student's dissertation research is his or her own professional practice and therefore must involve some form of action research methodology.

### **EVALUATION AND ASSESSMENT CONCENTRATION**

#### **Requirements**

The PhD concentration in evaluation and assessment involves a minimum of 82 hours of study beyond the master's degree distributed among the following categories.

	<b>Hours Credit</b>
<sup>1</sup> Major Core .....	10
<sup>2</sup> Concentration .....	21
<sup>3</sup> Research .....	15
<sup>4</sup> Electives .....	6-12
<sup>5</sup> Cognate .....	6
<sup>6</sup> Dissertation .....	24
	<b>Total 82-88</b>

<sup>1</sup> The major core consists of the following courses: Educational Psychology 507, 513, 525, and 601. In addition, all students take EP 506 as part of the research requirement.

<sup>2</sup> This concentration consists of the following Educational Psychology courses: 533, 581, 651, 652, 653, 654, and 670.

<sup>3</sup> A departmental course introducing quantitative and qualitative methods is required for all students as a part of the minimum 15 hours of research. In addition to a mix of both qualitative and/or quantitative methodologies, at least six hours of statistics are strongly encouraged.

<sup>4</sup> Students are to explore other fields related to their areas of interest. The courses may include curriculum, instructional technology, educational administration/higher education or others courses within and beyond education.

<sup>5</sup> At least 6 hours must be taken in a cognate area outside the program.

<sup>6</sup> All students will enroll in a minimum of 24 hours of dissertation. Further details are described elsewhere in the catalog.

● ADD HIGHER EDUCATION ADMINISTRATION MAJOR (PHD) - (PENDING APPROVAL FROM THE TENNESSEE HIGHER EDUCATION COMMISSION)

On page 117-118 of the 2007-2008 *Graduate Catalog*, replace the Doctor of Philosophy - Education Major - Higher Education Concentration with the following.

**DOCTOR OF PHILOSOPHY  
HIGHER EDUCATION ADMINISTRATION MAJOR**

The major in higher education administration offers advanced graduate study to those students aspiring to enhance their leadership knowledge and skill for service in their current positions, to establish knowledge and skill bases for a more responsible executive leadership appointment, to build the capacity and inclination for active participation in policy dialogue related to the purpose and performance of higher education, and to prepare selected scholars for service in faculty and policy scholar roles. Interdisciplinary in design, the program features core coursework in higher education foundations, leadership and organizational theory, research foundations, and specialization interests. The program also features forum and seminar experiences for all students in a humanities and research seminar in the first year of the program and an issues and inquiry seminar in the second year of the program.

**Admission**

Applicants must submit current (taken within the past 5 years) GRE scores that equal or exceed the minimums expected for applications to the PhD with a major in Education (see the PhD in Education section of this catalog for those details). Applicant must also submit three letters of recommendation, Graduate Application for Admission, Application for PhD study for the college and department, official transcripts of all previous undergraduate and graduate work, and a writing sample. An overall GPA of 3.30 in previous graduate study is required, and an interview may be requested of applicants to ascertain match of an applicant's goals with resources and goals of the program.

**Requirements**

The program requires completion of approximately 48-57 hours of coursework (exclusive of dissertation enrollment), completion of a written and oral comprehensive examination (an overall GPA of 3.50 is required to take the comprehensive examination), and successful completion and defense of dissertation. The doctoral residence requirement is met by two consecutive terms of full-time enrollment.

● ADD SCHOOL PSYCHOLOGY MAJOR (PHD) - (PENDING APPROVAL FROM THE TENNESSEE HIGHER EDUCATION COMMISSION)

On page 118 of the 2007-2008 *Graduate Catalog*, replace the Doctor of Philosophy - Education Major - School Psychology Concentration with the following.

**DOCTOR OF PHILOSOPHY  
SCHOOL PSYCHOLOGY MAJOR**

Every PhD school psychology student is expected to meet the University of Tennessee school psychology training program's knowledge and skill requirements. Opportunities for students to meet these requirements will occur in the classroom and during field experiences. The school psychology faculty, along with current and previous students, practicum and internship supervisors, and various other groups who help ensure quality control within our training programs, have contributed to the development of our curricula. Various accrediting and curricula oversight agencies (i.e., APA, NASP, SDE-Tennessee) have their own specific goals and objectives. The *School Psychology Handbook*, published by the Educational Psychology and Counseling Department describes how the University of Tennessee school psychology training program attempts to meet the goals and objectives of these various training groups.

The University of Tennessee PhD program is designed to provide graded, sequential, and hierarchical training across the following areas.

- Professional school psychology.
- Consultation and intervention.
- Assessment.
- Research and statistics.
- Psychoeducational core.
- Field experience and professional practice.



## **Requirements**

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

REVISE CATALOG TEXT TO REFLECT THE ABOVE CHANGES

On page 112 of the 2007-2008 *Graduate Catalog*, replace the word specialization with concentration in catalog text under the following headings.

## **EDUCATIONAL PSYCHOLOGY AND RESEARCH**

Educational psychology and research offers individuals a choice of two concentrations at the master's level and four PhD concentrations.

### **Applied Educational Psychology**

[http://web.utk.edu/~edpsych/grad/app\\_ed\\_psych/](http://web.utk.edu/~edpsych/grad/app_ed_psych/)

Many graduates of this concentration work in higher education or research institutes and focus on human learning and development and/or applied statistics/measurement as it relates to teaching and learning.

### **Evaluation and Assessment**

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

REVISE CATALOG TEXT TO REFLECT THE FOLLOWING CHANGES

On page 115 of the 2007-2008 *Graduate Catalog*, make the following change.

## **COUNSELING**

The degrees offered are.....Doctor of Philosophy with a major in counselor education.

On page 117 of the 2007-2008 *Graduate Catalog*, make the following change.

## **HIGHER EDUCATION ADMINISTRATION**

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

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

- ADD EXERCISE AND SPORT SCIENCE MAJOR (PHD), CONCENTRATIONS, AND SPECIALIZATIONS (PENDING APPROVAL FROM THE TENNESSEE HIGHER EDUCATION COMMISSION)

Exercise science concentration (specializations in biomechanics/sport medicine; exercise physiology; physical activity; and population health)

Sport studies concentration (specializations in motor behavior; sport sociology; sport psychology)

On page 120 and of the 2007-2008 *Graduate Catalog*, make the following changes to the headings.

### **DOCTOR OF PHILOSOPHY EXERCISE AND SPORT SCIENCES MAJOR EXERCISE SCIENCE CONCENTRATION**

On pages 122-123 of the 2007-2008 *Graduate Catalog*, make the following changes to reflect the above.

### **DOCTOR OF PHILOSOPHY EXERCISE AND SPORT SCIENCES MAJOR SPORT STUDIES CONCENTRATION**

**DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND CULTURAL STUDIES**

REVISE REQUIREMENTS FOR THE MASTER OF SCIENCE - INSTRUCTIONAL TECHNOLOGY AND CULTURAL STUDIES MAJOR - CULTURAL STUDIES OF EDUCATIONAL FOUNDATIONS CONCENTRATION

<sup>3</sup> Select two courses from Cultural Studies in Education 526, 560, 625, 660, or 661.

REVISE REQUIREMENT FOR EDUCATION MAJOR (PHD) - INSTRUCTIONAL TECHNOLOGY CONCENTRATION

<sup>5</sup> Five courses in research methods (15 hours): two courses in statistical analysis (Educational Psychology 577, 677 or others), one course in quantitative research methods (Educational Psychology 577 or others), one course in qualitative research methods (Cultural Studies in Education 560, 661 or others), and one research design elective (Educational Psychology 505, 550 or others).

● ADD COMMUNITY HEALTH MAJOR (PHD) - (PENDING APPROVAL FROM THE TENNESSEE HIGHER EDUCATION COMMISSION)

On page 123 of the 2007-2008 *Graduate Catalog*, make changes in heading and text to reflect the above change.

**HEALTH  
DOCTOR OF PHILOSOPHY  
COMMUNITY HEALTH MAJOR**  
The community health major. . .

**Requirements**

**Hours Credit**

<sup>2</sup>Community Health Major ..... 27

REVISE THE ADMISSION STATEMENT TO INCLUDE COMMUNITY HEALTH AS FOLLOWS:

On page 123 of the 2007-2008 *Graduate Catalog*, Admission Heading, revise the last paragraph as follows:

**Admission**

For concentration within the PhD with a major in community health, an application... And revise the last sentence to: The PhD with a major in community health accepts applications for Fall and Spring Semesters.

**DEPARTMENT OF NUTRITION**

● ADD NUTRITIONAL SCIENCES MAJOR (PHD) - (PENDING APPROVAL FROM THE TENNESSEE HIGHER EDUCATION COMMISSION)

On page 128 of the 2007-2008 *Graduate Catalog*, change the heading to reflect the above.

**DOCTOR OF PHILOSOPHY  
NUTRITIONAL SCIENCES MAJOR**

**DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT**

● DROP THE CONSUMER SERVICES MANAGEMENT MAJOR (MS) AND CONCENTRATIONS

Hospitality and tourism management concentration  
Retail and consumer sciences concentration

● ADD THE RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT MAJOR (MS) AND CONCENTRATIONS

Hospitality and tourism management concentration  
Retail and consumer sciences concentration

On page 129, of the 2007-2008 *Graduate Catalog*, make the following text change to reflect the above. There are no changes in the concentration showcases.

**Requirements**

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

## REVISE DEPARTMENTAL DESCRIPTION

On page 128 of the 2007-2008 *Graduate Catalog*, revise the departmental descriptions to read as follows:

The Department of Retail, Hospitality, and Tourism Management offers the master's degree with a major in retail, hospitality, and tourism management and concentrations in hospitality and tourism management and retail and consumer sciences.

The programs in retail, hospitality, and tourism management prepares students for careers in industry and business, public and private agencies, and educational institutions. . .

● **ADD THE RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT MAJOR (PHD) AND CONCENTRATIONS  
(PENDING APPROVAL FROM THE TENNESSEE HIGHER EDUCATION COMMISSION)**

Hospitality and tourism management concentration  
Retail and consumer sciences concentration

On page 129 of the 2007-2008 *Graduate Catalog*, change the heading to reflect the above. There are no changes in the concentration showcases.

**DOCTOR OF PHILOSOPHY  
RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT MAJOR**

# INTERCOLLEGIATE

## AVIATION SYSTEMS

All changes effective Fall 2008

### I. COURSE CHANGES

#### (169) Aviation Systems

DROP

##### 504 Airports and the Community (3)

DROP

##### 514 Systems Flight Testing (3)

ADD

**517 Systems Flight Testing (3)** Civil airworthiness requirements for development and certification of large fixed wing transport category aircraft. FAA regulatory and advisory information is explained and applications are made to systems flight test planning and execution. Flight test examples are provided for all major aircraft systems to include hydraulic, propulsion, electrical, avionics, autopilot, pneumatic, and ice protection.

Current Course (169) Aviation Systems	Equivalent Course for Fall 2008 (169) Aviation Systems
Aviation Systems 514	Aviation Systems 517

DROP

##### 501 Aviation Systems: An Overview (3)

ADD

**518 Aviation systems: an overview (3)** Introduction to aviation systems and the discipline of flight test engineering. Topics: aviation fundamentals, basic airmanship, aerospace mathematics and physics, basic aerodynamics, performance, and stability and control, flight test instrumentation and data acquisition, flight test fundamentals, and flight test data analysis and reporting. Course structure will be weekly classroom academics with 3 flight labs during the semester. Course is designed for full time attendance during the semester and will not be offered as a distance learning course.

Current Course (169) Aviation Systems	Equivalent Course for Fall 2008 (169) Aviation Systems
Aviation Systems 501	Aviation Systems 518

REVISE (DE) PREREQUISITE(S)

##### 503 Air Vehicles (3)

(DE) Prerequisite(s): 518.

# INTERCOLLEGIATE

## COMPARATIVE AND EXPERIMENTAL MEDICINE- VETERINARY MEDICINE

All changes effective Fall 2008

### **I. COURSE CHANGES**

#### **(261) Comparative and Experimental Medicine- Veterinary Medicine**

ADD

**507 Zoonoses for the Public Health Practitioner (3)** Course deals with zoonotic agents which have been selected because of their importance to public health practitioners and to illustrate how such agents can be prevented and controlled.

*Recommended Background: Public health, veterinary medicine, nursing courses or students in these programs.*

*Comment(s): Graduate or professional veterinary students at UTK and personnel employed by the Tennessee Department of Health and enrolled in the Applied Epidemiology Certificate Program.*

**615 GIS and Geographical Epidemiology (3)** Principles and applications of Geographical Information Systems (GIS) and geographical epidemiology in human and animal health research and practice. Exposure to a wide range of spatial analysis techniques useful in the investigation of human and animal disease problems as well as vector dynamics. The knowledge gained is useful in guiding disease prevention and control strategies.

*Recommended Background: Biological sciences including (but not limited to) veterinary medicine, public health, epidemiology, parasitology, ecology, entomology, and environmental health. Prior introductory statistics and/or epidemiology training.*

REVISE DESCRIPTION

**561 Pharmacology (4)** Basic principles of pharmacokinetic and pharmacodynamic theory and data modeling. The student will learn the physiologic processes that dictate the absorption, distribution and elimination of drugs. The course includes a hands-on module where the student will learn how to analyze pharmacokinetic data including noncompartmental and compartmental data analysis, population and physiology-based models, as well as principles of pharmacokinetic-pharmacodynamic integration.

# COLLEGE OF SOCIAL WORK

All changes effective Fall 2008

## **I. COURSE CHANGES**

### **(905) Social Work**

ADD

**536 Foundation Field Practice (1-6)** Instruction and supervision in generalist social work practice. Practicum is completed on a block schedule. Students may take concurrent foundation courses, but are not required to do so. Students may complete block placements in Tennessee, in other states, or in other nations.

*Grading Restriction(s): Satisfactory/No Credit grading only.*

*Repeatability: May be repeated. Maximum 6 hours.*

*Registration Restriction(s): Master of Science in Social Work – social work major.*

**545 Evidence-based Resource Development Practice Across Systems (3)** Students build evidence-based knowledge and skills to advance social and economic welfare, social justice, and change through acquiring, diversifying, and managing financial resources. Tools and strategies are examined with individuals, families, groups, and organizations, such as fundraising, grants, contracts, and fees-for-service; grant writing and program development; budgeting and accounting; marketing and social entrepreneurship; and human resources. Students examine financial and resource development including the dimensions and scope of public and private, and for- and not-for-profit organizations. (DE) *Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.*

**546 Evidence-based Social and Economic Development Practice Across Systems (3)** Advanced course examining programmatic, national, and global issues related to social and economic development. Topics include history, philosophies, alternative approaches and critical thinking about social and economic development, applied across multiple, at-risk and culturally diverse systems: individuals, families, groups, communities, organizations, nations, and the world. Students will develop knowledge and skills for assessing and planning ethically sound, evidence-based sustainable development interventions across systems and environments including micro-enterprise and asset-building, participatory change strategies, and other skills. (DE) *Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.*

**548 Advanced Policy Practice (2)** Focuses on the theory and evidence-based skill sets of policy analysis, development, implementation and change. Focuses on policy practice in organizations, communities, and regions, and in national and international policy venues. It is guided by the knowledge of, and practice within such areas of policy as health, education, welfare, housing, children, aging-elders, income security, social, economic, and environmental rights and justice, and others areas of significance and interest to the general public and students of social welfare. It provides a framework for policy interventions in client systems including individuals, families, groups, organizations, communities, and national and international systems. Students are expected to critically assess and design professional policy practice actions to accomplish evidence-based policy outcomes. (DE) *Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.*

**549 Evaluative Research (3)** Advanced exploration of the techniques, methods, and issues relevant to ethical practice in evaluative research. Topics covered include history, philosophies and conceptual approaches in evaluative research; analysis of the strengths/limitations of needs assessment and program evaluation methods; the analysis and management of program data using statistical software; and the measurement of program goals/objectives through process and outcome evaluations. With an emphasis on critical thinking and evidence-based practice, students will utilize these skills to perform evaluations in their areas of interest. (DE) *Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.*

**560 Evidence-based Interpersonal Practice with Groups (3)** Course focuses on recruitment and composition of group members, leadership structure of small groups, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how to assess and address group problems, to employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. Also considers how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development. (DE) *Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.*

**562 Evidence-based Interpersonal Practice with Adult Individuals (3)** Provides the foundation for clinical social work practice. Advanced knowledge and skills are developed in the areas of interviewing, the therapeutic alliance, risk assessment, and case formulation. Particular emphasis is placed on the use of evidence-based treatments for specific mental health problems and populations. (DE) *Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.*

**563 Systematic Planning and Evaluation for Interpersonal Practice (3)** Focuses on the development of knowledge, attitudes and skills necessary to systematically plan and evaluate interpersonal practice for the purpose of informing clinical decision-making. Builds upon the foundation research, human behavior, and practice courses, and examines evidence-based methods for conducting assessments; identifying and implementing evidence-based interventions; and measuring and monitoring outcomes for individuals, couples, families, and small groups.

*(DE) Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.*

**570 Evidence-based Practice with Families (3)** Covers evidence supported theories and practice techniques that promote family resiliency. Diverse and non-traditional families are considered including gay or lesbian families, foster families, and kinship care. Attention is given to differences in families across culture, race, and ethnicity. Special topics such as domestic violence, child abuse and neglect, divorce and separation, substance abuse, mental illness, chronic illness, disability, and loss are covered within a family contextual framework. Students are encouraged to think critically about ethical practice with at-risk families.

*(DE) Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.*

**571 Evidence-based Practice with Children and Adolescents (3)** Focuses on evidence-based practices, programs, and interventions for children and adolescents that have been shown to effectively treat a variety of behavioral and emotional problems. The interventions and programs covered in this course will include individual, group, family, and/or community level treatment methods, as well as prevention approaches. Emphasis is on the development of knowledge and skills in assessing and intervening at the individual, group, family, and/or community level.

*(DE) Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.*

**572 Evidence-based Practice with Older Adults (3)** Focuses on practice with the older population within the context of health and mental health care. Evidence-based, ethically sound psychosocial interventions to address the physical and mental health challenges faced by older adults and encountered by family caregivers will be emphasized. Critical examination of skills and strategies for practice with this population with/in interdisciplinary organizations, diverse communities, and related policies and policy issues.

*(DE) Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.*

**586 Advanced Field Practice (1-6)** Instruction and supervision in advanced evidence-based social work practice. Includes an agency-based experience and an integrative seminar. This practicum is completed concurrently with required and elective concentration coursework.

*Grading Restriction(s): Satisfactory/No Credit grading only.*

*Repeatability: May be repeated. Maximum 12 hours.*

*Registration Restriction(s): Master of Science in Social Work – social work major.*

*(DE) Prerequisite(s): 542 and 544.*

**587 Advanced Field Practice (6-12)** Instruction and supervision in advanced evidence-based social work practice. Practicum is completed on a block schedule. Students may take concurrent required concentration and elective courses, but are not required to do so. Students may complete block placements in Tennessee, in other states, or in other nations.

*Grading Restriction(s): Satisfactory/No Credit grading only.*

*Repeatability: May be repeated. Maximum 12 hours.*

*Registration Restriction(s): Master of Science in Social Work – social work major.*

*(DE) Prerequisite(s): 542 and 544.*

**588 Advanced Standing Program Field Practice (1)** Instruction and supervision which focuses on consolidating generalist social work practice knowledge and skills and provides an introduction to advanced evidence-based practice. Includes an agency-based experience and an integrative seminar. Practicum is completed in the summer, either concurrently with or after completion of advanced standing required coursework.

*Grading Restriction(s): Satisfactory/No Credit grading only*

*Registration Restriction(s): Master of Science in Social Work – social work major.*

REVISE TITLE, DROP RECOMMENDED BACKGROUND, ADD (DE) PREREQUISITE(S)

**520 Evidence-Based Practice (1)**

*(DE) Prerequisite(s): 510, 512, 513, 517, 519, 522, 538.*

REVISE (DE) PREREQUISITES

**537 Introduction to Psychopathology and Social Work Practice (2)**

*(DE) Prerequisite(s): 510, 512, 513, 517, 519, 522, 538.*

**539 Leadership Skills and Knowledge for Advanced Social Work Practice (2)**

*(DE) Prerequisite(s): 510, 512, 513, 517, 519, 522, 538.*

REVISE TITLE AND DROP (DE) PREREQUISITES

**538 Social Work Practice w/At-Risk Populations (2)**

## REVISE CREDIT HOURS

### **542 Foundation Field Practice I (1-3)**

*Repeatability: May be repeated. Maximum 6 hours.*

## REVISE CREDIT HOURS AND DESCRIPTION, ADD (DE) PREREQUISITE

**544 Foundation Field Practice II (1-3)** Instruction and supervision in generalist and transition to advanced social work practice. This course includes a seminar and agency-based internship.

*(DE) Prerequisite(s): 542.*

## **II. PROGRAM CHANGES**

### ● DROP THE FOLLOWING CONCENTRATION – SOCIAL WORK MAJOR - MSSW

Evidenced-Based Practice Across Systems concentration

### ● ADD THE FOLLOWING CONCENTRATIONS – SOCIAL WORK MAJOR – MSSW

Evidence-Based Practice Across Systems concentration  
Evidence-Based Interpersonal Practice concentration

## REVISE CATALOG TEXT DESCRIBING PROGRAMS

On page 163-164 of the 2007-2008 *Graduate Catalog* under “Graduate Programs”, replace current text with the following.

### **Graduate Programs**

The two-year program (thesis or non-thesis option) leading to the Master of Science in Social Work is fully accredited by the Council on Social Work Education and is offered on all three campuses. The foundation curriculum of the PhD program is available only in Knoxville. The interdisciplinary graduate certificate in gerontology at the University of Tennessee, offered on all three campuses, prepares graduate students to work with and on behalf of the rapidly growing older population. The gerontology certificate gives students the opportunity to combine interdisciplinary courses concerning critical aging issues with direct aging-related experiences. The graduate certificate in gerontology consists of 21 credit hours - 3 required classes (9 hours), 2 elective classes (6 hours) and 6 hours of an aging-related internship. Courses may be used to count toward both the MSSW and the gerontology certificate if they fulfill requirements of both programs. With proper planning, one can complete both programs of study in a two-year (full-time) period. The completion of the certificate is formally noted on the student's transcript and indicates to prospective employers that, in addition to training within a particular discipline and degree program, formal interdisciplinary training in gerontology has been obtained. The Tennessee State School Social Work Licensure Program at the University of Tennessee College of Social Work is available to currently enrolled bachelor's level and master's level students as well as persons who already hold a bachelor's and/or master's degree in social work from an accredited social work program. Information and application materials are available from the College of Social Work, Henson Hall, Knoxville, Tennessee 37996-3333.

## INSERT TEXT FOR NEW CONCENTRATIONS

On page 164 of the 2007-2008 *Graduate Catalog* left column, before Admission heading insert the following text.

### **EVIDENCE-BASED PRACTICE ACROSS SYSTEMS CONCENTRATION (EBPAS)**

Evidence-based practice across systems (EBPAS) is a population-focused concentration, based on the underlying principle of social and economic justice, of vertically and horizontally integrated practice. EBPAS practitioners assess and promote the social well-being of at-risk and diverse populations, and client systems across the life cycle and across practice settings. EBPAS practitioners may work in a variety of settings, including, for example, schools, health care, prevention, community-based organizations, social and economic development organizations, and the political arena, with client systems and populations including children/youth, families, and older adults.

The goal of this concentration is to produce social workers who are critical thinkers in ethically-sound, systemic, skill-based, evidence-based practice including activities such as, but not limited to, short-term interventions, planning, organizing, coordinating, developing, and evaluating direct and indirect activities for targeted at-risk populations, clients, and client systems, and the use of information technology. The concentration builds on the foundation curriculum preparing students to identify issues and contributing determinants, and to logically develop and implement interventions, plan objectives and evaluate outcomes.

The knowledge, skills, and competences acquired by students in this concentration produce practitioners who are prepared to work as professionals on transdisciplinary teams and in interdisciplinary settings, to deliver, develop, manage and evaluate programs and direct services, acquire funding, write grants, analyze and advocate for policy change in political systems and organizations both within and outside the U. S.



## **EVIDENCE-BASED INTERPERSONAL PRACTICE CONCENTRATION (EBIP)**

The evidence-based interpersonal practice concentration prepares students for professional social work practice with individuals, groups, children/youth, and families. The goal of the concentration is to utilize evidence-based practices for the restoration, maintenance, and promotion of social functioning. Change objectives focus on the transactional relationships between individuals, groups, and families and their social environment.

The EBIP concentration prepares students for ethically informed direct practice with diverse populations. Students develop competencies in advanced assessment, relationship building/enhancement, application of goal-oriented and evidence-based interventions, evaluation of practice, and life-long professional development. Potential areas of practice include mental health, child welfare, substance abuse, health care, and other settings providing services to populations at risk.

## **REVISE PROFICIENCY EXAMINATION**

On page 164 of the 2007-2008 *Graduate Catalog* replace the Proficiency Examination text with the following:

### **Proficiency Examination**

Students interested in proficiency examinations are referred to the *College of Social Work Student Handbook* statement describing the procedure for applying for examination and the applicable courses.

## **REVISE FIELD PRACTICE**

On page 165 of the 2007-2008 *Graduate Catalog* replace the Field Practice text with the following:

### **Field Practice**

The application of knowledge and skills is a critical aspect of a competency based, practice-oriented MSSW curriculum. The opportunity for students to practice and learn in experiential settings is provided through collaboration between the college and a wide range of social service organizations. This effort between the partners produces effective experiences that enhance the students' professional development in their individual practice areas. Opportunities designed to meet the field practice requirement are available within Tennessee, in certain other parts of the country, and in selected international locations. Field practica are offered either concurrently with class instruction or in block format.

Foundation placements are selected through a joint process involving the student, the field coordinator, and personnel from potential internship sites. These first placements are designed to provide students with supervised generalist practice experience, which is consistent with the generalist knowledge and skill development education they receive in the classroom. Accordingly, students' experiences are planned and designed to meet specific foundation educational objectives. Concentration internships build on the generalist foundation. The concentration practicum provides supervision in a practice setting selected with attention to a student's practice interest, individual career interests, and educational needs. As with the foundation placement, students actively participate with the field coordinator and potential agency. Field Instructors to select their concentration placement site. The concentration field placement experience focuses on the integration of social work knowledge and values while emphasizing the acquisition and development of advanced practice skills built on, but distinct from generalist, foundation skills.

Students receiving a grade of NC in field practice may not repeat the field practice.

## **REVISE ADVANCED CONTENT**

On page 165 of the 2007-2008 *Graduate Catalog* replace the Advanced Content text with the following:

### **Advanced Content**

All MSSW students begin to take core advanced required courses in the second session of spring semester during their first year of study. These advanced required courses include content in leadership, supervision, management, introductory psychopathology, and advanced knowledge for evidence-based practice. These courses are embedded in an understanding of the complex ways that risk and resilience interact across the lifespan and systems to enhance well being.

## **REMOVE AREAS OF FOCUS AND INTEGRATIVE SEMINAR HEADINGS AND TEXT**

On page 165 of the 2007-2008 *Graduate Catalog*, remove "Areas of Focus and "Integrative Seminar" sections and text.

## Graduate Courses Not Taught in Four or More Years TO BE DROPPED FALL 2008

**Note:** If courses are cross-listed and the primary course is dropped, the secondary course(s) will also be dropped.

COLLEGE	ACADEMIC DISCIPLINE	COURSE
AGRICULTURAL SCIENCES AND NATURAL RESOURCES	(390) Food Science and Technology	540 (Food Product Development)
	(396) Forestry	585 (Advanced Forest Biometry)
	(993) Wildlife and Fisheries Science	535 (Floodplain Ecosystems)
ARTS AND SCIENCES	(136) Art Design/Graphic	553 (Computer Enhanced Design)
	(516) Art Painting	516 (Graduate Watercolor II)
	(188) BCMB	570 (Advanced Concepts in Cellular/Molecular Biology)
	(278) EEB	540 (Insect Taxonomy I: Major Orders)
		545 (Advanced Animal Behavior) --secondary is Psychology 545
	(339) English	587 (History of Rhetoric II)
	(424) Geology	510 (Clay Mineralogy)
		572 (Fracture Analysis) --secondary is Civil Engineering 572
		576 (Reflection Seismology)
	(641) Mathematics	575 (Matrix Theory and Techniques in Numerical Analysis) --secondary is Computer Science 575
	(715) Music Voice	595 (Choral Conducting Seminar)
	(773) Physics	532 (Advanced Classical Mechanics)
		542 (Electromagnetic Theory)
	(830) Psychology	571 (Personality: Theory and Research II)
(976) Theatre	512 (Dramatic Literature Analysis)	
BUSINESS ADMINISTRATION	(283) Economics	577 (Environmental Economics and Policy Management)
	(568) Industrial and Organizational Psychology	610 (Individuals in Organizations Seminar)
EDUCATION, HEALTH, AND HUMAN SCIENCES	(245) Child and Family Studies	670 (Issues in Study Design and Data Analysis)
	(271) Cultural Studies in Education	608 (Seminar in Philosophy of Education)
	(310) Educational Psychology	523 (Post-Secondary Education for Adults)
	(726) Nutrition	517 (Childhood and Adolescent Nutrition)
	(847) Reading Education	533 (Reading in Community College: Research and Theory)
	(978) Theory and Practice in Teacher Education	620 (Research in Literacy, Language, and ESL Education)
		689 (Internship)
ENGINEERING	(018) Aerospace Engineering	544 (Transonic Flow)
	(335) Engineering Science	526 (Mechanics of Composite Materials)
		564 (Laser Processing of Materials)
		568 (Optical Engineering II)
		572 (Biomedical Fluid Mechanics) --secondary is Biomedical Engineering 572
	(556) Industrial Engineering	503 (Industrial Engineering Methods Review)
		513 (Facilities Planning and Design)
	(638) Materials Science and Engineering	524 (Metallurgical Thermo-dynamics)
LAW		

	(613) Law	983 (Products Liability)
INTERCOLLEGIATE		
	(169) Aviation Systems	511 (Theory and Aviation Applications of GPS)
		531 (Air Traffic Control Systems)

See pages U1283-U1284 of the October 30, 2007, Undergraduate Council Minutes for the 400-level courses that are being dropped.