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Welcome

On behalf of our faculty and staff, I would like to welcome you to the Department of Educational Psychology and Counseling (EPC). We are pleased that you have chosen the University of Tennessee, the College of Education, Health, and Human Sciences, and especially your program within our department. Because of the quality of the graduate programs, faculty, and graduate student colleagues, we are confident that you will have a positive learning experience in EPC.

As you will discover when you explore this handbook, EPC is a diverse department with degree programs in a wide range of areas. Our top priority is to serve you in order to help you have the best possible experience in your graduate program.

I encourage you to read the handbook and learn more about EPC. Also, I encourage you to be proactive in learning about specific information and requirements related to your own program area. The faculty and staff are eager to work with you as you progress through your academic program and you are encouraged to check in with your advisor frequently.

Again, welcome to the University of Tennessee and EPC.

With best wishes,

Jeff

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Introduction

In order to serve the mission and vision of the Graduate School and preserve the integrity of Graduate Programs at the University of Tennessee, Knoxville, information related to the process of graduate education in each department is to be provided for all graduate students.

Based on Best Practices offered by the Council of Graduate Schools, it is important that detailed articulation of the information specific to the graduate degrees offered in each department/program be disseminated. The information in the EPC Graduate Student Handbook is consistent with the Graduate School Academic Policies and Requirements for Graduate Students noted in the Graduate Catalog, and provides the specific ways in which those policies are carried out.

Purpose of the Handbook

This handbook is designed to orient students to both the college and department and respond to many of the information needs identified by former students. Other sources of information about rules, regulations, and resources are Hilltopics, the student handbook published by the Office of the Dean of Students, and the Graduate School. Students are responsible for being fully acquainted with the university graduate catalog, handbook, and other rules and regulations relating to students, and for complying with them in the interest of an orderly and productive community.

Graduate students are expected to be aware of and satisfy all regulations governing their work and study at the university. Ideally, academic concerns or problems are addressed at the earliest stage at the departmental level. We recommend students consult with their advisor and perhaps the department head before pursuing other courses of action.

On rare occasions, however, a student may need to exercise his/her right to appeal certain decisions. In these cases, the university provides a formal appeals process through the Graduate Council Appeal Procedure.

Educational Psychology & Counseling

Mission

The department’s mission is to excel in the preparation of leaders and scholars who promote psychological health, educational expertise, and civic responsibility. Through exemplary teaching, scholarship and service, the Educational Psychology and Counseling faculty facilitates learning, psychological health, intellectual curiosity, and the expression of diverse perspectives in the preparation of professionals at the graduate level whose leadership and practice will enrich the lives of individuals and society.
Vision

The Department of Educational Psychology and Counseling strives to be a respectful and transparent community of scholars excelling in the preparation of leaders, scholars, and professionals who promote well-being, educational expertise, and civic responsibility.

Values

We value an environment of mutual respect and interpersonal support, featuring:
- Caring
- Embracing diversity of cultures and individual perspectives
- Collegial and collaborative interactions
- A sense of humor and a capacity for perspective taking
- Civility (see UT’s Principles of Civility and Community)

We value transparent and accountable decision making, featuring:
- Data supported decision making
- Consensus seeking – using the “70% rule” for individual support of decisions

In our scholarship, we are committed to:
- Innovation
- Future thinking
- Creativity
- Research designed for impact to make the world a better place

In our work with students, we are committed to:
- Quality teaching
- Effective mentorship
- Engaged scholarship

In our work with the community, we are committed to:
- Integrity
- Collaborative partnerships
- Engaged scholarship

Location

The EPC Main Office is located at 535 (Jane & David) Bailey Education Complex. Faculty and staff offices are located on the fifth floor of Bailey Education Complex and the fourth floor of (Philander P.) Claxton Education Building, which is adjacent to Bailey Education Complex.
The Center for Literacy, Education, and Employment (CLEE), established in 1988, supports and advances literacy education across the lifespan. CLEE works with providers of literacy education to strengthen their capacity to help individuals build knowledge and improve skills needed to be life-long learners and active members of families, communities, and workplaces. To advance literacy education, CLEE links theory, research, and practice by working with diverse stakeholders to support creative and innovative ways to address literacy issues, providing professional development opportunities, developing and fostering partnerships, adapting new and existing technologies, sharing the knowledge of the field through professional networking, technology, technical assistance and publications, conducting research and evaluation, and providing analysis, statistical support, and accountability services.

The FUTURE Postsecondary Education Program (FUTURE) is a two-year course of study which empowers students to achieve gainful employment in the community. FUTURE helps young adults with intellectual and developmental disabilities make a successful transition from high school to adult life by providing them with career counseling and developing their academic, vocational, and decision making skills.

With the Grief Outreach Initiative (GOI), graduate students in the college who are training to become school psychologists, mental health counselors, school counselors, nutritionists, and college student personnel administrators complete training to work as mentors with children suffering from grief or loss. Once training is complete, the students provide support, acceptance, and a safe place for the expression of thoughts and feelings about grief and loss.

The Korn Learning, Assessment, and Social Skills Center (KLASS Center), founded in 2008, focuses on identifying, preventing, and remediying academic and social skills deficits in children, adolescents, and young adults. The KLASS Center provides outreach through instructional support services and interventions for teachers and students in several elementary school classrooms in Knox County, as well as several systems in the surrounding counties. Additionally, the KLASS Center has

EPC has twenty-three full-time tenured or tenure-track faculty and a number of clinical and adjunct faculty, making it the second largest department in the college (see Appendix A). Learn more about EPC faculty at the EPC Directory.

The administrative structure of EPC includes an administrative coordinator and five full-time support staff, a department head, and two associate department heads. In addition, six centers/initiatives are associated with EPC and listed below.

Center for Literacy, Education & Employment

The Center for Literacy, Education, and Employment (CLEE), established in 1988, supports and advances literacy education across the lifespan. CLEE works with providers of literacy education to strengthen their capacity to help individuals build knowledge and improve skills needed to be life-long learners and active members of families, communities, and workplaces. To advance literacy education, CLEE links theory, research, and practice by working with diverse stakeholders to support creative and innovative ways to address literacy issues, providing professional development opportunities, developing and fostering partnerships, adapting new and existing technologies, sharing the knowledge of the field through professional networking, technology, technical assistance and publications, conducting research and evaluation, and providing analysis, statistical support, and accountability services.

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The University-Assisted Community School (UACS) pilot project is designed to address the unmet social, academic, and economic needs of the students and community of Knoxville. The UACS project is a full-service community school based on the belief that children cannot learn or apply themselves fully to their studies if they are abused, need medical attention, or need counseling for emotional problems. For children with these needs, schools can become the best place to deliver the support and services. UACS is currently represented at Pond Gap Elementary and Inskip Elementary.

Possibilities in Postsecondary Education & Science

PiPES: Possibilities in Postsecondary Education and Science is a five-year project made possible by a Science Education Partnership Award from the National Institutes of Health (NIH) that seeks to make a positive difference in East Tennessee by providing opportunities for tenth- and eleventh-grade students in Campbell and Union counties to explore STEMM careers (science, technology, engineering, math, and medical science) and to promote college awareness.

University-Assisted Community School

The University-Assisted Community School (UACS) pilot project is designed to address the unmet social, academic, and economic needs of the students and community of Knoxville. The UACS project is a full-service community school based on the belief that children cannot learn or apply themselves fully to their studies if they are abused, need medical attention, or need counseling for emotional problems. For children with these needs, schools can become the best place to deliver the support and services. UACS is currently represented at Pond Gap Elementary and Inskip Elementary.

General Duties & Responsibilities of Faculty Members & Graduate Students

Director of Graduate Studies

Each academic department or program has designated a tenured or tenure-track faculty member who is the director of graduate studies. This individual, with the assistance of the other graduate faculty in the department, is responsible for the administration of the graduate program(s) in the department and also serves as the contact person with the Graduate School. EPC’s director of graduate studies is Lisa Yamagata-Lynch.

Lisa Yamagata-Lynch
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Governance

There are a number of opportunities to be involved in the governance of the university and college through the UT Student Government Association. Specific information about these opportunities can be found on their website.

Student Responsibility

Graduate students must assume full responsibility for knowledge of rules and regulations of the Graduate School and departmental requirements for the chosen degree program. Any exceptions to the policies stated in the Graduate Catalog must be approved by the Dean of the Graduate School. Individual colleges and departments may have requirements beyond the minimum established by the Graduate School. A calendar of deadlines, policies, and procedures for graduate programs is listed on the Graduate School website. A statement of graduate students’ rights and responsibilities is included with the admission notification.

CEHHS Dean’s Graduate Student Advisory Board

The College of Education, Health, and Human Sciences (CEHHS) Dean’s Graduate Student Advisory Board (GSAB) is a select group of graduate students from the college who represent their respective departments. Each department head nominates two graduate students for the board and these students act as liaisons between all graduate students and Dean Bob Rider.

Members of the Graduate Student Research Panel focus on answering students’ questions about conducting original research. This event is held in the fall semester each year.

The second annual event is the Graduate Student Colloquium which gives graduate students the opportunity to present their research through presentations or poster sessions. This event occurs in March each year. More information follows in the next section.

Writing/Publishing/Presentations

It is often the case that faculty/student research is shared through published articles and other works, as well as being formally presented at conferences and other meetings. In fact, over eighty percent of the faculty present at national or international conferences during a typical year. Over seventy-five percent of EPC doctoral students do so as well.

In support of this activity, some departmental funding for student travel is available. In addition, matching money is often available from the college and the university for national and international travel support. Details and forms associated with university-sponsored travel can be found at EPC Student Travel Instructions.

A college opportunity for presentations is the Graduate Student Research Colloquium, a function coordinated by the GSAB (mentioned above). This event provides graduate students with a forum to showcase their research and gain professional experience through presentations and poster sessions. The GSAB calls for proposals in January through the GSAB Listserv. All proposals are peer-reviewed.
by members of the GSAB. The GSAB selects the best proposals to give formal presentations; all other students who meet the guidelines for the colloquium present poster sessions. One student per department is given a $500 travel award by the Dean. The GSAB selects a key-note speaker from a different department in the college each year.

Five EPC students presented their research at the 13th Annual Graduate Student Research Colloquium on March 3, 2017 at the Frieson Black Cultural Center. Each CEHHS department is represented with an oral presentation from a student. Emily Gray was selected to represent EPC. Her topic was: Student and Instructor Experiences with Types of Teaching and Learning in a Computer Course.

Poster presenters included the following:

**Lezli Anderson** – Critical Thinking: A Predictor of School-Bases Academic and Social Success

**Isabel C. Farrell** – Counselor, Instructor, Supervisor, Classmate: Managing Multiple Relationships in Doctoral Programs *won first place

**Jessica Osborne** – Assessing Impact: Measuring Student Perceptions of Development Through Participation in Academic Support Programs

**Victoria VanMaaren** – Reducing Hallway Disruptions through Group Contingencies and Explicit Timing: A Variation of the Timely Transitions Game & The Effect of Anonymous Versus Confidential Extra Credit Contingencies on Course Evaluation Submission Rates

Graduate student writing skills are put to the test often in the normal course of graduate studies. These experiences are designed not only to improve general writing skills but also to provide practice in generating scholarly written works. Should any student need assistance, the University has an excellent Writing Center. Visit their website to learn more about the services and hours of operation.

A personal reference copy of the most current edition of the Publication Manual of the American Psychological Association and/or similar resource is an excellent, necessary tool for graduate study and can be purchased at the VolShop or through most online book sources. Students refer to it often!

EPC students are very active publishing and presenting both in collaboration with faculty members and peers, as well as independently. For examples of presentation and publications, please check the most recent EPC Newsletter.

**Professional Activities**

In addition to participation in departmental activities, all faculty and students are encouraged to become involved in professional organizations that provide an ongoing source of professional stimulation and support. Many EPC faculty and students are members of one or more of the following.

**AAACE** – The American Association for Adult and Continuing Education is a national organization that represents the broad field of adult education. AAACE publishes Adult Learning Magazine and Adult Education Quarterly, the major research journal in the field. AACE holds an annual conference, and students are encouraged to attend and make presentations.

**ACA** – The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. ACA has
been instrumental in setting professional and ethical standards for the counseling profession. It also represents the interests of the profession before Congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media.

**ACES** – The Association for Counselor Education and Supervision emphasizes the need for quality education and supervision of counselors in all work settings. Doctoral students in counselor education and supervision participate in order to understand professional issues and become familiar with research and scholarship.

**AEA** – The American Evaluation Association is an international society representing the diverse fields of assessment and evaluation. The focus of AEA is to provide professional and scholarly resources and supports for evaluation scholars and practitioners as well as serve as the center for dissemination of evaluation research promoting effective field practices. Student affiliate membership is available and highly recommended. All members receive the AEA peer-reviewed journal and access to other assessment and evaluation resources.

**AECT** – The Association for Educational Communication and Technology is a national organization representing educators who are interested in improving instruction through technology. Members come for higher education, K-12 education, Armed Forces and industries, museums, libraries, and hospitals. The goal of the organization is to support member activities related to the study, planning, application, and production of communications media for instruction.

**AERA** – The American Educational Research Association is a national organization representing all areas of education. It has as a primary focus the creation and dissemination of educational research, and ultimately the improvement of educational practice.

**AESA** – The American Educational Studies Association is an international society for students, teachers, research scholars, and administrators who are interested in the foundations of education.

**AMHCA** – The American Mental Health Counselors Association has a mission “to enhance the profession of mental health counseling through licensing, advocacy, education and professional development.” Graduate students in the clinical mental health counseling program can gain access to professional liability coverage, professional advocacy, research and publications, and networking opportunities with graduate students and professionals.

**APA** – The American Psychological Association is a national organization representing all of the disciplines of psychology. Division 15 of APA represents Educational Psychology and Division 16, School Psychology. Student affiliate membership is available and strongly recommended. Members receive a newsletter and journal.

**ASCA** – The American School Counselor Association supports school counselors’ efforts to help students focus on academic, personal/social, and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. Graduate students in the school counseling program can take advantage of professional development, research, publications, and other resources through a student membership.

**IACEP** – The International Association for Cognitive Education and Psychology is of interest to students in Educational Psychology. IACEP publishes the Journal of Cognitive Education and Psychology.

**INPE** – The International Network of Philosophers of Education’s goals include: the promotion of ideological tolerance in the field of education and the facilitation of better understanding between different schools of thought; the exchange of information among participants; the encouragement of joint and comparative research, exchange of materials and co-operation in publishing; and the
organization of biennial conferences where current issues are discussed in depth and where new initiatives may evolve.

**ISSDL** – The International Society for Self-Directed Learning has, for three decades, met annually to advance the study and practice of self-directed learning. ISSDL publishes the International Journal of Self-Directed Learning.

**NASP** – The National Association of School Psychologists is another organization with which the School Psychology student should become familiar. This organization is nationally representative of School Psychology. The NASP journal is the School Psychology Review; other publications are also available. Student membership is available and strongly encouraged as is attendance at national conventions.

**PES** – The Philosophy of Education Society is an international forum that promotes the philosophic treatment of educational practice, policy and research, advances the quality of teaching the philosophy of education, and cultivates fruitful relationships between and among philosophers, philosophers of education and educators.

The college and university also offer a variety of enrichment activities for all students and faculty; some occur annually while others are provided at different times throughout the year. For example, in October CEHHS hosts the Goodrich Lecture series and it is also Disability Awareness Month, when UT hosts an information day where community agencies discuss work in the community and highlight volunteer opportunities.

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Admission Requirements & Application Procedures

The following criteria are minimum requirements from the Office of Graduate Admissions. The majority of EPC programs have stricter requirements. Links to program-specific requirements can be found on our Apply Now! webpage.

**Graduate Admission Requirements**

- Applicants must have obtained a bachelor’s degree from a college or university accredited by the appropriate regional accrediting agency. A non-U.S. degree must be equivalent to a bachelor’s degree from the United States and must be accredited by its regional or national accreditation agency.
- United States degree holders must have earned a minimum of 2.7 out of a possible 4.0 GPA or a minimum of 3.0 during the senior year of undergraduate study. If you have completed previous graduate coursework, you must have earned a minimum of 3.0 out of a possible 4.0 GPA.
- Applicants with non-U.S. degrees must have earned a minimum of 3.0 on a 4.0 scale or other equivalent to a ‘B’ average. If you have completed previous graduate coursework, you must
have earned a minimum of 3.3 out of a possible 4.0 GPA or other equivalent to a ‘B+’ average.

- Applicants may be required to submit standardized test scores, depending upon their program requirements. Applicants whose native language is not English must submit TOEFL or IELTS test scores in order to be fully admitted.

### Additional Requirements for International Students

- For admission to a graduate program, an international student must have an equivalent 4-year bachelor's degree. Individuals with degrees from foreign institutions must have earned a minimum of 3.0 on a 4.0 scale on all undergraduate work and a minimum of 3.3 on a 4.0 scale on all graduate work. US degree holders must have earned a minimum 2.7 out of a possible 4.0 GPA or a minimum of 3.0 during the senior year of undergraduate study and a minimum of 3.0 on a 4.0 scale on all graduate work.
- Deadlines and additional information may be found on the Admission for International Students webpage from the Office of Graduate Admissions.

### English-Proficiency

All non-native speakers of English are required to take either the TOEFL (Test of English as a Foreign Language) or the International English Language Testing System (IELTS). Find out how to register for the TOEFL or the IELTS.

To be fully admitted, applicants must submit a minimum score of 550 on the paper-based TOEFL; 80 on the TOEFL iBT or 6.5 on the IELTS. Applicants may be eligible for English Proficiency Conditional Admission.

After taking your exam, have your scores sent to the University of Tennessee, Knoxville. If you have taken the TOEFL, please use the institution code of 1843. For the IELTS, you will need to provide the mailing address for the Office of Graduate Admissions.

### Application Procedures

Anyone with a bachelor’s degree from a regionally accredited institution or foreign equivalent who wishes to take courses for graduate credit, whether or not the person desires to become a candidate for a degree, must submit a formal online application for admission to graduate study or apply for transient status. No action is taken until a file is complete. An applicant will be notified once action has been taken by the department/program and the Office of Graduate Admissions. Applicants should check their status online.

To apply for admission, the following materials must be submitted to Graduate Admissions through the on-line application submission process:

- The completed online Graduate Application for Admission.
- A $60 non-refundable application fee - paid by credit card or electronic check.
- One unofficial transcript from all colleges and universities attended submitted on-line at the time of application to the Graduate School. An unofficial transcript or university record is
Degree Admission

Admission to a degree program requires that a person meet the minimum admission requirements and any additional program requirements (see Admission Requirements/Policies). Refer to the appropriate department for specific requirements for admission to the degree program.

In addition to meeting the minimum requirements, applicants at the doctoral level must have demonstrated a potential for superior academic performance. Criteria considered are performance in prior undergraduate and/or graduate studies, achievement on graduate admission tests, letters of recommendation from professors familiar with the applicant’s capabilities, and other evidence of scholarly achievement.

A student must maintain a 3.0 grade point average to continue enrollment in a degree program (see Academic Standards and Academic Standing).
An applicant may not be admitted simultaneously to more than one degree program. Two or more applications cannot be considered concurrently, except in the case of dual programs.

Non-Degree Admission

Applicants may apply for non-degree status if they:

- Need additional time to fulfill application requirements for a degree program
- Do not wish to pursue a degree program

Minimum requirements (see Admission Requirements/Policies) must be met for admission to non-degree status. Some departments do not permit non-degree students to register for graduate courses.

A major must be declared if the intent is to seek an advanced degree. If no degree is desired, a major 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 credit hours of course work in graduate non-degree status, the student must apply and be admitted to a specific degree program. To change your status from non-degree to degree seeking, submit an on-line application through the application portal (see Change of Graduate Program).

A maximum of 15 graduate credit hours may be taken in graduate non-degree status. If admitted into a degree program, no more than 15 non-degree graduate credit 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.

Non-degree graduate students do not have academic advisors since they are not affiliated with an academic unit and faculty. Non-degree graduate students may consult the director of graduate studies in the appropriate academic unit(s) for course options.

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 student visa may not enroll as a non-degree student, except for students admitted through a reciprocal exchange program. International exchange graduate students who seek admission to UTK as non-degree students are subject to Graduate School policies affecting non-degree students. Additional information about exchange student status is found in these policies under the heading of International Exchange Graduate Students.
Admission for Faculty & Staff

If admitted to graduate study, members of the faculty or staff located in Knoxville may take courses as graduate students.

Faculty members of the University of Tennessee, Knoxville, or the Institute of Agriculture at the rank of assistant professor or above and members of the administrative staff at the university and the Institute of Agriculture will not normally be admitted to a PhD degree program at UT Knoxville. Exceptions may be granted on an individual basis upon petition to the Dean of the Graduate School. Petitioners must present their request in writing, providing adequate assurance that the residence requirement will be met and that there will be no conflict of academic or administrative interest. Written endorsements must be provided by the respective deans and department heads of the units in which members are employed and in which the doctoral degrees are to be pursued.

Admission for Graduate Certificate Programs

EPC offers four graduate certificates (See Graduate Certificates). Admission to a graduate certificate program requires that a person meet the minimum admission requirements and any additional program requirements (see Admission Requirements/Policies in the Graduate Catalog). Refer to the appropriate department for specific requirements for admission to the certificate program.

Admission to a graduate certificate program does not constitute admission to a degree program; however, you must be admitted to the Graduate School as a non-degree seeking student. Note, in some certificate programs the requirement may be set so that applicants need to be accepted in a graduate degree program. To receive a graduate certificate, students must be admitted to a certificate program or a degree program (see Graduate Certificate Programs in the Graduate Catalog).

Admission for Postdoctoral Students

Persons who hold an earned doctoral degree and desire to take graduate courses may be admitted in the postdoctoral status. A completed online Graduate Application for Admission, the application fee, and confirmation of the doctorate are required for admission.

Admission in the postdoctoral status does not constitute admission to a degree program. The student who seeks to enter a degree program must meet all admission requirements and be recommended by the program. Students will be notified about admission decisions by the Office of Graduate Admissions and will not be permitted to enroll until officially admitted by the Graduate School.

Admission for Transient Students

A student who is enrolled in good standing in a graduate degree program at another institution and who wishes to take courses for transfer to that institution may be admitted after submitting a completed online Graduate Application for Admission, the application fee, and a Transient Student Certification form 10 days prior to registration. Only one semester, or a maximum of 12 credit hours, of course work can be taken in transient status. Students will be notified about admission decisions by the Office of Graduate Admissions and will not be permitted to enroll until officially admitted by the Graduate School.
Readmission

Graduate students at UT Knoxville with an interruption in enrollment must seek readmission unless they qualify for reinstatement (see Reinstatement Policy). An interruption in enrollment is defined as follows:

- Completion of a graduate degree without graduate enrollment in semester following graduation.
- Interruption of enrollment for at least one semester (excluding summer) when last enrolled as a graduate student.
- Withdrawal from the university when last enrolled as a graduate student.
- Not complying with conditions stipulated in the context of an approved Leave of Absence (LOA) and thus forfeiting reinstatement into the graduate degree program for which a Leave of Absence had been granted.

Please note that for those students in circumstances 2, 3, or 4 above, there is a charge for readmission (see Policy on “Consequences of Non-Enrollment without Leave of Absence (LOA”).

To seek readmission, students must submit a Readmission Application to the Office of Graduate Admissions through the on-line application submission process. The application is located on the Graduate Admissions website. A non-refundable application fee in the amount of $30.00 will be assessed upon each submission of the Readmission Application.

- Domestic students must submit their applications at least two weeks prior to the first day of class in the desired term of entry.
- International students must note that all published deadline dates for new international graduate applications also apply for applications for readmission. (See Admission of International Students section in Graduate Catalog.)

Students who have attended another institution since their last graduate enrollment at the University of Tennessee, Knoxville, must also submit one official transcript from each institution showing all course work and any degrees earned at that institution.

Students will be notified about admission decisions by the Office of Graduate Admissions and will not be permitted to enroll until officially admitted by the Graduate School.

Change of Program

Graduate students at UT Knoxville with no interruption in enrollment must file a Change of Program Application to Graduate Admissions if the change of program they are requesting fits one of the following scenarios:

- A currently enrolled graduate student at the University of Tennessee, Knoxville, is seeking a change of graduate major, concentration, or degree objective.
- A currently enrolled graduate student at UT Knoxville who requests moving from non-degree to degree seeking (or vice-versa).
- A student requesting admission to another graduate program immediately following the completion of his/her current graduate degree program at UT Knoxville so that there will be no
interruption of enrollment (summer excluded) between finishing one graduate program at UT Knoxville and entering another.

- A student who is currently enrolled in a doctoral program at UT Knoxville has decided to NOT complete the doctoral program but instead requests admission to a master’s degree program within the same major and concentration if the following condition applies: The change of program is requested in such a way that there will be no interruption in enrollment (summer excluded) when moving from the doctoral program into the master’s degree program.

Students who seek a Change of Program need to contact the department/program to which they seek admission in order to receive information about program-specific deadline dates, program-specific supplemental materials that are required from all applicants who seek admission to that program, etc., in order to ensure that they are in full compliance with the application guidelines of that program and thus can be considered for admission.

A Change of Program Application must be submitted to the Office of Graduate Admissions at least two weeks prior to the first day of class of the desired term of entry. The application is located on the Graduate Admissions website. A non-refundable application fee in the amount of $30.00 will be assessed upon each submission of the Change of program Application.

Stricter deadline dates may apply to international students, and international students therefore must consult with an international student advisor in the Center for International Education prior to submitting a Change of Program in order to explore whether visa regulations that are specific to their status at UT allow such a change of program, and in order to discuss in which way the desired change of program would affect their immigration status. A non-refundable application fee in the amount of $30.00 will be assessed upon each submission of the Change of Program Application.

Currently enrolled UT doctoral students who plan to complete the master’s degree while maintaining enrollment in the doctoral program must submit a Request for Concurrent Master’s Degree form to the Graduate School graduation office two weeks prior to the deadline for submission of the graduation application for the master's degree. No fee will be assessed for submission of this form.

Concurrent Master’s Degree Program

Financial Support

Graduate students frequently need financial support as they pursue graduate degrees. There are a number of sources of support, some in the department and others in offices throughout the university. Priority for EPC financial support is given to students admitted to its doctoral programs. Graduate research assistant/graduate teaching assistant positions support faculty in their research, and they serve as teaching assistants/associates in COUN 480 - Skills for Counseling; EDPY 210 - Psychoeducational Issues in Human Development; or EDPY 401 - Professional Studies: Applied Educational Psychology.

A number of assistantships supported by other entities throughout the university community are available. Interested students should initiate contact with these other groups to determine availabil-
Assistantships

An assistantship is an appointment as a student employee that offers a financial payment to a graduate student for part-time work in teaching, administration, or research. Appointments are normally on a one-fourth or one-half time basis, and the annual stipend is payable in either nine or twelve monthly installments. For those with a nine-month appointment, payment over twelve months will ensure summer eligibility for fee waivers. In addition to the stipend, graduate assistants are entitled to a waiver of some fees for the period of appointment in accordance with university policy. University fees include a maintenance fee (required of all students), tuition (an additional charge only for out-of-state students), a programs and services fee, a technology fee, a facilities fee, a library fee, and a transportation fee. The waiver of fees for assistantships applies only to maintenance and tuition fees and only to appointments at one-fourth time or more. Students are still responsible for the programs and services fee, the technology fee, the facilities fee, the library fee, and the transportation fee. In 2017-18, these fees total approximately $920 - $1035 per semester, with some students paying more fees related to their academic programs. For graduate research assistants, the maintenance fee is paid by the granting agency and is in addition to the stipend paid; tuition for the out-of-state students is paid centrally by the university administration.

While there is no central point of contact for information on GA positions in administrative offices around the university, some positions are filled periodically in college advising centers, admission offices, residence halls, and other service offices. When announced by the administrative office, openings for Graduate Assistantships may be found on the Graduate School website.

An assistantship of one-fourth time or higher also includes health insurance. To maintain health insurance through the summer months, a student must be enrolled in course hours or the use-of-facilities course for at least three hours of credit. An assistantship, if paid over twelve months, will cover maintenance and tuition for summer registration, but the student will be responsible for all other fees.

There are four different categories of assistantships: graduate assistant, graduate research assistant, graduate teaching assistant, and graduate teaching associate. EPC funds three of these categories: graduate research assistants, graduate teaching assistants, and graduate teaching associates. The descriptions that follow indicate what is expected of the assistant and what the assistant can expect of the department. All 9-month graduate assistants are obligated to work until the end of finals week.
Graduate Research Assistant

Graduate research assistants perform duties in support of university research, which may or may not relate directly to the student’s thesis or dissertation. A student appointed as a GRA works under the direct supervision of the administrator of the research contract or a regular faculty member who often may be his/her major professor. Research assistantships may be financed through funds from gifts, grants, contracts, state appropriations designated for research, or through the university’s internally sponsored programs. Department heads are responsible for assuring that GRAs receive ample opportunities to make continuing progress toward their degrees.

Graduate Teaching Assistant

Graduate teaching assistants work under the direct supervision of regular faculty members and may be assigned only to duties related directly to instruction. These include such activities as assisting in the preparation of lectures, leading discussion sections, conducting laboratory exercises, grading papers, and keeping class records. Assistants may not be given primary teaching and/or evaluation responsibilities, nor should they be given duties to support faculty research or those basically clerical in nature. In consultation with the supervisor, the teaching assistant works to gain teaching skills and an increased understanding of the discipline.

Graduate Teaching Associate

Graduate teaching associates are advanced graduate students who have been given primary responsibility for teaching undergraduate courses, including the assignment of final grades. No other category of graduate assistant may be so charged. Graduate teaching associates may not be assigned primary responsibilities for teaching and student assessment on courses approved for graduate credit.

Graduate teaching associates must have met the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) faculty credential guidelines as follows: master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Other Funding Sources

Prospective applicants and current graduate students are urged to apply for fellowships or grants from national, international, industrial, or foundation sources. A brief list of some of the major non-university fellowships for which US citizens or permanent residents may apply is at the Graduate Fellowships webpage under the Graduate School. These fellowships pay annual stipends in addition to a tuition allowance.
Teaching Opportunities

Doctoral students in EPC have a number of opportunities to teach. Some positions are available as assistantships and others pay a salary. Descriptions of these opportunities follow.

COUN 480 - Skills for Counseling

Course Description:
- An introduction to basic helping skills necessary to the preparation of counselors, teachers, and others involved in human service delivery.

Qualifications for COUN 480 Assistantships:
- These assistantships normally go to second year doctoral students, who are in the Counselor Education PhD program. These assistantships are normally restricted to Counselor Education doctoral students because the course content includes an overview of the counseling field, paths to counselor licensure, work settings and roles of professional counselors. Non-Counselor Education doctoral students may be considered by Counselor Education faculty in special circumstances.
- Normally students interested in this assistantship will have completed COUN 655: Practicum in Counselor Education. Exceptions may be considered in special circumstances.
- Normally students would have interned in co-teaching COUN 480 prior to a COUN 480 assistantship. Exceptions are considered in special circumstances
- Strong knowledge and experience in the counseling field is needed.
- Strong developing teaching and student interaction skills are needed, including:
  - Ability to establish a classroom atmosphere of mutuality, respect and caring
  - Ability to explain concepts in clear, concise and accurate manner
  - Eagerness to continuously improve teaching knowledge and skills
- Readiness to work cooperatively with faculty supervisor and our Counseling Skills teaching group.
- Availability for supervision which takes place weekly, and additionally as needed, generally in the hour following class meeting time.

For further information, contact:

Jeff L. Cochran
BEC 526
865-974-4178
jcochr11@utk.edu

EDPY 210 - Psychoeducational Issues in Human Development

Course Description:
- Understanding and application of the psychology of human development to teaching/learning process in educational settings. Primarily for students entering teaching or human services.
Qualifications for 210 Assistantships:
- Two-year commitment to 210 assistantship (first-year apprentice, second-year lead instructor)
- Background in psychology (preferably undergraduate major in psychology or related discipline)
- Doctoral coursework in areas related to the content and instructional system in the 210 course (e.g., Ed Psych 515, 516)
- High GRE scores (typically 1200 plus)
- High undergraduate GPA (typically 3.5 plus)
- Primary professional goal to be a college teacher in a psychology related area
- Strong commitment to participating in research in the 210 course
- Effective social skills (excellent in teamwork and generally positive rapport with other GTAs and 210 students)
- Ability to explain concepts in clear, concise, and accurate manner
- Ability to ask a line of questions probing for deep understanding of course concepts
- Strong work ethic (frequently going beyond the call of duty in contributing to the 210 course)
- Well organized in work (accomplishing tasks in a timely fashion)
- Preference for highly-structured over loosely-structured course
- Willingness to accept supervision (managing their course responsibilities consistently with supervisory guidelines)

For further information, contact:

Robert L. Williams
BEC 516
865-974-6625
bobwilliams@utk.edu

EDPY 401 - Professional Studies: Applied Educational Psychology

Course Description:
- Application of concepts, principles, techniques, and models from educational psychology to facilitate student learning and creation of effective classroom environments.

Applicants must be active students in a doctoral program closely related to educational psychology or teacher education. GTAs are selected based on evidence related to the number of criteria and quality of experience/understanding/willingness related to each criterion. Evidence includes:
- Application to the department for an assistantship
- Recommendations from faculty members and/or supervisors who have observed you in relation to specific criteria listed below (email recommendations to Karee Dunn)
- Vita/Resume and other documents related to specific criteria
- Participation in an interview with the faculty coordinator, Karee Dunn

Criteria:
- Minimum of 2 years teaching experience or commensurate experience (note: teaching experience is preferred)
- Two-year commitment to 401 assistantship (preferably 2nd and 3rd year of the doctoral program)
Course background in psychology or a discipline with heavy emphasis on learning theory, and completion of LEES 671

Ability to explain concepts in clear, concise, and accurate manner

Ability to teach one night course

Ability to attend monthly and sometimes bi-monthly meetings

High GRE scores (typically 1000 plus)

High undergraduate/graduate GPA (typically 4.0 or close)

Primary professional goal to be a college teacher in a psychology/education

Commitment to participating in research related to college-level instruction in the 401 course

Effective social skills

Ability to explain concepts in clear, concise, and accurate manner

Ability to ask a line of questions probing for deep understanding of course concepts

Strong work ethic Well organized in work (accomplishing tasks in a timely fashion)

Willingness to accept supervision (managing course responsibilities consistently with team guidelines)

For further information, contact:

Karee Dunn
BEC 514
865-974-2410
kdunn15@utk.edu

ITA Testing Program

The ITA Testing Program establishes the oral proficiency for teaching assistants and is located administratively in the Graduate School. All prospective teaching assistants or associates whose native language is not English are required to take and pass the OPIc before they can assume teaching responsibilities. This applies to all persons regardless of citizenship status, previous educational experience, or scores on other tests.

The ITA Testing Program (formerly the SPEAK® Testing Program) was instituted at the University of Tennessee, Knoxville in 1983 as a response to a mandate from the Tennessee General Assembly requiring that all instructional personnel be proficient in spoken English. The program based the required levels of oral proficiency upon the ILR/ETS/ACTFL rating scale. The SPEAK® Test, created by ETS, has been retired, and the testing program now uses the ACTFL OPIc.

Students will be registered for the test by their departments. There is no need for you to register yourself. The OPIc is free of charge the first two times you take the test. Starting with the third test, your department will be charged $70 per test.

All participants are required to practice the OPIc test before taking the exam.

If you have questions about registration, contact Beth Bradley at 865-974-9177 or jobeth@utk.edu.
Graduate Fellowships

Graduate Fellowships are awards that typically require no service. Most fellowships are awarded on the basis of academic merit and potential for scholarship. The following awards are offered through the Graduate School:

- **Graduate Diversity Enhancement Fellowships** - This fellowship will provide financial support to first-time enrolled graduate students demonstrating significant potential to contribute to the educational mission of the Graduate School by presenting one or more of a wide range of diverse attributes.

- **Lori Mayer Re-Entry Women’s Graduate Fellowships** - Open to entering graduate women students who are US citizens, 27 years of age or older, and who have been out of a formal educational program for at least five years. Requires admission to degree program and to the Graduate School.

- **J. Wallace & Katie Dean Graduate Fellowships** - Awards will be made to selected students who are nominated by academic departments offering graduate programs. Nominees must be fully admitted graduate students who will be engaged in full-time graduate study.

- **Bruce Painter and Eva Woody Seaton Memorial Graduate Fellowship** - Open to graduate applicants who demonstrate successful academic and professional performance. Requires admission to degree program and to the Graduate School.

- **Yates Dissertation Fellowships** - Open to University of Tennessee graduate students in good standing who will have completed admission to candidacy for the doctoral degree and reached dissertation stage.

Additional information on these awards is available on the Graduate Fellowships webpage.
Registration & Advising

Course Registration

All degree-seeking graduate students need to comply with UT’s Continuous Enrollment requirement and are therefore required to maintain an active status through continuous enrollment from the time of first enrollment until graduation (for details see Continuous Enrollment in the Graduate Catalog). Only graduate students who are properly registered may use university facilities and/or faculty time.

The minimum number of credit hours for registration is one credit hour (however, for students who must register for Course 600, the minimum is three credit hours), and registration allows use of services such as library checkout, laboratories, and recreation facilities not open to the public.

Students on an approved Leave of Absence (LOA) are exempted from the continuous enrollment requirement during the semesters approved for an LOA and they will consequently not be able to use university facilities and/or faculty services while on an approved Leave of Absence (LOA).

Information concerning registration is available on One Stop Student Services. Registration is accomplished via the web – MyUTK. During priority registration, the VolXpress statements are delivered electronically. Students will receive an email at their University of Tennessee email address indicating their e-VolXpress statement is available for viewing. The email will include the website address where the student may view the statement. Payment is due by the deadline noted on the bill. A graduated late fee is assessed to any student who fails to register during priority registration.

Failure to pay tuition and fees before the deadline, as noted each semester on the bill (VolXpress statement), will result in cancellation of the schedule. Retroactive registration is not allowed.

Non-degree students in unrestricted programs may obtain permission to register from the Graduate School. Non-degree students with no declared major must obtain permission from the department/program head to register for courses in restricted fields.

Graduate Credit

To earn graduate credit:

- A student must apply and be admitted by the Dean of the Graduate School.
- The student’s enrollment must show the appropriate status/level as a graduate student.
- The registration must reflect graduate status/level in order to receive graduate credit.
- The course must be approved for graduate credit and be listed in the Graduate Catalog.

Course work taken in any other status is unacceptable for graduate credit and cannot be changed retroactively to graduate credit. Special privileges are accorded University of Tennessee seniors and professional students, as stated in the section on Undergraduates and Professional Students.
Courses numbered at the 500 level, as well as those 400-level courses approved for graduate credit, must be taught by faculty members who (1) meet the criteria of an assistant professor or above as defined in the Faculty Handbook and (2) have been designated by the department head as being appropriate. Graduate teaching associates are ineligible to teach courses approved for graduate credit, unless they are in a post-professional degree program where the terminal degree is a Master’s degree and has been approved by the Graduate Council as an exception.

Consistent with the accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) that graduate curricula must be substantially different from undergraduate curricula, classes at the 400 level in which both graduate and undergraduate students are enrolled must be structured so as to reflect this distinction. That is, course requirements for graduate credit will be more rigorous and will exceed expectations for undergraduates. Graduate and undergraduate completion of the same course will not be considered equivalent. Petitions for retroactive changing of undergraduate to graduate credit will not be accepted.

Courses at the 600 level are taught by faculty who have been approved by the college or by departments, where the college has given them that responsibility. All departments/colleges have a statement of criteria used in eligibility to teach at the 600 level.

Course Loads

The maximum load for a graduate student is 15 credit hours and 9 to 12 credit hours are considered a full load. For the summer term, graduate students may register for a maximum of 12 credit hours in an entire summer term or for a maximum of 6 credit hours in a five-week summer session. Students may enroll in only one course during a mini-term session.

Students holding a one-half time assistantship normally should enroll for 6-11 credit hours. A one-fourth time graduate assistant normally should take 9-13 credit hours. A student on a one-half time assistantship who takes 6 credit hours will be considered full time for academic purposes. See heading “Financial Assistance” regarding financial aid eligibility for students with Assistantships. Refer to the Policy for the Administration of Graduate Assistantships for additional information.

Students receiving financial aid should consult with the department/program head concerning appropriate course loads. Courses audited do not count toward minimum graduate credit hours required for financial assistance.

Registration for more than 15 credit hours during any semester, or for more than 12 credit hours in the summer term, is not permissible without prior approval. The academic advisor may allow registration of up to 18 credit hours during a semester if the student has achieved a cumulative grade point average of 3.6 or better in at least 9 credit hours of graduate work with no outstanding incompletes. No more than 12 credit hours are permissible in the summer term without prior approval.

Continuous Enrollment

All degree-seeking graduate students are expected to make a full commitment to their graduate and professional study in order to ensure that they can complete all degree requirements without unnecessary delay. Graduate students are therefore required to maintain an active status through
continuous enrollment from the time of first enrollment until graduation. (Doctoral students registered for course 600 may have option of exemption.

Continuous enrollment is maintained by registering for a minimum of one graduate credit hour per semester (excluding the summer, unless stipulated otherwise by the program or department). However, students who have started taking dissertation hours (course 600) must maintain a minimum of three credit hours per semester during all semesters, including the summer, as stipulated in the policy under “Registration and Enrollment Requirements” in order to comply with the Continuous Enrollment requirement.

The minimum enrollment for international students may be different, and international students always need to check with the Center for International Education (CIE) in order to determine what minimum enrollment they need to maintain in order to satisfy all enrollment requirements attached to their specific visa.

**Exemption from Continuous Enrollment Of Course 600**

Doctoral students who have started taking course 600 and wish to do an internship/practicum that is relevant to their degree can petition to be exempted from the Continuous Enrollment requirement for a maximum of up to three semesters or 12 months. The request should describe the nature of the internship/practicum and must include justification. Approval must be granted first by the student’s advisor, then the Department or Unit, followed by the Graduate School. Multiple terms may be separate in time or back-to-back. Students whose petition is approved need not sign up for any course work while doing the internship/practicum except international students must always check with the Center for International Education (CIE) to ensure that they remain compliant with their specific type of visa. The time limit to degree is not extended as a result of an internship/practicum. See **Continuous Enrollment Exemption Form** to submit form/request.

**Advising**

The university is committed to student success, and EPC invests heavily in various processes in support of its graduate students. All students are advised by departmental faculty. Face-to-face advising sessions occur one-to-one with assigned faculty, in a group setting, and/or peer advising/mentoring. Informal student feedback on advising is often provided in both solicited and unsolicited scenarios. The effectiveness of advising is evidenced through the absence of problems such as those associated with getting into courses, finding critical information, and meeting certain deadlines.

Every graduate student must have an advisor from the major department. This professor advises the student about courses, program requirements, supervises the student’s research, and facilitates communication within the major department, to other departments and with the Dean of the Graduate School. Continuous evaluation of the student must be maintained. The advisor must review and approve the student’s program each semester. This includes objective evaluation each semester after grades are posted to determine (good standing, probation, or dismissal), continuation in the program, and performance on comprehensive examinations.

Many departments assign a temporary advisor to direct the entering student’s work during the period in which the student is becoming acquainted with the institution and determining the focus of research interests, and in which the department is forming a judgment concerning the student’s promise as a scholar. As early as appropriate, the student requests a professor in the major depart-
Degree Requirements Specific to EPC

EPC offers only graduate degree programs, including four doctoral majors: Counselor Education, Education, Educational Psychology and Research, and School Psychology. Concentrations are offered within the Educational Psychology and Research major (Adult Learning and Evaluation, Statistics, and Measurement) and the Education major (Learning Environments and Educational Studies).

The master of science (MS) degree is awarded in the following majors: Counseling (with concentrations in Clinical Mental Health Counseling and School Counseling); Education (with a concentration in Instructional Technology); and Educational Psychology (with concentrations in Adult Education and Applied Educational Psychology). A diagram of EPC’s degree structure is in Appendix C.

A number of these degree programs lead to licensure by the State Department of Education and/or the Health-Related Boards. Also, a number are accredited by their respective accrediting bodies:

- Counselor Education – Council for Accreditation on Counseling and Related Education Programs (CACREP)
- Clinical Mental Health Counseling – Council for Accreditation on Counseling and Related Education Programs (CACREP)
- School Counseling – Council for Accreditation on Counseling and Related Education Programs (CACREP)
- School Psychology – American Psychological Association (APA) and National Association of School Psychologists (NASP)
- Both School Counseling and School Psychology are accredited under the college-wide National Council for Accreditation of Teacher Education (NCATE) process.

It is important to note that all programs that can be accredited are accredited.

Graduate Certificates

EPC has four graduate certificates: Evaluation, Statistics, and Measurement; Grief, Loss, and Trauma; Online Teaching and Learning; and Qualitative Research Methods in Education. Requirements for each are in the Graduate Catalog and on the EPC website under Graduate Certificates. The Application for Completion of Certificate Program can be found on the Graduate School website.

Research Requirements

EPC has a proud history of significant field-based scholarship; much of EPC faculty research occurs in schools and mental health agencies. The faculty also takes great pride in working collaboratively with students. A variety of research methodologies are used, and several university organizations/services support scholarly research. Students will want to become familiar with them.
All students participate in a required number of research-based courses, and students should review the specific requirements associated with each degree program. Many EPC students also participate in a research group. This is an important way to become more familiar with research methods while supporting actual studies being conducted by the group to develop relationships with EPC faculty, and learn about the interests and current topics of the various research groups. These insights will assist students in the development of their own research skills.

Excellent library support, both onsite and electronically, is available at UT. Become familiar with the Hodges Library website, the physical structure/layout (1015 Volunteer Boulevard), and the various support services such as Library Express. An online orientation tool is available as well as offerings of onsite orientation sessions. Watch for announcements in the campus newspaper, The Daily Beacon, or in campus email.

Some EPC degree programs require a thesis. All doctoral programs require a dissertation and a comprehensive examination. These critical activities showcase a student’s research, writing, and oral presentation skills while furthering the body of knowledge and literature associated with a specific field of study and practice.

### Classified Research

A basic principle in graduate education is that theses and dissertations produced by graduate students will be published and made available to other researchers in the field. When a graduate student is involved in classified or proprietary research, and such research is intended to lead toward a thesis or dissertation, prior approval should be secured from the department head and dean, and from the Dean of the Graduate School. Should the research become classified in the course of a project, these same persons should be notified immediately so that proper procedures can be assured. Failure to comply with these requirements may lead to rejection of a thesis or dissertation manuscript.

### Theses & Dissertations

All theses and dissertations are submitted in electronic format (TRACE) to the Thesis/Dissertation Consultant in the Graduate School for examination. The consultant will review the material and assure that it is appropriately presented, free of technical errors in format, and reflects credit upon graduate education at the University of Tennessee, Knoxville. If the thesis or dissertation is not accepted, the student must make corrections and resubmit the material.

The student, major professor and committee share responsibility for the accuracy and professionalism of the final product of the student’s research. The student should confer with the Thesis/Dissertation Consultant regarding problems and questions in advance of preparing the final copy. The Theses and Dissertations webpage provides the correct format for theses or dissertations.

An electronic copy of the thesis/dissertation (prepared according to the regulations in the most recent Guide to the Preparation of Theses and Dissertations, must be submitted to TRACE and accepted by the Graduate School on behalf of the Graduate Council. Each thesis/dissertation must be accompanied by one original approval sheet (not a photocopy). The approval sheet must have the original signatures of all members of the masters or doctoral committee. The approval sheet reflects the final format for submission. The approval sheet certifies to The Graduate School that the
committee members have examined the final copy and found that its form and content demonstrate scholarly excellence.

The dissertation represents the culmination of an original major research project completed by the student. The organization, method of presentation, and subject matter of the dissertation are important in conveying to others the results of such research.

Doctoral students should be registered for the number of dissertation credit hours representing the fraction of effort devoted to this phase of the candidate’s program.

The Doctoral Dissertation Agreement Form, Survey of Earned Doctorates, and Abstract form are also submitted when the final copy and approval sheet are submitted. Students should check with the department head concerning additional required copies of the dissertation.

**Thesis/Dissertation Consultant**

For all doctoral candidates and many master’s candidates, the creation of the dissertation or thesis is the capstone of their graduate career and signifies the completion of the requirements for graduation. The Graduate School will help students in this process to keep it as smooth and worry-free as possible. The Thesis/Dissertation Consultant is available to assist in many areas:

- to show students resources for research approval and understanding of copyright
- to outline the approval process
- to ensure that theses and dissertations conform to the formatting requirements of the University of Tennessee
- to provide guidance in submitting the work to Trace
- to simplify the completion of the Survey of Earned Doctorates
- to explain the publication policies around the public availability of theses and dissertations

Besides the information provided on the web, there are workshops offered periodically by the Graduate School and the Office of Information Technology that can give more personal instruction.

**Remote Participation in Oral Defenses**

It is expected that all members of graduate committees should be physically present at all required oral thesis or dissertation defenses. Under special circumstances, however, it is permissible for the student, and/or committee members to participate from a remote location provided the conditions listed below are met:

- Advance agreement of the student and all committee members has been obtained;
- All participants join in with two way audio and video connections; audio only connections must be approved by the major professor if the video connection is not possible. When the student is the remote participant, his or her connection must be an audio and video connection;
- Any visual aids or other materials have been distributed in advance to the remote participants;
- The committee members participate in real time during the entire, complete meeting, discussion, presentation, and evaluation;
• The student is responsible for making the scheduling arrangements, and the major professor accepts responsibility for the oversight of any logistical arrangements necessary;
• Any costs associated with remote participation are not the responsibility of the Graduate School, and must be arranged in advance; and
• The UT Knoxville requirement of a public presentation for oral defense of dissertation is still in effect.

The student is required to submit the Remote Participation at Oral Defense Notification Form together with the Scheduling of the Defense Form to the Graduate School when the student or member(s) of the committee participate remotely.

Foreign Language Requirement

The thesis/dissertation normally should be written in English. Under exceptional circumstances, another language may be used if prior approval is obtained from the Dean of the Graduate School. A request to write in a language other than English should be submitted to the Dean of the Graduate School by the student’s thesis committee, with endorsement by the department head and dean of the college, prior to Admission to Candidacy for the degree sought. The request should include a proposal and justification for the exception. In all cases, one thesis/dissertation abstract must be written in English.

Dissemination of Theses & Dissertations

After conferral of the graduate degree, the final approved thesis/dissertation is available for downloading in the University Libraries’ Trace, a University of Tennessee digital archive. A student must, as a condition of a degree award, grant royalty-free permission to the university to reproduce and publicly distribute, including by electronic and digital technologies now known or developed in the future, on a non-commercial basis, copies of the thesis or dissertation. Copies approved for final submission will be catalogued and placed on Trace.

Master’s Committee

A committee composed of the major professor and at least two other faculty members, all at the rank of assistant professor or above, should be formed as early as possible in a student’s program, and must be formed by the time a student applies for admission to candidacy (refer to Advisor/Major Professor in the Graduate Catalog). The responsibility of this committee is to assist the student in planning a program of study and carrying out research, and to assure fulfillment of the degree requirements. If the student has a minor, one member of the committee must be from the minor department.

MS Admission to Candidacy Application

Admission to candidacy indicates agreement that the student has demonstrated ability to do acceptable graduate work and that satisfactory progress has been made toward a degree. This action
usually connotes that all prerequisites to admission have been completed and a program of study has been approved.

The candidacy application for the master’s degree is made as soon as possible after the student has completed any prerequisite courses and 9 credit hours of graduate course work with a 3.0 average or higher in all graduate work. The Admission to Candidacy application must be signed by the student’s committee and all courses to be used for the degree must be listed, including transfer course work. The student must submit the candidacy application (with original signatures) to the Graduate School (111 Student Services Building) no later than the last day of classes of the semester preceding the semester in which he/she plans to graduate.

**Doctoral Committee**

The major professor directs the student’s dissertation research and chairs the dissertation committee. 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 an academic unit other than that of the student’s major field. Students are encouraged where appropriate to seek a fifth member in the field of specialization from outside the university to serve on their dissertation committee. To officially establish the committee, the student will submit the Doctoral Committee Appointment form with original signatures. This committee is nominated by the department head or college dean and approved by the Dean of the Graduate School.

A doctoral student should begin to form the committee during the first year of study. Subject to Graduate Council policies and individual program requirements, the committee must approve all course work applied toward the degree, certify the student’s mastery of the major field and any cognate fields, assist the student in conducting research, and recommend the dissertation for approval and acceptance by the Graduate School.

**PhD Admission to Candidacy**

Admission to candidacy indicates agreement that the student has demonstrated the ability to do acceptable graduate work and that satisfactory progress has been made toward a degree. This action usually connotes that all prerequisites to admission have been completed and a program of study has been approved.

A student may be admitted to candidacy for the doctoral degree after passing the comprehensive examination, fulfilling any language requirements, and maintaining at least a B average in all graduate course work. Each student is responsible for filing the admission to candidacy application, which lists all courses to be used for the degree, including courses taken at the University of Tennessee, Knoxville, or at another institution prior to admission to the doctoral program, and is signed by the doctoral committee. Admission to candidacy must be applied for and approved by the Graduate School at least one full semester prior to the date the degree is to be conferred. The candidacy application must be submitted with original signatures.
Examinations

Examination requirements are program specific. Please check with your advisor/program coordinator for specific information.

Comprehensive Examination

Doctoral students must take and pass a comprehensive examination prior to admission to candidacy for the doctoral degree. The comprehensive examination (or the final part of this examination, when parts are given at different times) is normally taken when the doctoral student has completed all or nearly all prescribed courses. Thus, its successful completion indicates that, in the judgment of the faculty, the doctoral student can think analytically and creatively, has a comprehensive knowledge of the field and the specialty, knows how to use academic resources, and is deemed capable of completing the dissertation. The comprehensive examination must be passed prior to admission to candidacy. A written examination is required, and an oral examination is encouraged.

The faculty of the graduate program and/or the student’s doctoral committee will determine the content, nature, and timing of the comprehensive examination and certify its successful completion. The department or committee may at its discretion subdivide the examination, administering portions of the examination at several times during the student’s course of study. Students should review carefully the written statement from each doctoral degree program which details the timing, areas covered, grading procedures, and provisions for repeating a failed examination.

Standards, Problems & Appeals

Standard Research Compliance

There are ethical and process requirements that a student must incorporate in all formal research activities. It is critical that all graduate students become acquainted with these requirements to avoid unnecessary barriers or delays to planned activity. Make a point to inquire about and be well informed of requirements and/or tips associated with compliance issues and the Institutional Research Board (IRB). EPC faculty members, Bob L. Williams and Patrick L. Dunn, review human subjects forms at the departmental level and can provide examples of approved forms.

Professional Student Liability Insurance

All students in the department must have professional liability insurance while participating in field or laboratory experiences with children or youth. A common misconception among graduate students is that they cannot be held liable for what they do or do not do in the classroom or field-based experience (i.e., that the cooperating teacher or university supervisor with whom they are working is solely liable). This is not true.
As an adult who is being educated to assume a professional role in working with students, each student is responsible for his/her own actions or neglect. Because a student can be held liable for activities in field experiences (or laboratory experiences with minors on or off campus), it is required to have some protection from an adverse legal judgment or from legal fees accompanying a suit regardless of a judgment.

The source of the liability insurance is the student’s choice. Liability insurance through a group policy is available from the university’s Office of Risk Management or the Student Tennessee Education Association (STEA). Membership in STEA entitles students to professional liability insurance. There are other sources of insurance, such as National Association of School Psychologists, and the American Psychological Association, and the American Counseling Association. Regardless of the source students must provide evidence that they are protected before participating in any of the department’s practicum or internship courses.

See departmental support staff to purchase the university group policy insurance. It can be purchased in the main office (Bailey Education Complex 535) by cash or check. If you need this insurance for your program/course you will be told. Typically, students in school psychology and counseling-related majors are the only ones who will have this need. The current effective dates run from June 1, 2017 to May 31, 2018. The non-refundable annual premium is $20.00. If you write a check, please make it out to the University of Tennessee.

Applications for STEA Liability Insurance can be obtained from the Office of Field-Based Experiences, BEC 329.

You can find more information (about items such as background checks and drug screen testing) on the Risk Management Resources webpage under the Office of School-Based Experiences.

**Leave of Absence (LOA) & Reinstatement Following a LOA**

If extenuating circumstances arise that make it necessary for students to interrupt their studies temporarily, a Request for a Leave of Absence (LOA) for a maximum of 2 years may be granted by the Graduate School upon approval by the student’s home department or program. All Graduate Student Leave of Absence Requests are reviewed and granted on a case by case basis. There are many situations for which a leave can be requested, such as the birth or adoption of a child, dependent care, a serious medical condition, military service, or other personal reasons. A Leave of Absence (LOA) will not be granted with the sole reason of financial hardship.

Graduate students are strongly encouraged to consult with their program, advisor, and Director of Graduate Studies of their academic unit in order to determine whether a Leave of Absence (LOA) is the most appropriate course of action, and international students must also consult with the Center for International Education in order to ensure compliance with Federal immigration policy. Prior to requesting a Leave of Absence (LOA), graduate students should always explore alternatives which would allow them to remain registered and make progress toward the degree, even if at a slower pace.

Students who are granted a Leave of Absence (LOA) by the Graduate School in accordance with this policy are eligible for Reinstatement provided they enroll no later than the term immediately following the expiration of the approved Leave of Absence, excluding summer (see policy on “Re-
Academic Standards & Academic Standing

Graduate education requires continuous evaluation of the student. This includes not only periodic objective evaluation, such as the cumulative grade point average, performance on comprehensive examinations, and acceptance of the thesis or dissertation, but also judgments by the faculty of the student’s progress and potential. Continuation in a program is determined by consideration of all these elements by the faculty and the head of the academic unit.

The academic records of all graduate students are reviewed at the end of each semester, including the summer term, to determine academic standing. For good standing, graduate students must maintain a cumulative grade point average (GPA) of at least 3.0 on all graduate courses taken for a letter grade of A-F. Grades of S/NC, P/NP, and I, which have no numerical equivalent, are excluded from this computation.

Departments and programs may have requirements for continuation or graduation in addition to the minimum requirements set forth in this catalog for all graduate programs. It is the student’s responsibility to be familiar with the special requirements of the department or program.

There are three types of academic standing set at the end of every term of enrollment: good standing, academic probation, and academic dismissal.

Students are expected to return from a Leave of Absence (LOA). If they do not return to active student status by the end of the period of time stipulated in the approved Leave of Absence (LOA), they will be considered non-enrolled once their LOA has expired and lose their eligibility for Reinstatement. Graduate Students who have lost their eligibility for Reinstatement need to seek Readmission prior to being able to continue work in their graduate degree program (see policies on “Consequences of Non-Enrollment without Leave of Absence” and on “Readmission” in the Graduate Catalog).

In order to return to an active student status, graduate students on an approved Leave of Absence (LOA) need to establish Reinstatement into their graduate degree program by the end of the leave period stipulated on their approved Leave of Absence (LOA). Students on an approved Leave of Absence (LOA) need to complete and submit their Request for Reinstatements to the Graduate School no later than on the last day of classes of the semester prior to the semester for which they seek to be reinstated. (also see the graduate policy on “Reinstatement” in the Graduate Catalog).

If a student would like to return to active study earlier than originally anticipated and approved on his or her Leave of Absence (LOA) Request, the student will need to contact the director of graduate studies of his or her academic unit and discuss available options.
Academic Probation

Upon completion of 9 credit hours of graduate course work, a graduate student will be placed on academic probation when his/her cumulative GPA falls below 3.0. A student will be allowed to continue graduate study in subsequent semesters if each semester’s grade point average is 3.0 or greater. Upon achieving a cumulative GPA of 3.0, the student will be removed from probationary status.

Academic Dismissal

If a student is on academic probation, the degree or non-degree status will be terminated by the Dean of the Graduate School if the student’s semester GPA falls below 3.0 in a subsequent semester. When the particular circumstances are deemed to justify continuation, and upon recommendation of the appropriate academic unit and approval of the Dean of the Graduate School, a student on probation whose semester GPA is below 3.0 may be allowed to continue on a semester-by-semester basis.

Dismissal of a graduate student by a department or program is accomplished by written notice to the student, with a copy to the Graduate School. In those cases where the department’s requirements for continuation are more stringent than university requirements for graduate programs, the Dean of the Graduate School will evaluate the student’s record to determine whether the student is eligible to apply for a change of status and register in another area of study. Registration for courses in a department from which a student has been dismissed will not be permitted, except by written authorization from that department.

Plagiarism

Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the university. Some examples of plagiarism are

- Copying/using without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Extreme caution should be exercised by students involved in collaborative research to avoid questions of plagiarism. If in doubt, students should check with the major professor and the Dean of the Graduate School about the project. Plagiarism will be investigated when suspected and prosecuted if established.
Student Appeals Process

Ideally, academic concerns or problems are addressed initially at the departmental level. We recommend students first consult their advisor, then their program coordinator, then the department head before pursuing other courses of action.

The Graduate Council Appeal Procedure can be obtained via web or at the Graduate School. Normally, grievances should be handled first at the department level. Further appeal may be made to the dean of the respective college, the Graduate Council Appeals Committee through the Assistant Dean of the Graduate School, and ultimately to the Dean of the Graduate School.

Appeals may involve the interpretation of and adherence to university, college, and department policies and procedures as they apply to graduate education and the issuance of grades based on specific allowable reasons stipulated in the Graduate Council Appeal Procedure.

Appeal procedures in regard to allegations of misconduct or academic dishonesty are presented in Hilltopics under “Disciplinary Regulations and Procedures.” Students with grievances related to race, sex, color, religion, national origin, age, disability or veteran status should file a formal complaint with the Office of Equity and Diversity, 1840 Melrose Avenue.

Index of Hyperlinks

Academic Policies and Requirements for Graduate Students (under Graduate Catalog)
tiny.utk.edu/grad-policies

Admission Guide for International Students (under Graduate School)
gradschool.utk.edu/admissions/applying-to-graduate-school/admissions-for-international-students

Application for Completion of Certificate Program (under Graduate School)
gradschool.utk.edu/forms-central/application-for-graduate-certificate

Apply Now! (under EPC)
epc.utk.edu/apply-now

Approval Process (under Graduate School)
gradschool.utk.edu/thesesdissertations/getting-approval/

Center for Literacy, Education, and Employment
clee.utk.edu

Change of Program Application
gradschool.utk.edu/forms-central/change-of-program
Continuous Enrollment Exemption Form (under Graduate School)
gradschool.utk.edu/forms-central/600-continuous-enrollment-exemption

The Daily Beacon
utdailybeacon.com

Educational Testing Service
ets.org

English Proficiency Conditional Admission (under Graduate School)
gradschool.utk.edu/admissions/applying-to-graduate-school/admissions-for-international-students/#proficiency

EPC Directory (under EPC)
epc.utk.edu/epc-directory-1

EPC Student Travel Instructions (under EPC)
epc.utk.edu/information-for-current-students/epc-travel-instructions

Formatting Requirements (under Graduate School)
futureut.utk.edu

FUTURE Postsecondary Education Program
gradschool.utk.edu/thesesdissertations/formatting/

Graduate Admissions (under Graduate School)
gradschool.utk.edu/admissions

Graduate Application for Admission (under Graduate School)
gradschool.utk.edu/admissions/applying-to-graduate-school

Graduate Assistantships (under Graduate School)
gradschool.utk.edu/graduate-student-life/costs-funding/graduate-assistantships

Graduate Certificates (under EPC)
epc.utk.edu/graduate-certificates

Graduate Council Appeal Procedure (under Graduate School)
gradschool.utk.edu/faculty-staff/graduate-council/appeals-committee

Graduate Fellowships (under Graduate School)
gradschool.utk.edu/graduate-student-life/costs-funding/graduate-fellowships

Graduate School
gradschool.utk.edu

Graduate Student Advisory Board (under CEHHS)
cehhs.utk.edu/administration/graduate-student-advisory-board
Grief Outreach Initiative (under EPC)
epc.utk.edu/cehhs-grief-outreach-initiative

Hilltopics
hilltopics.utk.edu

Hodges Library
lib.utk.edu

IELTS
ielts.org

Institutional Research Board
irb.utk.edu

ITA Testing Program (under Graduate School)
gradschool.utk.edu/graduate-student-life/ita-testing-program

Knoxville News Sentinel
knoxnews.com

Korn Learning, Assessment, and Social Skills Center
klass.utk.edu

MyUTK
myutk.utk.edu

Office of Risk Management
riskmanagement.tennessee.edu

One Stop Express Student Services Center
onestop.utk.edu/financial-aid

PIPS: Possibilities in Postsecondary Education & Science
pipes.utk.edu

Principles of Civility and Community
civility.utk.edu/principles/

Publication Policies (under Graduate School)
civility.utk.edu/principles/

Resources for Research Approval and Understanding of Copyright (under Graduate School)
gradschool.utk.edu/thesesdissertations/before-starting-research/

Remote Participation in Oral Defenses (under Graduate School)
gradschool.utk.edu/forms-central/remote-participation-notification/
Request for a Leave of Absence (under Graduate School)
gradschool.utk.edu/forms-central/graduate-student-leave-of-absence/

Risk Management Resources (under Office of School-Based Experiences)
osbe.utk.edu/riskmanagement

Standardized Test Scores (under Graduate School)
gradschool.utk.edu/admissions/applying-to-graduate-school/admission-requirements/#standardized-testing

Student Government Association
sga.utk.edu

Submitting the Work to Trace (under Graduate School)
gradschool.utk.edu/thesesdissertations/submission/

Survey of Earned Doctorates (under Graduate School)
gradschool.utk.edu/thesesdissertations/submission/survey-of-earned-doctorates/

Theses & Dissertations (under Graduate School)
gradschool.utk.edu/thesesdissertations

TOEFL
ets.org/toefl

Trace
trace.tennessee.edu/utk-grad

University-Assisted Community Schools
uacs.utk.edu

Writing Center
writingcenter.utk.edu
Appendix A

CEHHS Administration

Dean
Robert A. Rider
(Beth Huemmer)

Director of Graduate School of Education & Associate Dean for Professional Licensure
Susan Benner
(Diane Booker)

Associate Dean for Research & Academic Affairs
Jeff Fairbrother
(Kayla Whitt)

Interim Assistant Dean for Research
Hollie Raynor

Director of Student Services
Jamia Stokes
(Annette Beets)

DEPARTMENTS

Budget Director
Amy McBride

Director of Development
Randy Atkins
(Penny Howell)

Director of Research Services
Courtney Holbert

Director of Marketing & Communications
Julie Morris

Child & Family Studies
Mary Jane Moran

Educational Leadership & Policy Studies
Norma T. Mertz

Educational Psychology & Counseling
Jeff L. Cochran

Kinesiology, Recreation & Sports Studies
David Bassett

Nutrition
Jay Whelan

Public Health
Paul Erwin

Retail, Hospitality & Tourism Management
Ann Fairhurst

Theory & Practice in Teacher Education
Sherry Bell
Appendix B

EPC Structure

Department Head
Jeff L. Cochran

Associate Department Heads
Merilee McCurdy
Lisa Yamagata-Lynch

Director of Graduate Studies
Lisa Yamagata-Lynch

Faculty Members
EPC Directory

Administrative Coordinator
Whitney Denton

Center for Literacy, Education & Employment
Aaron Kohring

Grief Outreach Initiative
Laura Wheat

Korn Learning, Assessment & Social Skills Center
Brian Wilhoit

Possibilities in Postsecondary Education & Science
Melinda Gibbons

University-Assisted Community Schools
Bob Kronick

FUTURE Post-secondary Education Program
Tom Beeson

Staff
Bonnie Bull
Beverly Cate
Synthia Clark
Joy DuVoisin
Christine Tidwell
Appendix C

EPC Degree Structure

DEGREES

- Master of Science
  - Counseling
    - Clinical Mental Health Counseling
    - School Counseling
  - Education
    - Instructional Technology
  - Educational Psychology
    - Adult Education
    - Applied Educational Psychology

MAJORS

- Counselor Education
- Education
- Educational Psychology & Research
- School Psychology

CONCENTRATIONS

- Learning Environments & Educational Studies
- Adult Learning
  - Evaluation, Statistics & Measurement
Appendix D

Important Dates & Deadlines 2016-17 Academic Year

### Fall 2017 Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>August 23</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Sept. 4</td>
</tr>
<tr>
<td>Fall Break</td>
<td>Oct. 5-6</td>
</tr>
<tr>
<td>1st Session Ends</td>
<td>Oct. 13</td>
</tr>
<tr>
<td>2nd Session Begins</td>
<td>Oct. 16</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Nov. 23-24</td>
</tr>
<tr>
<td>Classes End</td>
<td>Dec. 5</td>
</tr>
<tr>
<td>Study Day</td>
<td>Dec. 6</td>
</tr>
<tr>
<td>Exams</td>
<td>Dec. 7-14</td>
</tr>
<tr>
<td>Graduate Hooding</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>Commencement</td>
<td>Dec. 15</td>
</tr>
<tr>
<td>Official Graduation Date</td>
<td>Dec. 16</td>
</tr>
</tbody>
</table>

### Spring 2018 Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>January 10</td>
</tr>
<tr>
<td>MLK Holiday</td>
<td>January 15</td>
</tr>
<tr>
<td>1st Session Ends</td>
<td>February 28</td>
</tr>
<tr>
<td>2nd Session Begins</td>
<td>March 1</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 12-16</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>March 30</td>
</tr>
<tr>
<td>Classes End</td>
<td>April 27</td>
</tr>
<tr>
<td>Study Day</td>
<td>April 30</td>
</tr>
<tr>
<td>Exams</td>
<td>May 1-8</td>
</tr>
<tr>
<td>Graduate Hooding</td>
<td>May 10</td>
</tr>
<tr>
<td>University College Commencement Ceremonies</td>
<td>May 10, 11, 12</td>
</tr>
<tr>
<td>Official Graduation Date</td>
<td>May 12</td>
</tr>
</tbody>
</table>

### Summer 2018 Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Session Begins</td>
<td>May 9</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 28</td>
</tr>
<tr>
<td>Mini Session Ends</td>
<td>May 30</td>
</tr>
<tr>
<td>Full and 1st Session Begin</td>
<td>May 31</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 4</td>
</tr>
<tr>
<td>1st Session Ends</td>
<td>July 6</td>
</tr>
<tr>
<td>2nd Session Begins</td>
<td>July 9</td>
</tr>
<tr>
<td>Full and 2nd Sessions End</td>
<td>August 10</td>
</tr>
<tr>
<td>Summer Graduation Date*</td>
<td>August 11</td>
</tr>
</tbody>
</table>

*There is no commencement ceremony in the summer. This is the official graduate date that will appear on the transcript.*
Appendix E

Vol Talk

**Academic Year** - Refers to the fall, spring, and summer semesters occurring over parts of two calendar years.

**Ag Campus** - Nickname for the UT Institute of Agriculture campus located to the west side of UT Knoxville's campus, across the bridge on Joe Johnson Drive.

**Catalog** - Your “contract” with the university. This publication contains all academic policies and procedures, college and degree requirements, faculty, and course descriptions. You are responsible for knowing information provided in this publication. Catalogs are in effect for six years.

**(Jane & David) Bailey Education Complex** - Formerly known as the Claxton Addition or the Addition, this building is connected to the Claxton Complex and houses faculty offices and classrooms. Some EPC faculty offices are located on the fifth floor. Abbreviated as BEC.

**Claxton Complex** - This building houses the dean’s office, faculty offices, and classrooms. Some EPC faculty offices are on the fourth floor. Abbreviated as CC.

**Cognate** - Courses taken in an area outside of major concentration area.

**The Commons** - The Commons is a collaboration between the Office of Information Technology (OIT) and UT Libraries located on the second floor of Hodges Library. Here you’ll find some of the most frequently used library and technology resources available in one location.

**Corequisite** - A course to be taken, or a requirement to be fulfilled, at the same time you are taking a particular course.

**Course Reference Number** - The CRN is a five-digit number associated with a single course. It is needed for registrations completed by EPC staff and the Graduate School.

**Curriculum Materials Center** - The Curriculum Materials Center is a computer lab and classroom in BEC 401 where faculty, pre-service, and in-service teachers learn and gain experience in how to utilize technology within education. CMC and its facilities have been reconfigured to facilitate technology integration and is one of five complete textbook adoption centers located across the state of Tennessee. CMC’s resources include fifteen newer PCs with internet connectivity, an instructor’s work station, curriculum materials, and a work space for instruction, materials review, individual and group projects, and class discussions.

**Drop/Add** - The process of adding or removing a course or courses from schedule. Most dropping and adding can be done using MyUTK. Drop/Add deadlines are found at the Registrar’s Office.

**Grading Scale** - UT’s grading scale is a 4-point scale consisting of letter grades A, B+, B, C+, C, D, and F, with an A worth four quality points and an F worth zero quality points.

**The Hill** - The Hill, an original part of UT’s campus, is symbolic of higher education in the state of Tennessee. UT, founded in downtown Knoxville in 1794 as Blount College, moved to The Hill in 1828 and quickly grew around it. The main part of UT’s old campus stands on this rising bank above the north shore of the Tennessee River. Ayres Hall, built atop the Hill in 1919, holds a commanding view over the campus. Next to it is the oldest building on campus, South College hall, built in 1872.
**Incomplete (I)** - An "I" is assigned under extraordinary circumstances and only at the discretion of the instructor when a student whose work is satisfactory has not completed a substantial portion of a course, but cannot complete the course for reasons beyond their control. The grade “I” is not computed into the student’s GPA. The terms for the removal of “I”, including time limit, will be decided by the instructor. Students should never re-enroll in a course in which an “I” was awarded.

**Instructional Services Center (ISC)** - Located in CC424, the ISC has equipment and material support services for students and faculty.

**MyUTK** - MyUTK is a one-stop-shop for students to access many resources including: Registration, Academic Links, Vol Card Balances, Semester Course Schedule, Week-at-a-Glance Schedule. For Your Review provides a summary of announcements targeted to your university status. MyUTK is accessed with your Net ID and password from anywhere you have Internet access.

**Net ID** - The first part of a student’s UT Knoxville email address received once attendance at UT Knoxville is confirmed. Your net ID is used for email, wireless access, access to library services, access to lab computers, to register for courses, sign onto Blackboard/MyUTK, and much more.

**One Stop** - A convenient central location where students can find help with their enrollment, registration, financial aid, and payment services. Open weekdays from 8:00 a.m. to 5:00 p.m., One Stop Student Express Services Center assists students and their families in person on the ground floor of Hodges Library, by email at onestop@utk.edu, and over the phone by calling 974-1111. Most services are also available online via MyUTK and some through the UT smartphone app.

**Prerequisite** - A course to be completed or a level of skill or knowledge to be demonstrated before a student may enroll in a particular course or degree program or associate with a particular college.

**The Rock** - Unearthed in the 1960s, the Rock probably soon thereafter became a “canvas” for student messages. For years the university sandblasted away the messages but eventually deferred to students’ artistic endeavors. The Daily Beacon has editorialized: “Originally a smaller rock, The Rock has grown in prestige and size while thousands of coats of paint have been thrown on its jagged face. Really, its function is as an open forum for students.” The Rock is located at the intersection of Pat Head Summit Street and Volunteer Boulevard.

**Section Number** - A three-digit number that identifies the section of a particular course when multiple sections of the same course are offered.

**Sequence** - Two or more courses that must be taken one after the other.

**The Strip** - Cumberland Avenue was one of the original Knoxville streets surveyed and platted by Charles McClung in 1791. The street and the surrounding area were home to wealthy business owners, but by the late 1920s, Cumberland Avenue became increasingly commercialized. Some owners began to rent all or parts of their homes to students, and other homes became fraternity houses. Businesses moved in as homeowners moved out. Through the years, the street has been home to filling stations, grocery stores, clothiers, restaurants, clubs, drugstores, an automobile dealership, and other neighborhood enterprises. Cumberland Avenue first earned its nickname “The Strip” after a drug raid during the 1960s.

**Student ID Number** - Unique nine-digit number generated for students upon admission to the university.

**Student Union** - The Student Union is the new University Center. It is partially open, but still under construction.
The T - The T is the University of Tennessee’s transportation system. The T is a free service provided by Knox Area Transit (KAT); the buses have various stops on campus. Visit Ride the T for route maps and schedules. You can also download the UT Mobile app which integrates the T Transit System to include a GPS tracking map, route stop information, and news updates on route and service changes.

The Torch Bearer - The classes of 1928 through 1932 gave $1,000 to be used as a prize for a sculpture that would capture “the spirit of the university youth and its ideal of service.” The contest winner was announced on May 12, 1931—a Yale School of Fine Arts student, Theodore Andre Beck. Complaints from faculty and students caused the design to be modified. The resulting design held aloft a torch representing the maxim “One that beareth a torch standeth in the shadow to give light to others.” On his left side, partially hidden, hung a “sword of protection,” and in his left hand was held the Goddess of Winged Victory, the symbol of success. Later, the design was modified to include a globe upon which Winged Victory rested. The depression and World War II prevented the statue from being cast and placed on campus, although the design was adopted as the official symbol of the University and copyrighted in 1932. The class of 1967 raised funds to cast a nine-foot-tall Volunteer. The design was again modified in response to protests. The statue was finally cast, placed in Circle Park, and unveiled on April 19, 1968. Also known as the Volunteer Statue.

The Tower - Andy Holt Tower in Circle Park houses campus and UT system offices.

UC - The Carolyn P. Brown Memorial University Center was located at 1502 West Cumberland Avenue. It is no longer open and is being torn down. See Student Union.

Wait List - Registration option on MyUTK for some courses. Allows students to automatically enroll in a closed course as seats become available.

Withdrawal (W) - A “W” is assigned when a student has either officially dropped all classes for a given term, or withdrawn from a course between the 11th and 41st calendar days of classes.

Withdrawal Passing (WP) - A “WP” is assigned when a student withdraws from a course after the 42nd calendar day of classes and is passing the course at the time of withdrawal.

Withdrawal Failing (WF) - A “WF” is assigned when a student withdraws from a course after the 42nd calendar day of classes and is failing the course at the time of withdrawal. This grade is computed in the GPA.
Appendix F

Pertinent Graduate Student Links

**Best Practices in Teaching**  
[gradschool.utk.edu/training-and-mentorship/bpit](http://gradschool.utk.edu/training-and-mentorship/bpit)

**Center for International Education**  
[cie.utk.edu](http://cie.utk.edu)

**Center for Student Engagement**  
[go.utk.edu](http://go.utk.edu)

**College of Education, Health & Human Sciences**  
[cehhs.utk.edu](http://cehhs.utk.edu)

**Counseling Center**  
[counselingcenter.utk.edu](http://counselingcenter.utk.edu)

**Educational Psychology and Counseling**  
[epc.utk.edu](http://epc.utk.edu)

**Graduate Admissions**  
[graduateadmissions.utk.edu](http://graduateadmissions.utk.edu)

**Graduate Catalog**  
[tiny.utk.edu/grad-catalog](http://tiny.utk.edu/grad-catalog)

**Graduate Student Appeal & Complaint Procedures/Resources**  
[gradschool.utk.edu/faculty-staff/graduate-council/appeals-committee](http://gradschool.utk.edu/faculty-staff/graduate-council/appeals-committee)

**Graduate Student Senate**  
[gss.utk.edu](http://gss.utk.edu)

**Housing**  
[housing.utk.edu](http://housing.utk.edu)

**International House**  
[ihouse.utk.edu](http://ihouse.utk.edu)

**Library Website for Graduate Students**  
[libguides.utk.edu/graduate](http://libguides.utk.edu/graduate)

**Office of Equity and Diversity**  
[oed.utk.edu](http://oed.utk.edu)
Office of Information Technology
oit.utk.edu

Office of Multicultural Student Life
multicultural.utk.edu

RecSports
repsports.utk.edu

Student Conduct & Community Standards
web.utk.edu/~osja

UT Calendar of Events
utk.edu/events/?

UT Sports
www.utsports.com
Appendix G

10 Habits of Being a Successful Graduate Student & Beyond

By: Lisa C. Yamagata-Lynch

1. Enjoy the issues you are interested and find connections among them from your unique perspective.
   • Examine why you are interested in a particular topic and how that topic is relevant to the field of your interest. This will involve persistent yet targeted reading of timely and relevant materials.

2. Find a method that works for you to engage in effective and efficient search of the current and past literature regarding issues you are interested.
   • Avoid being trapped in the seemingly justifiable procrastination behaviors such as “I got to file everything and create a database before I can start writing” or “there must be one more article out there that will truly change the way I can discuss the issues of my interest.”

3. When you write, be purposeful. Every word, phrase, sentence, and paragraph should have a purpose for being there to support the main idea of your arguments.
   • Identify the purpose of your writing and state it clearly early in the paper. Then, explain to the reader how you are going to address the purpose of the paper throughout the paper.

4. Find historical and current conversations in the field that your interests align and identify the audience you are going to present your ideas through your writings or presentations.
   • In your reading and writing, this is where you identify seminal and current articles. In your literature review section of your paper, help the reader understand what role your ideas are going to take in the professional conversations in the field. However, you need to present this information from your perspective, do not get trapped in the behavior of presenting your literature review in a list format, one fact after another with no connection. The list presentation does not help the reader understand what your arguments are and give them a sense of being lost while working to read the rest of your work.

5. Find your voice and be articulate about your position on issues you are interested and join the conversations within the field.
   • This voice needs to be aligned with the conversation in the field, and introduce your unique perspective. When introducing literature in your field related to your topic, organize your arguments in a manner that best communicates your ideas with your voice.

6. Learn to enjoy sharing your ideas through reading, writing, and presenting your ideas.
   • Your ideas are going to take a role in the professional conversation, and you are not thinking or writing in a vacuum. If you are unable to enjoy sharing your ideas, you will not be able to join the overall conversation.

7. Write and revise regularly and find a schedule that works for you.
   • Schedule deadlines that work for you such as course deadlines and call for proposal deadlines. Writing is kind of like going to the gym. It is easy to get out of it and find more pressing priorities. It also is more enjoyable if you write regularly. Even 15 minutes a day is a good start.
8. Find a support mechanism for your writing that works for you.
   • Peer groups, mentors, and colleagues. These groups can also help you be accountable for
     meeting your deadlines and meet your goals. Once again, it is like going to the gym.

9. Find ways that you can gain feedback regarding your writing and the ideas you introduce in
   them.
   • Gaining feedback about your work can be a very difficult task in terms of taking the feedback,
     and finding the people who will give you feedback in the first place. You obviously care about
     your work and gaining feedback can be intimidating, but you need to find people who can
     help you develop your ideas even further.

10. Find ways that you can listen to peer/reviewer feedback and truly address them in your revi-
    sions.
    • In this process you can prioritize the feedback, but in one way or another you need to address
      them. You need to truly embrace that all writing is a work in progress and be able to revise
      as needed. Revision is not about changing word order here and there. Often times it requires
      you to conceptually challenge yourself figuring out how you can incorporate ideas from
      others that may or may not fit into your work. When there is no way to incorporate feedback
      made by others, make a note of why and be prepared to explain to others why it did not fit
      into your work.

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