

EPC Graduate Student Handbook 2018-19



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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



Jeff L. Cochran

Professor & Department Head
Bailey Education Complex 526
1122 Volunteer Blvd.
Knoxville, TN 37996-3452
865-974-4178
jcochr11@utk.edu

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.

Organization/Structure

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.

FUTURE Postsecondary Education Program

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.

Grief Outreach Initiative

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.

Korn Learning, Assessment & Social Skills Center

The [Korn Learning, Assessment, and Social Skills Center](#) (KLASS Center), founded in 2008, focuses on identifying, preventing, and remediating 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

a working relationship with Cherokee Health Systems to assist with the evaluation and treatment of children with autism spectrum disorders. The KLASS Center also facilitates some tutoring services at the Thornton Athletic Center and works to serve UT students with disabilities. The KLASS Center has opened an in-house clinic that currently provides psychoeducational evaluations for school-age children, adolescents, and adults. The KLASS Center anticipates the development of treatment services in the near future. Along with the outreach and clinical services, it is involved in ongoing research in area school systems and is actively pursuing federal grant funding.

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
BEC 513
865-974-7712
lisayl@utk.edu

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 14th Annual Graduate Student Research Colloquium on March 2, 2018 at the Frieson Black Cultural Center. Each CEHHS department is represented with an oral presentation from a student. **Nathan West** was selected to represent EPC. His topic was: *Developmental Networks and Interpersonal Support of Beginning Counselors*.

Poster presenters included the following:

Sara Nasrollahian Mojarad – *A Qualitative Lens to Community Based Participatory Researchers' Experience*

Rachael Marshall – *Wellness Promotion Survey Development*

Janet Schwartz-Micheaux – *Validating Flesch-Kincaid Readability Tests with Children's Writing Samples*

Kala Taylor – *Diverse Names in Student Texts: Investigating Effects and Interventions*

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. AAACE 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 from 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.

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.

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.

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.

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.

Application Procedures & Admission Policies

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.

The application and admissions is a multi-step process.

1. The applicant completes the application process (described below).
2. The Graduate School screens the application to ensure the applicant meets minimal standards.
3. The Director of Graduate Studies for the particular program will work with the program faculty to review the materials submitted. Acceptance will depend on a number of factors including the applicant's credentials and the needs of the program.
4. The Graduate School is notified of the program's admission decision.
5. The Graduate School notifies the applicant of the admission decision.

Application Steps for Admission

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

- The completed online [Graduate Application for Admission](#).

- A non-refundable application fee paid by credit card or electronic check.
- One unofficial transcript from all colleges and universities attended submitted online at the time of application to the Graduate School. See [Graduate Admissions website](#) for more information.
- An applicant may be required to undergo English Certification for admission to the Graduate School by submitting results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).
 - Minimum scores required for admission to the graduate School are
 - A total score of 80 on the internet-based TOEFL (iBT).
 - A total score of 550 or equivalent on the paper-based TOEFL (PBT).
 - To register, contact [Educational Testing Service](#) (ETS). The ETS UT code is 1843.
 - A 6.5 overall band score on the IELTS.
 - To register contact [IELTS](#).
 - The score will be considered valid if submitted within two years of the test date.
 - An applicant may be exempted from the English Certification requirement if:
 - English is an official language in the applicant's country of citizenship, according to Countries With English as Official Language as published by the Graduate School
 - OR
 - English is the primary language of instruction at the institution in which the applicant received an undergraduate, graduate, or professional degree.
 - Some graduate programs may have more rigorous requirements. Applicants are responsible for meeting the requirements of the graduate programs when the standards exceed those of the Graduate School.
- Additional departmental/program supplemental materials may include but are not limited to:
 - Departmental supplemental application materials.
 - Reference letters or rating forms.
 - Scores from the Graduate Record Examination (GRE). The ETS UT code is 1843.

After admission is offered, the following must be provided:

- Official transcripts and degree certificates (if separate from the transcript). See [Graduate Admissions website](#) for more information.
 - The Graduate School will reserve the right to revoke admission to a student if any unofficial or official documents are found to be fraudulent following review and comparison.
 - **Registration is prohibited after the first semester of enrollment until students have submitted the official copy of transcripts, including any degree certificates or degree confirmations, from all institutions previously attended.**
- For those who submitted unofficial TOEFL or IELTS scores with the application, verification of official scores is required.
- For those who have the Eligibility Verification for Entitlement Act (EVEA) requirement, documentation that proves U.S. citizenship or lawful presence as required by state law. For information on EVEA, visit the One Stop Student Services website

All documents submitted become the property of the university and will not be returned.

Admission Requirements for International Students

Admission to graduate study requires a bachelor's degree with a satisfactory grade point average from a college or university accredited by the appropriate accrediting agency or foreign equivalent.

For admission to a graduate program, an international student must have an equivalent 4-year bachelor's degree with at least a 3.00 on a 4.00 scale on all previous coursework and a 3.30 on a 4.00 scale on all previous graduate work. Grading systems other than the 4.00 scale are evaluated, upon receipt of transcripts, in accordance with standard practice. Programs may require a higher average GPA for admission. Applicants with work experience or who are entering graduate study after a number of years away from an educational institution, usually five years, will be given consideration with greater flexibility relative to GPA. An international student graduating from a United States institution must meet the same requirements as those for domestic students.

An applicant with a non-U.S degree whose undergraduate GPA falls below a 3.00 on a 4.00 scale or whose graduate GPA falls below a 3.30 on a 4.00 scale may be admitted by exception, upon recommendation of an academic unit.

An international student on a student visa may not request admission as a non-degree student, except for students admitted through a reciprocal exchange program.

International students may apply for admission any semester, but normally enter the fall semester. Individual departments and colleges may have further restrictions on admission dates. For this information, students should contact the department they wish to enter. If a student does not enroll within one year after the requested admission, the application process must be repeated. The submission deadlines for applications from non-domestic applicants to the Office of Graduate Admissions are:

Semester of initial enrollment

Fall
Spring
Summer

Application Deadline

February 1
June 15
October 15

The Office of Graduate Admissions must be notified of any change in entering date after admission has been granted.

Enrollment in graduate programs is a privilege that may be withdrawn by the university, or any area of graduate study, if it is deemed necessary by the Dean of the Graduate School to safeguard the university's standards.

The Office of Graduate Admission will notify students by email about admission decisions. Students will not be permitted to enroll until officially admitted by the Graduate School. Persons may not attend classes without being properly admitted to the university and officially registered in classes.

International students must provide documentation of financial resources to cover the cost of attending UT. Submission of documented evidence of financial resources must be received by the

Center for International Education (CIE) prior to the issuance of an I-20 or DS-2019 form. The I-20 or DS-2019 is then used to obtain a visa.

The university will not issue the I-20 or DS-2019 after the following dates:

Semester of initial enrollment

Fall
Spring
Summer

Application deadline

May 15
October 1
February 15

English Language Requirements

An applicant requesting admission to the Graduate School may be required to submit results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Minimum score requirements for admission to the Graduate School are:

- a total score of 80 on the internet-based TOEFL (iBT),
- a total score of 550 or equivalent on the paper-based TOEFL (PBT), or
- a 6.5 overall band score on the IELTS.

The scores will be considered valid if submitted within two (2) years of the test date. An applicant may be exempted from the English Certification requirement if:

1. English is an official language in the applicant's country of citizenship, according to standards published by the Graduate School.

OR

2. English is the primary language of instruction at the institution in which the applicant received an undergraduate, graduate, or professional degree.

Some graduate programs may have more rigorous requirements. Applicants are responsible for meeting the requirements of the graduate programs when the standards exceed those of the Graduate School.

Admission Classifications

There are several types of admission classifications. Brief descriptions can be found below, and more detail is provided on the [Graduate Admissions webpage](#). Regardless of classification, all applicants must apply through the Graduate Admissions process.

Degree Admission

Admission to a degree program requires that a person meet the minimum admission requirements and any additional program requirements. Refer to the appropriate department for specific requirements for admission to the degree program. Meeting minimum Graduate School and program requirements does not guarantee admission.

In addition to meeting the minimum requirements, applicants must demonstrate a potential for superior academic performance. Criteria considered include 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.

An applicant may not be admitted simultaneously to more than one degree program. Two or more applications to separate degree programs will not be considered concurrently. Note: A limited number of dual degree programs are available and listed in the Graduate Catalog. These require only one application to the dual program.

Non-Degree Admission

A major must be declared if the intent is to seek an advanced degree, but there are cases in which individuals wish to take graduate courses without being admitted to a degree program. Applicants may apply for non-degree status who, for example:

- 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. Be aware that some departments do not permit non-degree students to enroll in graduate courses. Non-degree students should contact departments regarding course availability. Course restrictions may also be given in the course descriptions in the graduate online catalog.

Admission to non-degree status does not constitute admission to a degree program. Typically, no more than 15 credit hours may be taken in graduate non-degree status. If admitted into a degree program, no more than 15 non-degree credit hours may be applied toward a graduate degree, if approved by the program. Courses applied toward any graduate degree must fall within the time limit specified for the degree.

Students in non-degree status may convert to a degree program before accumulating 15 credit hours of coursework 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, see information on the Graduate School's [Forms Central](#) webpage, for Change of Program.

Non-degree graduate students do not have academic advisors since they are not affiliated with an academic unit and faculty. The Graduate School's Assistant Dean and Director of Student Services is available to assist with questions. Contact the Graduate School (gradschool@utk.edu) if you have questions.

An international student on a student visa may not enroll as a non-degree student, except for students admitted through a reciprocal exchange program. These international exchange graduate students are subject to Graduate School policies affecting non-degree students. Additional information about exchange student status is found under Admission Requirements for International Exchange Graduate Students in the [Graduate Catalog](#).

Auditors & Audited Courses

Persons who wish to attend certain classes regularly, without taking examinations or receiving grades or credit, may do so by completing an online graduate admissions application as a non-degree student, paying the application fee, registering as an auditor, and paying regular fees. Graduate students paying regular fees also are entitled to audit courses. Courses audited do not count toward minimum credit hours required for financial assistance.

The names of all auditors properly registered will appear on the electronic grade rolls, but will be removed from the final grade report. Auditors receive no credit and the audited course will not be recorded on the transcript and/or the permanent record.

Persons may not attend class without being properly admitted to the university and registered in the class.

Senior or Disabled Citizens

Legislation gives Tennessee citizens who are 60 years of age or older, 30-year state retirees, or those who are totally disabled, the opportunity to attend credit and non-credit courses at the university at no charge on an audit, space available basis. Legal verification of any of these conditions is required for enrollment. Students who are 65 or over, or who are totally disabled, and who desire to receive university credit for their courses, may pay a reduced rate. For more information see the [One Stop Student Services](#) website.

Admission for Graduate Certificate Programs

Graduate certificate programs provide a means for UT to respond to emerging needs. Graduate certificate programs provide focused areas of studies for students

1. pursuing other academic programs at the Master or doctoral levels,
2. who have already earned a Master or doctorate, or
3. who are post-baccalaureate and enrolled solely in graduate certificate programs.

Graduate certificate programs are for-credit programs, based entirely on credit courses, and appear on the academic transcript. Graduate certificate programs are required to have student-learning outcomes and an assessment plan reported annually through the university's adopted process.

Non-credit certificate programs may be established by any academic unit. The non-credit certificate is issued by the unit to those completing the program. These may be for professional

development and continuing education of working professionals to maintain licensure. These may be offered online or non-traditional formats. They are not placed on an official university transcript. These are often offered through UT Conferences and Non-Credit Programs.

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. Postdoctoral students will not be required to submit transcripts and test scores.

Admission in the postdoctoral status does not constitute admission to a degree program; hence, this is a non-degree seeking status and students are limited to the same 15 credit hour limitation. These credit hours may be applied towards a degree program if they are taken within the allowable time frame for a Master's (six years from first course) or doctoral program (eight years from first course). To change your status from non-degree to degree seeking, see information on the Graduate School Forms Central for Change of Program. Students will be notified about admission decisions by email 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 at least two weeks prior to registration. Transient students will not be required to submit transcripts and test scores. Only one semester, or a maximum of 12 credit hours, of coursework can be taken in transient status. Students will be notified about admission decisions by email by the Office of Graduate Admissions and will not be permitted to enroll until officially admitted by the Graduate School.

Admission for Faculty & Staff

If admitted to graduate study, members of the faculty or staff located in Knoxville may take courses as graduate students. UT System policy [HR0330](#) addresses the educational assistance that is part of the employee benefit package.

Faculty members of UT or the Institute of Agriculture at the rank of lecturer or above will not normally be admitted to a degree program at UT. 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 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 degrees are to be pursued.

Non-faculty UT employees who pursue graduate education are governed by the same application and registration rules as other applicants, except in the case of an employee applying to a program

housed in the same department where employment resides. In this case, the employee must submit a written endorsement from the department head outlining how potential conflict of interest will be addressed.

Readmission

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

1. Interruption of enrollment for at least one semester (excluding summer) when last enrolled as a graduate student.
2. Withdrawal from the university when last enrolled as a graduate student.
3. 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.

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 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 semester of entry.
- International students must note that all published deadline dates for new international graduate applications also apply for applications for readmission. (See Admission Requirements of International Students section in [Graduate Catalog](#).)

Students who have attended other institutions since their last graduate enrollment at UT must also submit an official transcript from each institution showing all coursework and any degrees earned at other institutions. See information under Application Steps for Admission for more information regarding transcripts.

The Office of Graduate Admissions notifies students about readmission decisions by email. Students will not be permitted to enroll until officially readmitted. Persons may not attend classes without being properly admitted to the university and officially registered in classes.

Change of Program

Graduate students at UT with no interruption in enrollment must submit an online [Change of Program form](#) to the Office of Graduate Admissions if the change of program they are requesting fits one of the following scenarios:

1. A currently enrolled graduate student at UT is seeking a change of graduate major, concentration, or degree.
2. A currently enrolled graduate student at UT requests moving from non-degree to degree seeking (or vice-versa).

3. A student requests admission to another graduate program immediately following the completion of his/her current graduate degree program at UT so that there will be no interruption of enrollment (summer excluded) between finishing one graduate program at UT and entering another.
4. A student is currently enrolled in a doctoral program at UT and has decided to NOT complete the doctoral program but instead requests admission to a master's degree program within the same major and concentration. The following condition must apply: 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 form](#) must be submitted to the Office of [Graduate Admissions](#) at least two weeks prior to the first day of class of the desired semester of entry. A non-refundable Change of Program application fee will be assessed upon each submission of the Change of Program form.

Change of Program Information for International Students

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
- discuss in which way the desired change of program would affect their immigration status.

A non-refundable application fee will be assessed upon each submission of the Change of Program Application.

Concurrent Master's Degree Program

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 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.

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 availability of positions/financial support and to determine if a match exists with the student's background, skills, and goals. Email announcements and word-of-mouth networking with other graduate students/faculty are typical means of learning about these opportunities.

The Financial Aid Office at 115 Student Services Building assists students at all levels in finding other sources of financial assistance. Additional information is available at UT's [One Stop Student Services](#) website.

Finally, an array of part-time employment opportunities exists in the Knoxville area. These opportunities are often advertised in the [Knoxville News Sentinel](#), [The Daily Beacon](#), and other local/regional media. Bulletin boards in the Student Union also advertise employment opportunities. If outside employment is necessary, student workload should not exceed more than 20 hours per week, including assistantship work.

Assistantships

An assistantship is a financial award to a graduate student for part-time work in teaching, administration or research while pursuing study toward an advanced degree. Appointments are normally on a one-quarter to one-half time basis (25 percent or 50 percent fulltime equivalent, FTE). The appointment may be for either nine or twelve. In addition to the stipend, Graduate Teaching Assistants, Graduate Teaching Associates, Graduate Assistants, Graduate Research Assistants and Graduate Research Associates 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 (additional for out-of-state students), and various other fees (some of which are mandatory). **The waiver of fees for assistantships applies to maintenance and tuition fees only; it does not include any other fees (see information about fees in Finances of Graduate Education).** Graduate assistants must pay the University Programs and Services Fee and all other mandatory fees, even if they have a waiver of fees (tuition and/or maintenance). For Graduate Research Assistants the maintenance fee is paid by institutional funds or a granting agency and is in addition to the stipend paid. For a list of all fees, see information provided at One Stop Student Services website.

Maintenance fees and tuition waivers apply to appointments at a 25 percent FTE or higher. Additionally, all graduate assistants are provided student Health Insurance.

All departments are obligated to follow university guidelines for graduate assistants.

Graduate Research Assistant & Associate

Graduate Research Assistants /Associates perform duties in support of university research, which may or may not relate directly to the students' thesis/dissertation. A student appointed as a GRA works under the direct supervision of a faculty mentor. Research assistantships may be financed through funds from gifts, grants, contracts, state appropriations designated for research, or the university's internally sponsored programs. Department heads are responsible for assuring that GRAs receive ample opportunities to make continuing progress toward their degrees. Some departments provide a path for promotion to Graduate Research Associate.

Graduate Teaching Assistant

Graduate teaching assistants work under the direct supervision of 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 graduate 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. Associates may not be assigned primary responsibilities for teaching and student assessment in courses approved for graduate credit. Associates must have met the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 18-credit hour guideline for teaching undergraduate courses. See the section Qualifications of Graduate Teaching Associates.

Qualifications of Graduate Teaching Associates

UT is regionally accredited by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This accreditation requires an institution to justify and document the qualifications of its faculty members (see Section 6, Faculty of the Principles of Accreditation, December 2017). In the Faculty Credentials Guidelines published by SACSCOC, they provide guidance on minimum educational experience required to teach undergraduate, graduate and professional level courses.

- For those who teach general education and other courses in baccalaureate studies, the instructor must have a minimum of 18 graduate credit hours in the teaching discipline. Therefore, those graduate students appointed as Graduate Teaching Associates should be able to meet this guideline.
- SACSCOC also stipulates that these graduate students should have direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned

and periodic evaluations.

- SACSCOC also requires those teaching graduate and post-baccalaureate coursework to have the earned doctorate/terminal degree in the teaching discipline or related discipline.

The above requirements do not apply to graduate teaching assistants engaged in assignments such as assisting in laboratory sessions, teaching physical education activities, attending or helping prepare lectures, grading papers, keeping class records, and conducting discussion groups.

Implementation of the SACSCOC 18 Credit Hour Guideline at UT

For those graduate teaching associates who will be the instructor of record, the appropriate department head / school director must ask the student to complete the Graduate Student Transcript Authorization form and submit to the Office of the Provost. This provides the Office of the Provost permission to obtain transcripts supplied during application to Graduate Admissions and the UT transcript. The official transcript should show the 18 graduate credit hours or other documentation must be submitted that supports exceptions (i.e., licensure, CV with experiences outlined, etc.) of Graduate Teaching Associates. For other teaching personnel (non-tenure-track and tenured/tenure-track faculty), the credentials will be collected at the time the person joins the university.

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:

- Meet qualification requirements for a Graduate Teaching Associate.
- 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 COUN480 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:

- Meet qualification requirements for a Graduate Teaching Associate.
- 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 understating 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:

- Meet qualification requirements for a Graduate Teaching Associate.
- 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.

The OPIc test scores range from Novice Low (lowest) to Superior (highest). There are three passing categories and one non-passing category of the OPIc scores. Students who score below an Advanced High (AH) must test every year until they score an AH. If you score an AH or above (unconditional), you have satisfied the requirements of the ITA Testing Program and do not need to retest.

Work Assignments & Related Factors

Work assignments for each type of assistantship should be as specific as possible and should be developed to reflect both the needs of the department and each graduate assistant's obligation to make satisfactory progress in the program. Therefore, to the extent possible the work assignment should appropriately reflect teaching hours, office hours, hours to be spent performing research or other specified tasks. Such specifications should be provided in writing at the time the offer is made.

In situations where the work assignment cannot be specifically described or must be changed from an initial assignment, the graduate assistant should clearly be informed in writing before agreeing to, or continuing in, the assignment. The normal number of hours for conducting an assignment should be mutually understood by the graduate assistant and immediate supervisor.

An important part of each graduate assistant's work assignment is the fostering of professional development. Such development plus variations in departmental needs may result in differences in number of hours per week for carrying out assignments.

Thus, weekly work assignments, when specified, are done so in terms of averages. For a one-fourth (25 percent FTE) appointment, the graduate assistant's average work time should not exceed 10 hours per week. For a one-half (50 percent FTE) appointment, the average number of hours should not exceed 20 hours per week. Appointments exceeding 50 percent FTE must have prior approval of the Dean of the Graduate School, excluding summer term. For percentage efforts not covered by those appointments above, the normal work time per week will be prorated.

Students holding a one-half (50 percent FTE) time assistantship normally should enroll in at least 6 credit hours during the semesters of the assistantship. A one-fourth (25 percent FTE) time graduate assistant normally should take at least 9 credit hours during the semesters of the assistantship. **A student must be enrolled in at least 9 credit hours to be considered full-time for federal financial aid purposes, even if the student has an assistantship.**

The student's academic home unit is responsible for implementing these policies, regardless of the assignment or responsible account. It is therefore essential that the home unit be notified by any other unit employing the student of any assistantship awarded at the time of its initiation or renewal.

The maximum number of years that a graduate student can be appointed to a graduate assistantship is three years as a master's student, five years as a doctoral student, or eight years in doctoral programs in which students enter with a baccalaureate degree only. Departments or programs may impose stricter limits. Requests for an extension beyond the maximum periods of time here specified must be made in writing by the academic unit to the Dean of the Graduate School. Established time limits for completion of graduate programs – six years for a master's program and eight years for a doctoral program – also apply to all graduate assistants.

Rights of Graduate Assistants

As specified in the HR0105 Employment Status, a student is, "One viewed by the university as being at the university primarily to be enrolled in academic courses." Thus, first priority of all graduate assistants must be satisfactory progress in their scholastic academic program. At the same time, acceptance of an assistantship is predicated on the belief that satisfactory progress can be concurrently achieved in work assignments and scholastic academic programs. Collaborative efforts between graduate assistants and their supervisors should be focused on the goal of satisfactory performance in both these areas.

Graduate assistants are classified as student employees. As stated in HR0105 Employment Status, in addition to fee waivers, graduate assistants are entitled to workers' compensation (see HR0397 Worker's Compensation).

Graduate student assistantship appointments (Graduate Assistants, Graduate Teaching Assistants, Graduate Teaching Associates and Graduate Research Assistants) are of two types: academic year (9-month) and twelve month or other. On occasion, to meet the needs of the department / school, students may be placed on an assistantship for one semester.

Academic Year Appointments

Students on academic year appointments for the fall and spring terms semesters receive 12 equal monthly payments for the nine months of service and a waiver of fees for three terms semesters (including the summer). Students appointed to an academic year appointment beginning in the spring term semester have the option of receiving seven equal monthly payments for the January-July period or six equal payments for the February-July period. In both cases a fee waiver is provided for spring and summer semesters. Graduate students on academic year appointments have no assistantship responsibilities in the summer semester.

Twelve-month Appointments

Students appointed to 12-month or other appointments receive equal monthly payments for the months of the appointments and have assistantship responsibilities for the full period of the

appointment. For these appointments a waiver of fees is provided only for those semesters included within the appointments (i.e., a waiver of fees for the summer semester requires an appointment which encompasses the summer semester in its entirety.) In some situations, a graduate assistant may be appointed for a period shorter than a year (e.g., a semester).

Graduate assistants who are performing satisfactorily may be reappointed up to the maximum time limit as stated above under Work Assignments and Related Factors. In situations where the demands of the department do not call for a job to be continued, reappointment may not be made. In cases where a department has a rotational plan for assistantships, graduate assistants likewise may not be reappointed. Students should consult with the department concerning the maximal length of the appointment.

In all cases of appointment and reappointment, the supervisor is responsible for notifying the graduate assistant as early as possible. When an assistantship is not to be renewed, the graduate student should be notified in advance. In most cases, this notice must be given no later than one month prior to the end of the appointment. Specific reasons for not renewing the contract should be given (e.g., discontinuation of the program or grant, significant neglect of duty, unsatisfactory academic performance or progress toward a degree, non-compliance with university policies, etc.). In cases where an assistantship is for one year only, the student should be told this at the time of appointment. In some circumstances, graduate assistants may be given a conditional appointment such as an appointment in which funding of a grant is pending.

As students, graduate assistants' rights and responsibilities as students are defined in the Student Code of Conduct. In cases where graduate assistants feel that they have a legitimate complaint about any aspect of carrying out their assignments (work hours, duties assigned, pay, work conditions, etc.), they have a right to pursue all established channels to resolve the conflict. In the order that follows, students should speak to their immediate supervisor, the Director of Graduate Studies, the appropriate department head / school director, the appeals committees in the home unit or college, and the dean of the college involved. If the student feels that a resolution should be sought beyond the department/school/college level, the Dean of the Graduate School should be contacted.

Accepting or Declining an Assistantship

UT adheres to the following Resolution by the Council of Graduate Schools.

Acceptance of an offer of financial support (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties.

Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further

agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution or a link to the URL should accompany every scholarship, fellowship, traineeship, and assistantship offer.

EPC Scholarships & Fellowships

At the present time the department has six scholarships/fellowships that have been designated by donors for students in specific program areas:

- Eugene and Mary Sue Akins Graduate Fellowship (School Counseling)
- Richard W. Yoakley Fellowship (School Psychology)
- Travis Hawk Fellowship (Education or Educational Psychology & Research)
- Helen Carter Murray Scholarship (School Counseling)
- Charles Lowell Thompson Fellowship (Clinical Mental Health Counseling/School Counseling)
- Stephen Lee Alderton Fellowship (Counselor Education)

Scholarships and fellowships are awarded annually at the beginning of fall semester. Award amounts vary depending on the fund balance in each account. Donors establish the criteria that guide recipient selection. Associate department heads, Merilee McCurdy and Lisa Yamagata-Lynch, coordinate the award process with designated faculty.

Additionally, EPC offers a Diversity Fellowship open to first-time, full-time enrollees who have been admitted to an EPC master's degree program and demonstrate significant potential as a graduate student. This fellowship is open to U.S. citizens. Candidates will be nominated by program coordinators on or before March 7, 2018.

Graduate Fellowships

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:

Tennessee Fellowship for Graduate Excellence - This prestigious fellowship is offered to top incoming doctoral and terminal-degree students at UT.

Isobel Griscom Fellowship - The program is open to graduate nominees who will be first-time enrollees in a graduate program in fall 2018 and who demonstrate successful academic and professional performance. Recipients of this award must also be enrolled as a full-time student for both fall 2018 and spring 2019.

Seaton Graduate School Fellowship - The program is open to graduate nominees who will be first-time enrollees in a graduate program in fall 2018 and who demonstrate successful academic and professional performance. Recipients of this award must also be enrolled as a full-time student for both fall 2018 and spring 2019. Nominees must also be on at least a 25% graduate assistantship.

J. Wallace & Katie Dean Graduate Fellowship - The program is open to graduate students who will be first-time enrollees in a graduate program in fall 2018 at UT. U.S. citizens, permanent residents, and international nominees are eligible. Full-time registration is required for fall 2018 and

spring 2018, and the nominee must be the recipient of an assistantship of at least 25% FTE.

Lori Mayer Re-Entry Women's Graduate Fellowship - The program is open to women with baccalaureate degrees who are U. S. citizens, 27 years of age or over, and who have been out of a formal educational program for at least five years. Applicants must be first-time enrollees in a UT graduate degree program in fall 2018. Recipients of this award must also be enrolled as a full-time student for both fall 2018 and spring 2019.

Access & Diversity Graduate Fellowship - The fellowship is open to first-time enrollees who have been admitted to a graduate degree program at UT for fall 2018 and who demonstrate significant potential to contribute to the Graduate School's educational mission and its diversity-related goals. Recipients of this award must also be enrolled as full-time students for both fall 2018 and spring 2019 semesters.

Shipley-Swann Graduate School Fellowship - The program is open to students who are currently enrolled in a graduate degree program and will be continuing their degree program in the 2018–2019 academic year. Recipients of this award must also be enrolled as a full-time student for both fall 2018 and spring 2019.

Mary Phipps Shepherd Graduate School Fellowship - The program is open to students who are currently enrolled in a graduate program and will be continuing in their degree program in the 2018–2019 academic year. Recipients of this award must also be enrolled as a full-time student for both fall 2018 and spring 2019.

Oscar Roy Ashley Graduate School Fellowship - The program is open to students who are currently enrolled in a graduate program and will be continuing in their degree program in the 2018–2019 academic year. Recipients of this award must also be enrolled as a full-time student for both fall 2018 and spring 2019.

Yates Dissertation Fellowships - A candidate must be a UT graduate student in good standing who will have completed admission to candidacy for the doctoral degree and reached dissertation stage or admitted to candidacy by fall 2018. Recipients of this award must also be enrolled as a full-time student for both fall 2018 and spring 2019 semesters. Recipients of this award must maintain a 25% graduate assistantship in the department, and may not be a full-time employee of the University of Tennessee.

Additional information on these awards is available on the [Graduate Fellowships](#) webpage.

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.

Registration & Advising

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 section above on Continuous Enrollment). Only graduate students who are properly registered may use university facilities and/or faculty time.

The minimum number of credit hours for registration is 1 credit hour (however, for students who must register for course 600 Dissertation, the minimum is 3 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 at the [One Stop Student Services](#) webpage. Registration is accomplished via the web through the [MyUTK](#) student portal (you will be asked to login using your UT NetID and password). During priority registration, the VolXpress statements are delivered electronically (e-VolXpress). Students will receive an email at their UT email address indicating their e-VolXpress statement is available for viewing. The e-mail will include the website address where the student may view the statement at [MyUTK](#). 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. Additional information can be obtained from the [One Stop Student Services](#) Office, (865) 974-1111 or in person at Hodges Library.

Failure to pay tuition and fees before the deadline, as noted each semester on the bill (VolXpress statement), will result in student's being dropped from all courses. Students may not attend and credit cannot be earned for classes without proper enrollment registration.

Since non-degree students are not admitted into a degree program, they 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 restricted courses.

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.

Coursework taken in any other status is unacceptable for graduate credit and cannot be changed retroactively to graduate credit. Special privileges are accorded UT seniors and professional students, as stated in the section on Undergraduates and Professional Students.

Graduate level courses are numbered as 500 and 600. Those 400-level undergraduate courses approved for graduate credit are listed in the Graduate Catalog. Other 400-level undergraduate courses that do not appear in the Graduate Catalog are not approved for graduate credit.

Course Loads

The maximum load for a graduate student is 15 credit hours during fall and spring semesters. While 9 credit hours are considered full time, the typical full academic load varies by discipline. For the summer semester, graduate students may register for a maximum of 12 credit hours in an entire summer semester 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 (50 percent full-time equivalent, FTE) time assistantship normally should enroll in at least 6 credit hours during the semesters of the assistantship. A one-fourth (25 percent FTE) time graduate assistant normally should take at least 9 credit hours during the semesters of the assistantship. A student must be enrolled in at least 9 credit hours to be considered full-time for federal financial aid purposes, even if the student has an assistantship. The section entitled Policy for the Administration of Graduate Assistantships contains additional information about assistantships.

Registration for more than 15 credit hours during any semester, or for more than 12 credit hours in the summer semester, is not permissible without prior approval. The academic advisor may request registration of up to 18 credit hours during a semester if the student has achieved a cumulative grade point average of 3.60 or better in at least 9 credit hours of graduate work with no outstanding incompletes. The Graduate Course Overload form can be found on the Forms Central page on the Graduate School website.

Courses audited do not count toward minimum credit hours required for financial aid purposes.

Continuous Enrollment

All degree-seeking students are expected to make a full commitment to their graduate and/or 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 Dissertation have option of exemption under special circumstances of full-time internships not related to the dissertation. See section below Exemption from Continuous Enrollment of Course 600.

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 Dissertation) must maintain a minimum of 3 credit hours per semester during all semesters, including the summer, in order to comply with the Continuous Enrollment requirement.

Special Note for International Students. 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 Dissertation: Internships/Practicum for Doctoral Students

Doctoral students who have started taking course 600 Dissertation and wish to do an internship/practicum that is relevant to their degree, but not specific to the dissertation, can petition to be exempted from the Continuous Enrollment requirement for a maximum of up to three semesters or 12 months. The petition should be submitted before the student participates in an internship/practicum, 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 coursework 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. The petition form is available at the [Graduate School's Forms Central](#) web page.

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 department to serve as the advisor. This major professor and the student together select a graduate committee. The student is expected to maintain close consultation with the major professor and other members of the graduate committee with regard to progress in the program. Other responsibilities of the advisor/major professor are explained under individual programs.

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, Applied Educational Psychology, and Evaluation, Statistics, and Measurement) and the Education major (Learning Design and Technology and 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

Graduate certificate programs provide a means for UT to respond to emerging needs. Graduate certificate programs provide focused areas of study for students 1) pursuing other academic programs at the master's or doctoral levels, 2) who have already earned a graduate degree, or 3) who are post-baccalaureate and enrolled solely in a graduate certificate program.

Graduate certificate programs are for-credit programs, based entirely on credit courses, and appear on the academic transcript. Graduate certificate programs are required to have student learning outcomes and an assessment plan reported annually through the university's adopted process.

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](#).

Research Requirements

EPC has a proud history of significant field-based research. 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.

Preparation & Submission of Theses & Dissertations

All theses and dissertations must be scanned with university-approved plagiarism detection software prior to thesis or dissertation defense. Major professors must confirm, at the time the thesis or dissertation is submitted to the Graduate School, that documents have been analyzed using the university-approved plagiarism detection software. Additional information on this process can be found on the [Theses and Dissertation](#) webpage. The student, major professor and committee share responsibility for the accuracy and professionalism of the final product of the student's research.

All theses and dissertations are submitted in electronic format ([TRACE](#)) the Tennessee Research and Creative Exchange, a digital archive hosted by the University Libraries, 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 UT. If the thesis or dissertation is not accepted by the Thesis/Dissertation Consultant, the student must make corrections and resubmit the material. Students should consult information provided on [Theses and Dissertation](#) webpage.

Upon successful defense of the thesis or dissertation, the final electronic copy of the thesis or dissertation, must be submitted to TRACE and accepted by the Graduate School on behalf of the Graduate Council. Each thesis or dissertation must be accompanied by one original Thesis/Dissertation Approval form (not a photocopy). The approval form must have the original signatures of all members of the master's 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.

For PhD candidates, the Survey of Earned Doctorates certificate of completion is also submitted when the Thesis/Dissertation Approval Form and the final copy are submitted.

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.

Publication Policies of Theses & Dissertations

After conferral of the graduate degree, the final approved thesis or dissertation is available for downloading from [TRACE](#), a UT digital archive hosted by the University Libraries. 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. All Publication Policies are available at the [Theses and Dissertations](#) webpage.

iThenticate

Your thesis or dissertation is the culminating experience of your graduate program and provides a permanent record of an important scholarly accomplishment. You should take great pride in completing a document that demonstrates your own unique work. Unfortunately, sometimes the work of others is improperly used in theses and dissertations, and the number of plagiarism allegations is growing. If plagiarism is found to exist in a thesis or dissertation after it has been accepted by the Graduate School, a number of serious outcomes, including dismissal and/or degree revocation, can result.

The Graduate School wants to help you avoid those serious consequences. In order to accomplish this, we are providing a way to scan your thesis and dissertation before submitting it for approval to the Graduate School. This is done using iThenticate, a plagiarism detection solution, which allows documents to be scanned to detect potential plagiarism. To learn how to access and use iThenticate, visit the Graduate School's [iThenticate webpage](#).

Remote Participation in Oral Defenses

It is expected that all members of graduate committees should be physically present at all required oral examinations including the culminating thesis, dissertation, scholarly project or capstone 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 using university adopted video conferencing tools that allow for screen sharing;
- The thesis, dissertation, scholarly or capstone project has 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, with the assistance of the major professor, is responsible for making the scheduling arrangements; 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 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.

Use of a Foreign Language in Thesis or Dissertation

The thesis or 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 or dissertation abstract must be written in English.

MS Admission to Candidacy

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 to the program have been completed and a program of study has been approved by the major professor, all members of the master's committee, and the Director of Graduate Studies for the program. Admission to Candidacy formalizes the agreement between the student, the department, and the Graduate School to ensure that all parties understand what constitutes a completed plan of study.

The Admission to Candidacy application is made after the student has completed prerequisite courses and at least 9 credit hours of graduate coursework with an overall GPA of 3.00 or higher. The application, [Graduate School's Forms Central](#), must be signed by the student's master's committee and the Director of Graduate Studies and all courses to be used for the degree must be listed, including transfer coursework. The student must submit the application to the Graduate School (111 Student Services Building) no later than the last day of classes of the semester preceding the semester in which the student plans to graduate.

Master's Committee

A master's committee is composed of the major professor from the student's academic program and at least two other faculty members, all at the rank of assistant professor or above and 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. If the student is pursuing a minor, the student in consultation with the major professor, should consider adding a committee member from the minor department.

The responsibility of this committee is to

- assist the student in planning a program of study and carrying out research or other scholarly work,
- serve as the review panel for thesis or project proposals,
- prepare a final comprehensive examination, and
- assure fulfillment of the program's degree requirements.

Doctoral Admission to Candidacy

A completed Admission to Candidacy form is required of the EdD, PhD, DrPH, DNP, and DSW. It is not required for the DVM or JD.

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 3.00 GPA in all graduate coursework. Each student is responsible for filing the [Admission to Candidacy form](#) which lists all courses to be used for the degree, including courses taken at UT 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 form must be submitted with original signatures.

PhD Committee

The chair/major professor directs the student's dissertation research and chairs the dissertation committee.

PhD committees at the University of Tennessee must be composed of at least four people. At least two committee members must be tenured or tenure track UT faculty. The chair of the committee is typically from the student's department/intercollegiate program. At least one member must be from an academic unit other than that of the student's department; in interdisciplinary programs, one member shall be from outside that program. Committee members outside the student's home department/program are referred to below as external members. External members may be from outside of the University of Tennessee, but must be approved in accordance with the procedures below.

The Dean of the Graduate school must approve every PhD student committee; however, the primary responsibility for approving individuals to serve on those committees is held at the department/interdisciplinary unit level, according to their bylaws. As a rule, the faculty member's graduate unit/department submits the Doctoral Committee form with any necessary attachments to the Graduate School immediately upon formation of the dissertation committee.

Those who may chair and/or serve on committees fall under one of the following categories. However, the Dean of the Graduate School may grant one-time approval outside the parameters of these categories, in specific cases as supported by the department and deemed in the best interest of the student.

Category One: University of Tennessee tenured or tenure-track faculty holding a doctoral degree or joint faculty holding a doctoral degree are automatically granted the approval to chair or be a member of any doctoral committee. University of Tennessee tenured or tenure-track faculty, without a doctoral degree, may serve on doctoral committees.

Category Two: Individuals who are not tenured/tenure track whose primary employer is the University of Tennessee and who hold the titles of professor, associate professor, or assistant professor can co-chair or be a member of dissertation committees. However, they may only co-chair committees if their appointment is within the student's major.

Category Three: Tenured or tenure-track faculty at other institutions may serve as the external member on a dissertation committee. The individual's CV must be attached to the Ph.D. committee form when it is submitted to the Graduate School.

Category Four: Others who are considered experts in the field may serve as an external member of the dissertation committee. The individual's CV must be attached to the Ph.D. committee form when it is submitted to the Graduate School.

Category Five: Emeritus faculty may continue to chair, or serve as a member of, existing committees. They may not be appointed to any new committees once retired, but they may continue to serve out their previously approved committee roles. In the case that a Ph.D. committee chair leaves the University of Tennessee prior to a student completing the degree, the chair may (1) resign from the committee, (2) serve as a co-chair of the committee; or (3) serve as a member of the

committee. The student must submit a change of committee form documenting the appointment of a new chair or co-chair and updating the appointment status of the previous chair.

In cases when a department head believes an exception to the above categories is needed, the department head may appeal to the Dean of the Graduate School.

For non-PhD degrees, information on formation of the doctoral committee can be found in the student's respective program description.

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.

Examinations

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

Doctoral Comprehensive Examination

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

Research Compliance

Research and creative work is an integral part of graduate education, regardless of the discipline. As part of graduate education, it is incumbent upon students to conduct their research in an ethical manner.

The [Office of Research and Engagement](#) (ORE) drives the campus research enterprise by providing technical expertise in proposal development, faculty development, sponsored programs administration, and compliance requirements. Graduate students are expected to maintain high standards for the conduct of their research. To learn more about training, workshops and other resources available at the University, visit the ORE's [Compliance Training web page](#) and the Graduate School's [Office of Training and Mentorship web page](#).

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 two 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 Reinstatement policy below for more details). The term(s) and/or year(s) of an approved Leave of Absence (LOA) will not be counted toward time to degree, and milestone deadlines such as Admission to Candidacy will be adjusted accordingly. Having a Leave of Absence (LOA) granted does not imply a guaranteed continuation of funding options upon return.

Graduate students who are on a Leave of Absence (LOA) suspend their active study for one semester or more (up to 2 years), and while on a Leave of Absence (LOA) they are not able to make any formal progress toward their degree. In addition, they may not use faculty services and/or university facilities for the period of time that they are on a Leave of Absence (LOA).

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 below on Consequences of Non-Enrollment without Leave of Absence and on Readmission).

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 policy below on “Reinstatement”).

Reinstatement

Graduate students on an approved Leave of Absence (LOA) are expected to seek reinstatement to active student status by the end of the period approved by the Graduate School. Reinstatement Requests need to be initiated by the student, processed by the Director of Graduate Studies in charge of the graduate degree program to which reinstatement is requested, and submitted to the Graduate School no later than the last day of classes of the semester prior to the semester for which reinstatement is requested.

Early Reinstatement. 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.

International students must note that all published deadline dates for new international graduate applications also apply for applications for reinstatement. (See section on [Admission Requirements of International Students](#).)

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.

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. You can purchase it from your program secretary, either Synthia Clark in Bailey Education Complex 535 or Kathi Pauling in Claxton Education Building 421, by cash or check. If you write a check, please make it out to the University of Tennessee. The current effective dates run from June 1, 2017 to May 31, 2018. The non-refundable annual premium is \$20.00.

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.

Overview of 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.

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, as some have standards that exceed those of the Graduate School.

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

Good Standing

To achieve good standing, graduate students must maintain a cumulative grade point average (GPA) of at least 3.00 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.

Academic Probation

Upon completion of 9 credit hours of graduate coursework, a graduate student will be placed on academic probation when their cumulative GPA falls below 3.00. A student will be allowed to

continue graduate study in subsequent semesters if each semester's grade point average is 3.00 or greater. Upon achieving a cumulative GPA of 3.00, the student will be removed from probationary status and returned to good standing.

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 3.00 at the end of the next semester while on probation. 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 3.00 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. Specific reasons for the dismissal should be provided.

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.

Grievances & Appeals

The Graduate Council Appeal Procedure can be obtained at the [Graduate School Appeals Committee website](#). In brief, appeals should be handled first at the department level through the student's academic advisor, the director of graduate studies, or the department or program head. 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. Per Board of Trustees bylaws, Article V, Section 5, "Any employee or student of the University who feels that he or she may have a grievance against the University shall have the right of appeal through the appropriate Chancellor or Vice President to the President of the University, except as otherwise provided by University policy." In the case of UT students, they may appeal the decision of the Dean of the Graduate School to the Provost and then the Chancellor.

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 [Student Code of Conduct](#).

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](#).

Plagiarism

Students shall not plagiarize. As stated in the Student Code of Conduct (see [Section 10.4](#)),

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, but are not limited to

- *Using without proper documentation (quotation marks and 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);*
- *Collaborating on a graded assignment without the instructor's approval; and*
- *Submitting work, either in whole or partially 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, the Director of Graduate Studies, and/or the department head/school director about the project. Plagiarism will be investigated when suspected and prosecuted if established.

All theses and dissertations must be scanned with university-approved plagiarism detection software prior to thesis or dissertation defense. Major professors must confirm, at the time the thesis or dissertation is submitted to the Graduate School, that documents have been analyzed using the university-approved plagiarism detection software.

To learn more about plagiarism and how to avoid problems, view resources available on the [University Libraries website](#).

Index of Hyperlinks

Academic Policies and Requirements for Graduate Students (under Graduate Catalog)

tiny.utk.edu/grad-policies

Admission Requirements of International Students (under Graduate School)

catalog.utk.edu/content.php?catoid=25&navoid=3185#adm_req_inter_stu

Apply Now! (under EPC)

epc.utk.edu/apply-now

Center for International Education

cie.utk.edu/

Center for Literacy, Education, and Employment

clee.utk.edu

Change of Program Form (under Graduate School)

gradschool.utk.edu/forms-central/change-of-program

Concurrent Master's Degree Form (under Graduate School)

gradschool.utk.edu/forms-central/request-for-concurrent-masters-degree/

Compliance Training

research.utk.edu/training-workshops/compliance/

Educational Testing Service

ets.org

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

Forms Central (under Graduate School)

gradschool.utk.edu/forms-central/

FUTURE Postsecondary Education Program

gradschool.utk.edu/thesesdissertations/formatting/

Graduate Catalog

tiny.utk.edu/grad-catalog

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 School Appeals Committee (under Graduate School)

gradschool.utk.edu/faculty-staff/graduate-council/appeals-committee/

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

HR0330

universitytennessee.policytech.com/?public=true&siteid=1

IELTS

ielts.org

ITA Testing Program (under Graduate School)

gradschool.utk.edu/graduate-student-life/ita-testing-program

iThenticate (under Graduate School)

gradschool.utk.edu/thesesdissertations/using-ithenticate/

Knoxville News Sentinel

knoxnews.com

Korn Learning, Assessment, and Social Skills Center

klass.utk.edu

MyUTK

myutk.utk.edu

Office of Equity & Diversity

oed.utk.edu/

Office of Research & Engagement

research.utk.edu/

Office of Risk Management

riskmanagement.tennessee.edu

Office of Training & Mentorship

gradschool.utk.edu/training-and-mentorship/

One Stop Student Services

onestop.utk.edu

PIPES: Possibilities in Postsecondary Education & Science

pipes.utk.edu

Principles of Civility and Community

civility.utk.edu/principles/

Risk Management Resources (under Office of School-Based Experiences)

osbe.utk.edu/riskmanagement

Student Code of Conduct

hilltopics.utk.edu/student-code-of-conduct/

Student Government Association

sga.utk.edu

The Daily Beacon

utdailybeacon.com

Theses & Dissertations (under Graduate School)

gradschool.utk.edu/thesesdissertations

Trace

trace.tennessee.edu/utk-grad

University-Assisted Community Schools

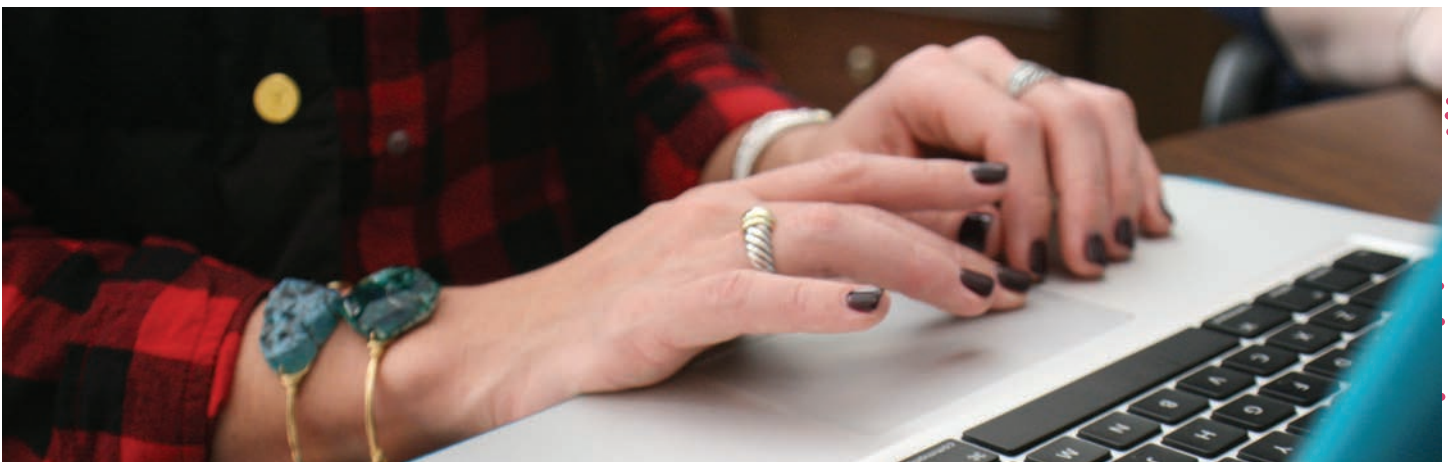
uacs.utk.edu

University Libraries

libguides.utk.edu/style

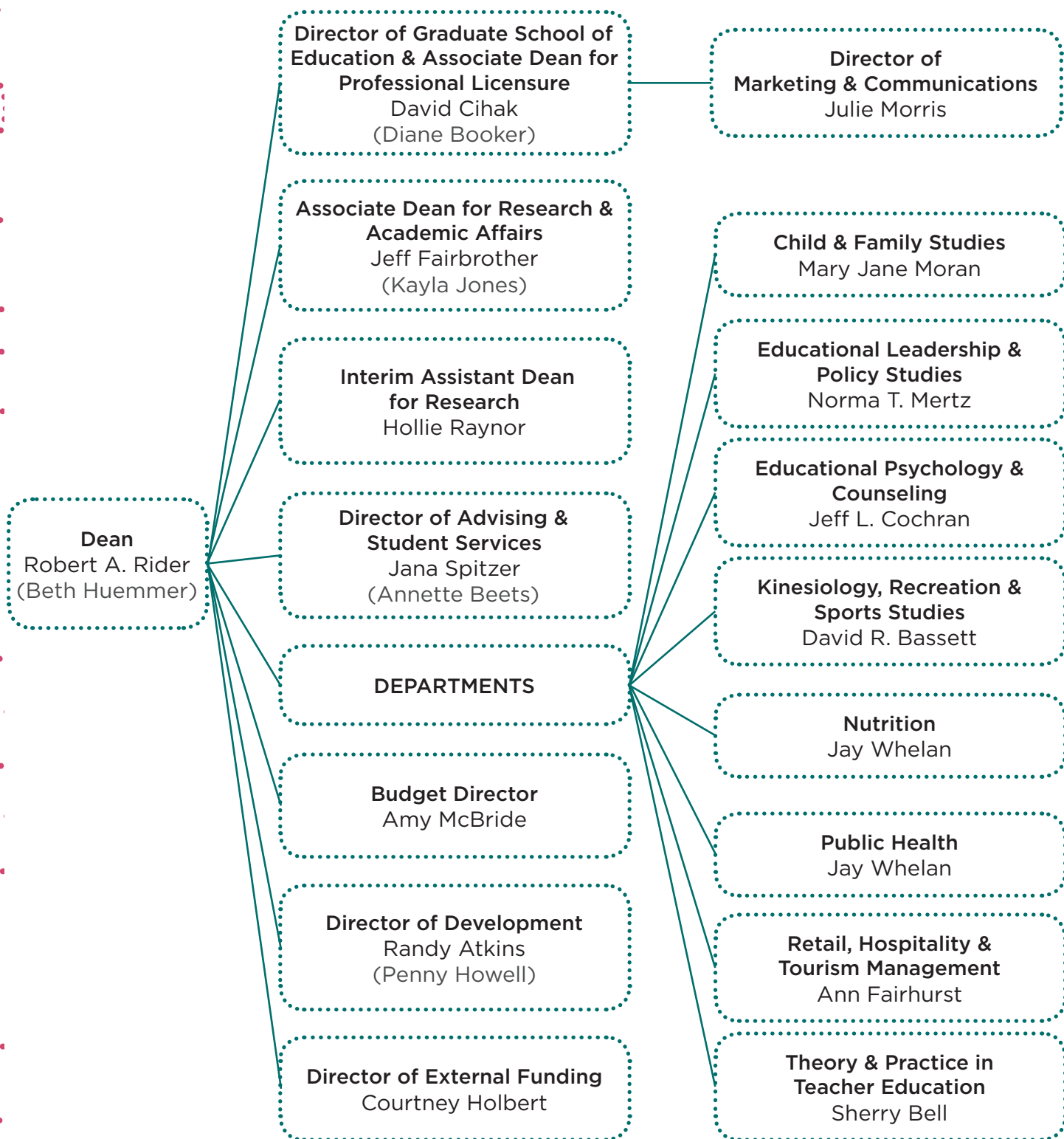
Writing Center

writingcenter.utk.edu



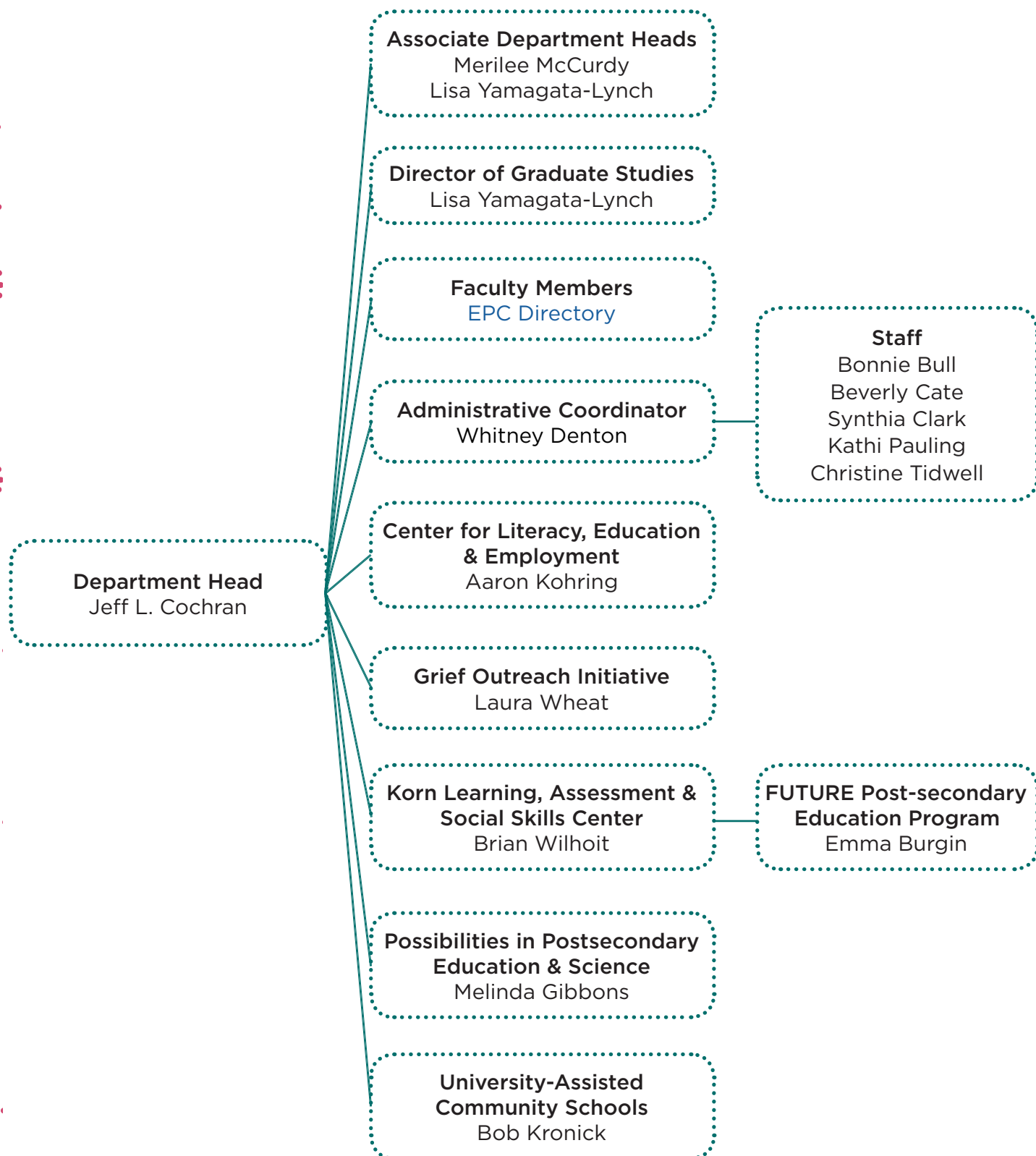
Appendix A

CEHHS Administration



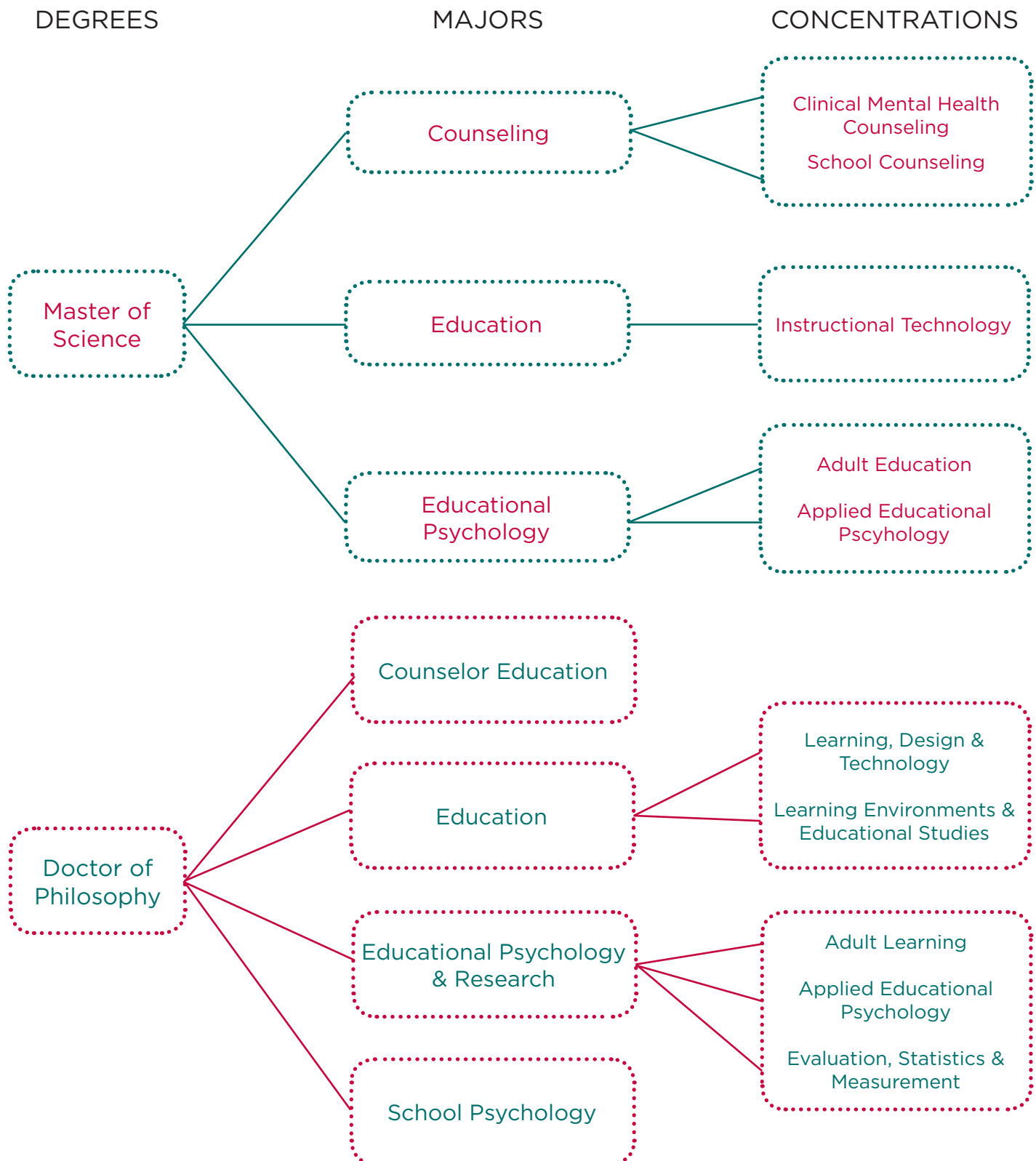
Appendix B

EPC Structure



Appendix C

EPC Degree Structure



Appendix D

Important Dates & Deadlines 2018-19 Academic Year

Fall 2018 Semester

Classes Begin	Wednesday	August 22
Labor Day	Monday	Sept. 3
Fall Break	Thursday - Friday	Oct. 4-5
1st Session Ends	Friday	Oct. 12
2nd Session Begins	Monday	Oct. 15
Thanksgiving	Thursday - Friday	Nov. 22-23
Classes End	Tuesday	Dec. 4
Study Day	Wednesday	Dec. 5
Exams	Thursday - Thursday	Dec. 6, 7, 10, 11, 12, 13
Graduate Hooding	Thursday	Dec. 13
Commencement	Friday	Dec. 14
Official Graduation Date	Saturday	Dec. 15

Spring 2019 Semester

Classes Begin	Wednesday	January 9
MLK Holiday	Monday	January 21
1st Session Ends	Wednesday	February 27
2nd Session Begins	Thursday	February 28
Spring Break	Monday - Friday	March 18-22
Spring Recess	Friday	April 19
Classes End	Friday	April 26
Study Day	Monday	April 29
Exams	Tuesday - Tuesday	April 30, May 1, 2, 3, 6, 7
Graduate Hooding	Thursday	May 9
University College Commencement Ceremonies	Thursday - Saturday	May 9, 10, 11
Official Graduation Date	Saturday	May 11

Summer 2019 Semester

Mini Session Begins	Wednesday	May 8
Memorial Day Holiday	Monday	May 27
Mini Session Ends	Wednesday	May 29
Full and 1st Session Begin	Thursday	May 30
1st Session Ends	Wednesday	July 3
Independence Day Holiday	Thursday	July 4
No Class	Friday	July 5
2nd Session Begins	Monday	July 8
Full and 2nd Sessions End	Friday	August 9
Summer Graduation Date*	Saturday	August 10

* 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 provide 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

Center for International Education

cie.utk.edu

Center for Student Engagement

go.utk.edu

College of Education, Health & Human Sciences

cehhs.utk.edu

Counseling Center

counselingcenter.utk.edu

Educational Psychology and Counseling

epc.utk.edu

Graduate Admissions

graduateadmissions.utk.edu

Graduate Catalog

tiny.utk.edu/grad-catalog

Graduate Student Appeal & Complaint Procedures/Resources

gradschool.utk.edu/faculty-staff/graduate-council/appeals-committee

Graduate Student Senate

gss.utk.edu

Housing

housing.utk.edu

International House

ihouse.utk.edu

Library Website for Graduate Students

libguides.utk.edu/graduate

Office of Equity and Diversity

oed.utk.edu

Office of Information Technology

oit.utk.edu

Office of Multicultural Student Life

multicultural.utk.edu

RecSports

recsports.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 revisions.
 - 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.

Lisa C. Yamagata-Lynch is an associate department head and professor in the Department of Educational Psychology and Counseling. She is the program coordinator of the Instructional Technology MS program (IT Online) and the Learning Environments and Educational Studies PhD program. Her research interests include instructional design, technology education, and cultural historical activity theory.



Lisa Yamagata-Lynch
BEC 513
865-974-7712
lisayl@utk.edu



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DEPARTMENT OF
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