

Other Financial Aid Programs

Social Security, Veteran's Administration, and Vocational Rehabilitation benefits may be available to qualified students. Students should contact the local agency if they are eligible for this assistance.

General Requirements for Graduate Degrees

Basic requirements for the graduate program are outlined below. Some of the colleges and departments have special requirements above and beyond those stated here and students are advised to consult the appropriate section of this catalog for any further degree requirements.

The master's degree may be conferred upon a student who has completed a minimum of 30-48 semester hours of approved graduate courses in one of the programs outlined in this catalog and has a 3.00 or higher graduate cumulative grade point average. A student may be required by the dean of graduate studies or by the appropriate graduate coordinator/designee to take certain additional courses as prerequisites, to take additional undergraduate or graduate courses, or to engage in independent study in order to remedy deficiencies and ensure a sound academic program. No course which has been applied toward an undergraduate degree may be counted toward the master's degree. If approved, a limited number of hours applied toward the first graduate degree may be applied toward the second graduate degree. Courses taken for undergraduate credit may not be repeated for graduate credit. No more than three hours of 500-level coursework (graduate credit cross-listed with 300 level) may be applied toward a degree and a minimum of 70 percent of the coursework required for graduation must be taken at the 700 level. Only six semester hours of workshop credit may be applied toward a degree.

A graduate student is allowed to satisfy requirements for a graduate degree under any catalog in effect during the time a student has been admitted to a degree program at UT Martin, provided that the catalog has been in effect within six years of graduation and provided the student has been enrolled as a graduate student in the catalog year.

The requirements for each graduate degree and the majors (with concentrations, if applicable) and other specialized curricula for the degrees are described in the sections of the catalog which follow. The student has the ultimate responsibility to fulfill the requirements for the degree, to check his or her own eligibility to take courses and to observe the academic rules governing his or her program.

Residence and Time Limits

The minimum-residence requirement for the master's degree is the equivalent of two semesters of full-time graduate study (18 semester hours). Most programs require a minimum of 30 hours for the thesis option and 36 hours for the non-thesis option. Refer to the individual program requirements for exceptions.

The time limit for the use of graduate credit toward a master's degree is six years from the beginning date of the earliest course applied toward the degree. Normally, this time limit may not be extended. In exceptional cases, courses taken beyond this period may be recognized by special written examination if given prior approval by the Graduate Council.

Thesis Option

Students in Family and Consumer Sciences and Agriculture and Natural Resources Systems Management may choose to write a thesis. This option is not available for students in Business or Education.

The student's major professor serves as chair of the thesis committee. The committee also includes two other graduate faculty members from the major department. A student should consult the appropriate graduate coordinator/designee regarding the formation of the thesis committee at the time the thesis option is elected. The thesis courses (Family and Consumer Sciences 701-702; Agriculture 701-702; Natural Resources Management 701-702) must be taken sequentially. Only one course may be selected each semester.

Family and Consumer Sciences and Agriculture and Natural Resources Systems Management students schedule a regular conference with their thesis committee chair and periodic evaluation conferences with members of their thesis committee to assess strengths and weaknesses. A statement of progress is prepared to assist in planning the balance of the graduate program.

Theses are to follow the style of the current *Thesis and Dissertation Manual* of the Tennessee Conference of Graduate Schools which is available online at <http://web.utk.edu/~thesis>. It is the responsibility of the student to secure and comply with these guidelines.

Two unbound final copies of the committee-approved thesis must be presented to the dean of graduate studies no later than two weeks before the end of the semester (including final exams) in which the student expects to graduate. The student must make any necessary corrections in the unbound copies of the thesis in the Graduate Studies Office no later than one week before the end of the semester. The student must be enrolled for thesis credit the term the thesis is accepted. **Exception:** A student submitting an approved and corrected thesis to the Graduate Studies Office on the last workday preceding the first day of class for the semester in which the student will graduate will not be required to re-enroll in thesis credit.

Use of Human Subjects in Research

Federal laws require that research projects (whether undertaken by students or faculty members) involving human subjects be designed to protect the physical, psychological and emotional well-being of these subjects. Current regulations state that formal protection approval must be obtained if human subjects are used other than in a normal educational setting or if those subjects are at risk because of physical intrusion or privacy violation. Approval of all research must be obtained before any data are collected. The *Faculty, Staff and Student Guide to Research Involving Human Subjects* and all approval forms are available in the respective departmental offices, in the Office of Research, Grants and Contracts and on the RGC website (www.utm.edu/rgc).

Non-Thesis Option

A student who elects this option must meet the requirements as stated for his/her degree. Courses must be approved in advance by his/her adviser. A written comprehensive examination is required and will be scheduled during the final semester of coursework.

Master Research Project

Students in the Master of Science in Education with a Major in Teaching (Advanced and Subject Area Concentrations) must complete a Master Research Project for their culminating experience.

Examinations

All graduate students must pass a final comprehensive examination which consists of an oral and/or written examination on all work, resident and transferred, offered for the degree. These examinations shall be held during the semester in which the student expects to receive the degree, at least three weeks prior to the end of that semester. During the semester that a graduate student takes (repeats) his/her comprehensive exam, he/she must be enrolled in a graduate class at UT Martin or pay a fee equal to one credit hour (in-state rate). The final examination for students will be conducted by a committee chaired by the graduate student's major professor. Any members of the university faculty and graduate students may attend an oral final examination.

All students in Agriculture and Natural Resources Systems Management are required to take a final written examination which is comprehensive in nature. The student should consult his/her adviser at the beginning of the semester in which he/she expects to graduate in order to establish the final examination committee.

A Family and Consumer Sciences student who chooses the non-thesis option will write a narrative comprehensive exam covering major areas studied. Questions will be submitted by all members of the graduate committee. A final oral examination may be required by the graduate committee.

All students in Business are required to take a written comprehensive examination which is an integral part of Management 790. Students earning a grade of at least B in the course will have represented successful completion of a comprehensive exam. Students not earning at least a B will be required to take a comprehensive exam following the existing catalog guidelines regarding repeating the comprehensive examination. Students must take Management 790 in their last semester and must contact the Business Graduate Coordinator relative to scheduling.

All students in Education are required to take a final written examination which is comprehensive in nature. The student should consult his/her adviser at the beginning of the semester in which he/she expects to graduate in order to establish the final examination committee.

All requests for a change in the examination committee must be approved by the student's adviser, the appropriate graduate program coordinator/designee, the chair and/or dean and the dean of graduate studies.

In the event that a student fails his/her comprehensive examination, these guidelines apply:

1. The examination may be repeated within a period not to exceed one full semester from the date of the original examination only when it is the consensus of the examination committee that the student has a reasonable chance of mastering the necessary material.
2. The members of the original examination committee shall constitute the committee for the second examination (except for unusual circumstances and approved by the appropriate graduate coordinator/designee, the department chair, the dean of the college and the dean of graduate studies).
3. The second examination cannot be given within one month of the first examination and will be scheduled by the chair of the committee.
4. The committee shall require the student to do such additional work as it deems necessary.
5. If a student fails the second examination, the committee chair will notify the student if he/she will be required to take additional courses and/or to complete additional examinations recommended by the committee before being permitted to have a third, and final, examination.

A copy of the required work in preparation for a third examination is to be sent to the graduate program coordinator/designee, the department chair and/or the dean of the college and the dean of graduate studies. In no case shall a third examination be given until a complete semester has passed since the semester that the second examination was failed. Failure to achieve a minimum grade of B in each course required by the

examination committee will disqualify a student from a third examination. Failure to pass the third examination will disqualify a student from receiving a master's degree for the coursework taken. This does not exclude a student from beginning a new degree program at this institution, but any coursework toward the first unsuccessful degree program may not be applied toward a new one.

Degree Requirements for Department of Agriculture and Natural Resources

The Department of Agriculture and Natural Resources offers a Master of Science in Agriculture and Natural Resources Systems Management (M.S.A.N.R.). The M.S.A.N.R. program is administered through UT Online. The M.S.A.N.R. curriculum is comprised of 36 hours of graduate course work and is offered exclusively via the Internet. The program features three concentrations to meet the needs of place-bound professionals. Students in the M.S.A.N.R. program can select a concentration (12 hours) in: Systems Science in Agriculture, Agricultural Education and Leadership, or Natural Resources Systems Management.

The **Systems Science in Agriculture** will be of interest to students seeking to expand their managerial and technical competencies for agricultural industries and government agencies. Students selecting the **Agricultural Education and Leadership** concentration will take education specific courses from the Department of Educational Studies and the Department of Agriculture and Natural Resources. While the Agricultural Education and Leadership concentration does not lead to professional licensure for teaching agriculture at the high school level, it does provide individuals who are already teaching agriculture at the high school level an opportunity to pursue a graduate degree tailored to their professional work environment. Students selecting the **Natural Resources Systems Management** concentration can access graduate courses from the universities participating in the Natural Resources Distance Learning Consortium (NRDLC).

Students can pursue either a non-thesis or a thesis option in the M.S.A.N.R. program. Students pursuing the thesis option will register for and complete the requirements of Agriculture 701-702 or Natural Resources Management 701-702, while students in the non-thesis option will register for and complete the requirements of Agriculture 791 or Natural Resources Management 791.

Students must satisfy the university general requirements and the following requirements specific to the degree.

Master of Science in Agriculture and Natural Resources Systems Management (1180)

Resumé of Degree Requirements

Ia. **Systems Science in Agriculture Group (1183)**..... 12 hours

All Systems Science in Agriculture students must complete the following courses:

Management Science in Agriculture (6 hours)

Agricultural Engineering Technology 784 Agricultural Systems Science (3)

Agricultural Engineering Technology 785 Decision & Information Systems in Agriculture (3)

and

Agricultural Engineering Technology (6 hours)

Choose two courses from:

Agricultural Engineering Technology 650 Agricultural Structures (3)

Agricultural Engineering Technology 660 Waste Management Technology (3)

Agricultural Engineering Technology 710 Safety and Ergonomic Sciences in Agriculture (3)

Agricultural Engineering Technology 720 Advanced Soil and Water Conservation Engineering (3)

Agricultural Engineering Technology 760 Comprehensive Nutrient Management Planning and Design (3)

Agricultural Engineering Technology 782 Advanced Precision Technologies for Agriculture and Natural Resources Management (3)

Technology/Science Elective (3) – Any 600 level or higher course in agricultural engineering technology, biotechnology, or the sciences approved by the M.S.A.N.R. Graduate Supervisory Committee. Only one Technology/Science Elective course (3 hours) may be applied toward the M.S.A.N.R. Systems Science in Agriculture Group requirement.

OR

Ib. Agricultural Education and Leadership Group (1181) 12 hours
All Agricultural Education and Leadership students must complete the following courses:

Leadership and Instruction (9 hours)

Educational Studies 710 Models of Instruction, Curriculum Development, & Advanced Teaching Strategies (3)

Educational Administration & Supervision 720 Leadership Theories in the Educational Setting (3)

Agricultural Education 770 Program Development for Agricultural Mechanics Instruction (3)

and

Agricultural Education and Leadership Elective (3 hours)

Choose one course from:

Educational Administration & Supervision 710 Introduction to Supervising and Leading Educational Change (3)

Educational Foundations 720 Educational Studies: Multicultural Issues in Education and Counseling (3)

Educational Studies 750 Advanced Computer Applications and Technologies in Education (3)

Agricultural Education and Leadership Elective (3) – Any 700 level or higher course in agricultural education or education approved by the M.S.A.N.R. Graduate Supervisory Committee. Only one Agricultural Education and Leadership Elective course (3 hours) may be applied toward the M.S.A.N.R. Agricultural Education and Leadership Group requirement.

OR

Ic. Natural Resources Systems Management Group (1182) 12 hours

Students in the Natural Resources Systems Management group must complete 12 hours of course work from the Natural Resources Distance Learning Consortium (NRDLC) as approved by the M.S.A.N.R. Graduate Supervisory Committee. The University of Tennessee at Martin is a member of the NRDLC. The U.S. Forest Service (U.S. Dept. of Agriculture) and the Department of the Interior (Bureau of Land Management) are alliance partners with the NRDLC.
Natural Resources Distance Learning Consortium (12 hours)

II. Agribusiness/Business Group 9 hours

Choose three courses (9 hours) from:

Agricultural Economics 645 Natural Resources Economics (3)

Agricultural Economics 665 Agricultural Finance (3)

Agricultural Economics 671 Agricultural Management (3)

Agricultural Economics 715 Advanced Farm Real Estate Appraisal (3)

Agricultural Economics 745 Agricultural Production Economics (3)

Agricultural Economics 750 Agricultural Risk Analysis and Decision Making (3)

Agricultural Economics 751 Strategic Management Issues in Agriculture (3)

Information Systems 761* Information Systems (3)

- Management 730* Operations Management (3)
 Management 740* Management of Innovation and Technology (3)
 Natural Resources Management 730 Advanced Natural Resources Economics (3)
 Agribusiness/Business Elective (3) – Any 700 level or higher course in agribusiness, marketing, or management approved by the M.S.A.N.R. Graduate Supervisory Committee. Only one Agribusiness/Business Elective course (3 hours) may be applied toward the M.S.A.N.R. Agribusiness/Business requirement.

*Consult the Business Graduate Coordinator regarding applicable prerequisites. These courses are not offered online.

III. Internship or Research Group 6 hours

Non-Thesis Option

- Agriculture 791 Research/Internship in Agriculture (1-3) **or**
 Natural Resources Mgt 791 Research/Internship in Natural Resources Management (1-3) **and**
 Internship/Research Elective Any 700 level or higher course from Groups Ia, Ib, Ic, II, or VI (3)

OR

Thesis Option

- Agriculture 701-702 Master's Thesis (3, 3) **or**
 Natural Resources Management 701-702 Master's Thesis (3, 3)

Thesis option students will complete a research study in an approved area of agriculture or natural resources management. The thesis research director must have a terminal degree and be actively involved in research or extension. The student's thesis research director and the student must submit a written research proposal to the M.S.A.N.R. Graduate Coordinator at least 14 days prior to personally appearing before the M.S.A.N.R. Graduate Supervisory Committee for thesis consideration. The research and thesis will be directed by a graduate committee composed of a minimum of three faculty members with graduate faculty status.

IV. Statistics/Advanced Mathematics Group 3 hours

- Agriculture 741 Statistical Methods in Agriculture and Natural Resources (3) **or**
 A graduate-level statistics or mathematics course approved by the M.S.A.N.R. Graduate Supervisory Committee (3)

V. International Agriculture and Natural Resources Group 3 hours

- Choose one course (3 hours) from:
 Agricultural Economics 735 Seminar in International Agricultural Trade (3)
 Agriculture 732 International Travel Study (3)
 Any 700 level or higher course in international studies approved by the M.S.A.N.R. Graduate Supervisory Committee (3)

VI. Agriculture and Natural Resources Elective Group 3 hours

- Any 600 level or higher course in agriculture, natural resources, the sciences, or other course approved by the M.S.A.N.R. Graduate Supervisory Committee

Minimum hours required for degree 36

A minimum of 70 percent of the degree requirements must be taken at the 700 level. All M.S.A.N.R. students must complete a written and oral comprehensive final examination during the semester they expect to graduate. The written and oral portions of the comprehensive final exam will be administered and graded (Pass/Fail) by the M.S.A.N.R. Graduate Supervisory Committee. Students receiving a Pass score on the written

component of the comprehensive final exam will schedule the oral portion of the final exam at least three weeks prior to graduation. Students must receive a Pass score on both the written and oral portions of the final exam to graduate. M.S.A.N.R. students must meet all of the requirements listed above and requirements as outlined in the section of this catalog entitled Thesis Option.

Degree Requirements for Department of Family and Consumer Sciences

The Department of Family and Consumer Sciences offers a master's program with two concentrations: General Family and Consumer Sciences and Dietetics. The first concentration is generalist in nature and based on a selected range of comprehensive courses. The Dietetics concentration incorporates a Dietetic Internship Program (DI) accredited by the Commission on Accreditation for Dietetics Education. The DI offers graduates of didactic programs in dietetics a post-baccalaureate, clinically based practicum. Students completing the DI portion of the Dietetic concentration are eligible to take the registration examination that leads to becoming a Registered Dietitian (R.D.). This option incorporates the DI practicum into an advanced-degree program which will lead to an M.S. degree. For either concentration in the major, the shared objectives are to:

1. serve the needs of students within the region and within the state who desire advanced subject matter for personal and professional reasons.
2. provide an alternative program to highly specialized curricula available at other institutions in the state.
3. provide courses which permit students to form integrated concepts from distinct subject matter areas available in the department.
4. meet needs of students who require considerable non-traditional scheduling and flexible time frames to complete their degrees.
5. maintain high standards of expectation for quality and service to the students, the institutions and the region.

Students must satisfy the university general requirements and the following requirements specific to the degree.

Master of Science in Family and Consumer Sciences (1251, 1252)

Resumé of Degree Requirements

General Family and Consumer Sciences Concentration:30 hours

Family and Consumer Sciences Courses (12 hours)

Courses selected in one or two areas of Family and Consumer Sciences

Research Related Courses (6 hours)

Family and Consumer Sciences 791 Research Methods (3)

Educational Evaluation 710 Educational Statistics or equivalent (3)

Supporting Courses (6 hours)

Courses selected according to student's objective and with approval of student's graduate committee.

Thesis Research/Family and Consumer Sciences Electives for Non-Thesis (6 hours)

Family and Consumer Sciences 701-702 Master's Thesis (3, 3) or

Electives must be chosen from any of the disciplines in the Department of Family and Consumer Sciences.

Thesis topic chosen must relate to an area in Family and Consumer Sciences.

A minimum of 70 percent of the degree requirements must be taken at the 700 level.

For non-thesis option, student will write a narrative, comprehensive exam covering major areas studied. Questions will be submitted by all members of student's graduate committee. A final oral examination may be required by the graduate committee.

OR

Dietetic Concentration:36 hours

Family and Consumer Sciences Courses (12 hours)

Must be selected from Food Systems Management, Food Science, Nutrition

Research-Related Courses (6 hours)

Family and Consumer Sciences 791 Research Methods (3)

Educational Evaluation 710 Educational Statistics or equivalent (3)

Supporting Courses (12 hours)

Supervised Practice Component (Admission to DI is required):

Food Systems Management 714 Preprofessional Practice I (3)

Nutrition 724 Preprofessional Practice II (2)

Nutrition 734 Preprofessional Practice III (3)

Nutrition 754 Preprofessional Practice V (3)

Nutrition 764 Preprofessional Practice VI (1)

Thesis Research or Non-Thesis Electives (6 hours)

Family and Consumer Sciences 701-702 Master's Thesis (3, 3) or

Electives must be courses chosen from any of the disciplines in the Department of Family and Consumer Sciences.

Requirements for Concentrations in Family and Consumer Sciences

Students who desire to complete requirements approved by the American Dietetic Association pursuant to achieving Registered Dietitian (R.D.) status may meet the objective by following either concentration within the degree program. Students who hold a B.S. degree in Vocational Family and Consumer Sciences Education may add occupational endorsements to their existing certificates while pursuing either concentration for the master's degree. The supporting courses within the concentration should consist of courses in family and consumer sciences education which are required as work experiences for the endorsements.

The program of study for each degree candidate is individually designed to make use of the candidate's existing competencies and to supply the additional academic preparation necessary for meeting the agreed-upon objectives. The program of study is filed with the Family and Consumer Sciences Graduate Coordinator.

Degree Requirements for College of Business and Public Affairs

The College of Business and Public Affairs offers a master's level non-thesis program of graduate study: the Master of Business Administration (M.B.A.). The program is open to any holder of a baccalaureate degree from a four-year college or university, regardless of the undergraduate field of study and provides the theoretical and conceptual foundations for those who may later pursue a doctoral degree, as well as the knowledge to advance in their career.

Graduates of the M.B.A. program will demonstrate:

- effective written and oral communication,
- effective leadership and teamwork,

- an understanding of the integrated nature of business functions,
- the ability to think critically and use analytical approaches in making effective decisions within a dynamic business environment and
- an understanding of ethical dimensions in business decisions.

The M.B.A. is an integrated program designed to prepare individuals for responsible managerial positions by providing background in the major functional areas of business operations. Curriculum emphasis is placed on the development of managerial generalists. The M.B.A. is a widely recognized professional degree targeted toward those who occupy or aspire to mid-level and senior-level positions.

The program is geared for the part-time student and consequently most classes are offered at night. While sufficient courses are available each term for a student to be enrolled full-time, the timing, sequence and amount of offerings are dictated by the needs of those progressing through the program as part-time students. The M.B.A. program is offered in Martin and Jackson.

Currently, there are more than 30 graduate faculty members in the College of Business and Public Affairs. Students must satisfy the university general requirements and the following requirements specific to the degree.

Master of Business Administration (4060)—35 Hours Required

Students must successfully complete each of the following courses:

Core Courses (26 hours)

- Accounting 711 Accounting for Managerial Decisions (4)
- Business Law 711 Legal and Ethical Environment of Business (3)
- Economics 710 Managerial Economics (4)
- Finance 710 Corporate Financial Management (4)
- Management 710 Organizational Theory and Design (4)
- Management 730 Operations Management (3)
- Marketing 710 Marketing Strategy (4)

Elective Courses (6 hours)

Any 700-level course offered by the College of Business and Public Affairs unless specifically excluded in the course description.

Culminating Course (3 hours)

- Management 790 Strategic Management and Business Policy (3)
must be taken during last semester.

Degree Requirements for the College of Education and Behavioral Sciences

Master of Science in Education

Students must satisfy the university general requirements and the following requirements specific to the degree. The majors within the degree are: educational administration and supervision, counseling, and teaching.

Accreditation

The Major in Teaching and Concentration in School Counseling are approved by the National Council for the Accreditation of Teacher Education (NCATE). Major in Teaching students select either an elementary or

secondary concentration. If licensed, students complete a Master Research Project; initial licensure students complete a minimum of six semester hours of student teaching.

Conceptual Framework for Advanced Programs

(Advanced Elementary, Advanced Secondary, School Counseling, Community Counseling, Educational Administration and Supervision)

The Graduate Faculty has adopted the theme “Professional Educators as Leaders and Enhancers of Human Development” to represent our goal in continuing an educator’s professional development. The advanced program goals are depicted as four keys that the graduate faculty feels will unlock each candidate’s potential.

They are:

Key 1 Knowledge, Skills and Application

Key 2 Human Relations

Key 3 Inquiry

Key 4 Professional and Ethical Behavior

Within each key component are outcomes that each candidate is expected to master upon completion of his/her individual program. These keys are linked together by a solid ring representing the faculty’s commitment to diversity, technology and assessment.

Explanation of Keys and Examples of Evidence:

Key 1-Knowledge, Skills and Application. Candidates will understand how students develop and learn. They will have an understanding of their area of expertise and appreciate how knowledge in this area is created, organized, linked between other disciplines and applied to real-world situations. Their instructional skills will allow them to create multiple paths to the subjects they teach and develop problem solving abilities. Candidates will also be able to adjust their practice based on observation and knowledge of the students’ interests, skills, abilities, knowledge, family circumstances and peer relationships.

Key 2-Human Relations. Candidates will be able to engage groups of students to ensure a disciplined learning environment that unlocks their full potential while allowing the schools’ goals for students to be met. As professional educators, they will be adept at engaging students in appropriate behavior in and out of the classroom. Candidates will be able to enlist their colleagues’ knowledge and expertise to complement their own. They will have the ability to contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development, as well as with parents and community resource personnel, engaging them productively in the work of the school.

Key 3-Inquiry. Candidates will stay abreast of current research and incorporate new findings in their practice. Their decisions will be grounded in both the literature and their expertise. Data collection, observation and reflective thinking are examples of powerful activities that candidates will practice to enhance their professional effectiveness. Candidates will have a clear understanding of the research process. They will be able to design and execute a plan for research, read and interpret published research of others and apply the findings to an educational setting.

Key 4-Professional and Ethical Behavior. Candidates will be a model of the educated person, exemplifying the virtues they seek to inspire in students – curiosity, honesty, tolerance, fair-mindedness, respect for diversity and appreciation of cultural differences. Candidates will develop the ability to cope with the unexpected and act wisely in the face of uncertainty. They will understand the importance of lifelong learning so to encourage the same in their students. They will be expected to take advantage of professional development activities.

Conceptual Framework for Initial Licensure Programs

The Teacher Education unit has adopted the theme “Educators as Facilitators of Learning” to represent its goal in preparing future teachers. Our program goals are depicted as three keys that the Unit faculty feels will unlock each candidate’s potential.

They are:

Key 1 Knowledge, Skills and Application

Key 2 Reflective Practice

Key 3 Professional and Ethical Behavior

Within each key component are outcomes that each candidate is expected to master in order to be recommended for licensure. These keys are linked together by a solid ring representing the Unit’s commitment to diversity, technology and assessment.

Explanation of Keys and Examples of Evidence:

Key 1-Knowledge, Skills and Application. Candidates will be able to demonstrate expertise within the subject matter, subject must be meaningful to all students, will be knowledgeable of curriculum. They will also be able to create a positive learning environment which will promote responsible behavior among all students including those having difficulties, less prepared and/or with exceptionalities.

Key 2-Reflective Practice. Candidates will be able to reflect appropriate and inappropriate practice, the nature of students, learning environments and strategies to enhance learning. Candidates will also know how to improve the teaching/learning situation. They will be able to monitor their own teaching strategies and behavior in relation to student success, which may include modifying their plans and teaching approaches. The candidates will be able to use assessment techniques to reflect on student progress and to improve student learning.

Key 3-Professional and Ethical Behavior. Candidates will be able to articulate their values and beliefs, demonstrate self-respect and respect for others. The candidate will be expected to discuss intellectual freedom, equity, tolerance and due process. They will know the professional code of ethics in their specialty area and know the consequences if violated. The candidate is expected to participate in collegial activities as well as maintain activity in professional organizations.

Major in Educational Administration and Supervision (5094)

The Master of Science in Education with a major in Educational Administration and Supervision is available to individuals who obtained a bachelor’s degree from an accredited college or university and who are professionally licensed to teach. This degree allows the candidate to complete certification requirements for the beginning administrator as an initial step towards full credentialing as a professional administrator. According to current Tennessee State Board of Education policy, full credentialing and employment of principals/supervisors is a two-step process. The first step leads to licensure as a beginning administrator; the second step supports the professional development of the new administrator and leads to licensure as a professional administrator. This may be accomplished through a Standard Program or an Internship Program. It is important for the candidate to consult with the graduate coordinator/designee and/or adviser to identify the appropriate program to be pursued in preparing to be recommended for licensure.

Disclaimer

The College of Education and Behavioral Sciences is required to follow the directives of the State Department of Education, which has the authority to make changes in licensure standards. Changes in these standards are expected to be mandated and in place by Fall Semester 2009. Students will need to consult their adviser for the specific changes to the standards in order to assure they meet the new licensure standards.

I. Basic Core (12 hours)

Educational Evaluation 710 Educational Statistics.....	3
Educational Foundations 710 Research in Education.....	3
Educational Foundations 720 Educational Studies: Multicultural Issues in Education and Counseling.....	3
Educational Studies 710 Models of Instruction, Curriculum Development, and Advanced Teaching Strategies.....	3

II. Concentration (18 hours)

Educational Administration and Supervision 710 Introduction to Supervising and Leading Educational Change.....	3
Educational Administration and Supervision 720 Leadership Theories in the Educational Setting.....	3
Educational Administration and Supervision 730 Public Relations and Resource Allocation in the School Setting.....	3
Educational Administration and Supervision 750 Facility Management for a Safe, Efficient, and Effective Learning Environment	3
Educational Administration and Supervision 760 Law and Policy in the Educational Setting.....	3
Educational Administration and Supervision 765 Essential Skills for School Leaders.....	3

III. Field Experience (3 hours)

Educational Administration and Supervision 770 Internship in School Leadership	3
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Minimum hours required for degree: 33

Portfolio Requirement

In addition to completing course requirements, the candidate is required to complete a satisfactory professional portfolio. Development of a portfolio provides each candidate opportunities for reflection and self-evaluation along with spotlighting skills and accomplishments that will be of interest to future employers.

Recommendation for Licensure

In order to be recommended for licensure as a beginning administrator at the end of the degree program, the State Department of Education stipulates that a candidate take and pass the state required test/assessment.

Note: Individuals currently holding a master's degree may pursue an additional endorsement in Educational Administration and Supervision. For information regarding specific requirements, contact the graduate coordinator/designee.

Major in Counseling (5041, 5042)

The Master of Science in Education with a major in Counseling has two concentrations: 1) school counseling and 2) community counseling. The school counselor concentration will prepare counselors to support teachers and other school personnel as well as parents in addressing the needs of students related to academic, career preparation and personal growth and development. Students will be prepared to serve schools with grades Pre-Kindergarten through 12. The major in Counseling is an approved preparation program for School Counseling Licensure through the Division of Teacher Education and Accreditation, Tennessee State Department of Education.

The Community Counseling concentration will prepare counselors for addressing the mental-health needs of the community. See below for the Tennessee Professional Licensure (TPL) requirements.

Disclaimer

The College of Education and Behavioral Sciences is required to follow the directives of the State Department of Education, which has the authority to make changes in certification standards. The university does not claim to prepare counselors for distinct specialties with its general-degree programs in counseling. Students should consult their adviser or the coordinator/designee to ascertain if their career goals require specialization in a certain area of counseling. Students who graduate from the counseling program and plan to enter private practice or need licensure for employment are responsible for meeting the licensure requirements in Tennessee for the Licensed Professional Counselor. Students are instructed to write the Tennessee Department of Health Related Boards, 283 Plus Park Blvd., Nashville, Tennessee 37247-1010 for the board's licensure standards, which may exceed the university's counseling degree program requirements.

I. Foundation Core (6 hours)

Educational Foundations 710 Research in Education	3
Educational Foundations 720 Educational Studies: Multicultural Issues in Education & Counseling	3

II. Concentration (36 hours)

Educational Psychology and Guidance 716 Growth and Development Across the Life Span.....	3
Educational Psychology and Guidance 720 Introduction to Counseling.....	3
Educational Psychology and Guidance 722 Professional, Ethical and Legal Issues in Counseling	3
Educational Psychology and Guidance 725 Theory & Techniques of Counseling	3
Educational Psychology and Guidance 730 Career Development and Counseling.....	3
Educational Psychology and Guidance 740 Group Dynamics	3
Educational Psychology and Guidance 750 Mental Health and Psychopathology	3
Educational Psychology and Guidance 760 Individual Appraisal	3
Educational Psychology and Guidance 775 Counseling Children and Adolescents with Psychological Dysfunction	3
Educational Psychology and Guidance 785 Counseling Laboratory	3
Educational Psychology and Guidance 783 Community Counseling (Community Counseling)	

OR

Educational Psychology and Guidance 786 Organization and Administration of School Counseling Services/Programs (School Counseling)	3
Electives: Three hours of electives at the 600 level or above should be taken outside of the Educational Psychology discipline (approved by adviser)	3

III. Culminating Experience (6 hours)

Educational Psychology and Guidance 788 Internship in Community Counseling I and Educational Psychology and Guidance 792 Internship in Community Counseling II	6
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OR

Educational Psychology and Guidance 789 Internship in Secondary School Counseling and Educational Psychology and Guidance 790 Internship in Elementary School Counseling	6
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Minimum hours required for degree 48

Note: In order to be recommended for licensure as a School Counselor, the State Department of Education stipulates that candidates without teaching experience will have a semester-long orientation experience in a (PreK-12) school as an early part of the preparation program. Students will meet this requirement by successful completion of Educational Studies 440 Selected Problems in Education: [Professional Orientation to Schools].

Tennessee Professional Licensure (TPL) for Mental Health/Community Counseling

Students seeking a degree with the Community Counseling concentration should check with their adviser for the current requirements beyond the credits earned in the Master's degree.

Lab Requirement

Each student in the counseling program must complete a semester-long supervised lab experience (Educational Psychology and Guidance 785). The lab requirement is available to students only upon the approval of the instructor and must be taken prior to the internship. Application for completing the lab requirement must be submitted one semester in advance of the semester the experience is desired. An application may be obtained from the coordinator/designee of graduate programs in Education.

Internship

The internship is a field experience in which students are required to apply the knowledge and skill acquired in previous coursework to actual school/community settings. An application for completing an internship is required. The internship requirements will be fulfilled at an approved site.

All prerequisites, core courses and the lab requirement must be completed before the internship is begun.

Critical Paper

Each internship student must summarize and evaluate the internship experience in a critical synthesis paper.

Comprehensive Examination

A comprehensive written examination must be taken by all students pursuing the Master of Science degree with a major in Counseling. The examination will test a student's competencies and knowledge in the chosen area of specialization. The comprehensive examination should be taken after a student has met the following criteria:

1. completed the coursework in the Foundation Core,
2. completed the coursework in the area of Specialization,
3. made application to the coordinator/designee of graduate studies in Education prior to the semester the examination is desired.

Major in Teaching (5017, 5020, 5016, 5018, 5019)

Advanced Teaching (K-8 or 7-12) (5017) 37 hours

The Advanced Teaching Option is available for those students who have obtained a bachelor's degree from an accredited college or university and who are professionally licensed to teach.

I. Foundations (12 hours)

Educational Evaluation 710 Educational Statistics.....	3
Educational Foundations 710 Research in Education.....	3
Educational Foundations 720 Educational Studies: Multicultural Issues in Education and Counseling.....	3
Educational Studies 710 Models of Instruction, Curriculum Development and Advanced Teaching Strategies.....	3

II. Application (7 hours)	
Educational Studies 750 Advanced Computer Applications and Technologies in Education.....	3
Teacher Education 791 Master Research Project, K-12.....	4
III. Concentration (18 hours)	
Elementary Education/Secondary Education 760 Supervision of Student Teaching and Field Experiences.....	3
Reading 700 Foundations of Reading.....	3
Special Education 640 Advanced Methods for Students with Mild Disabilities.....	3
Special Education 300/500 or equivalent is a prerequisite for this course. Students having credit in Special Education 440 or equivalent must choose another Special Education course at 600 or 700 level.	
Teacher Education 705 Advanced Strategies in Classroom Management.....	3
Teacher Education 712 Learning Theory and Cognition Applied to the School Setting.....	3
Teacher Education 716 Growth and Development in School Age Students.....	3

Initial Licensure (Elementary or Secondary) (5020) 42 hours

The Initial Licensure Option is available for those students who have obtained a bachelor's degree from an accredited college or university and who are seeking to obtain initial licensure at the master's level to teach. Students in initial licensure programs should refer to section of catalog on undergraduate degrees in education for information on admission to Teacher Education Program, Praxis, and Licensure.

I. Foundations (12 hours)	
Educational Foundations 710 Research in Education.....	3
Educational Foundations 720 Educational Studies: Multicultural Issues in Education and Counseling.....	3
Educational Studies 710 Models of Instruction, Curriculum Development and Advanced Teaching Strategies.....	3
Teacher Education 780 Principles and Techniques of Teaching.....	3
II. Application (15 hours)	
Educational Evaluation 661 Educational Tests and Measurement.....	3
Educational Studies 750 Advanced Computer Applications and Technologies in Education.....	3
Teacher Education 705 Advanced Strategies in Classroom Management.....	3
Student Teaching: Elementary Education 793 & 794 Grades K-4, 5-8 OR Secondary Education 793 & 794 Grades 7-8, 9-12 OR (for students who are hired before student teaching is completed) Teacher Education 795 Practicum in Initial Licensure.....	6
III. Concentration (15 hours)	
Reading 638 Classroom Approaches for the Teaching of Reading in the Elementary Classroom OR Reading 633 Reading in the Content Area Classroom.....	3
Elementary Education 730 Methods of Teaching Language Arts, Mathematics, Social Studies, and Science in the Elementary Classroom OR Secondary Education Instructional Strategies 611 (Science), 612 (Math), 613 (Modern Foreign Language), 614 (English) or 615 (Social Studies).....	3

Special Education 640 Advanced Methods for Students with Mild Disabilities	3
Special Education 300/500 or equivalent is a prerequisite for this course. Students having credit in Special Education 440 or equivalent must choose another Special Education course at 600 or 700 level.	
Teacher Education 712 Learning Theory and Cognition Applied to the School Setting	3
Teacher Education 716 Growth and Development in School Age Students.....	3

Initial Licensure K-12 (5016) 43 hours

The Initial Licensure Option is available for those students who have obtained a bachelor's degree from an accredited college or university and who are seeking to obtain initial licensure at the master's level to teach. Students in initial licensure programs should refer to section of catalog on undergraduate degrees in education for information on admission to Teacher Education Program, Praxis, and Licensure.

I. Foundations (12 hours)

Educational Evaluation 710 Educational Statistics.....	3
Educational Foundations 710 Research in Education.....	3
Educational Psychology and Guidance 740 Group Dynamics	3
Educational Studies 710 Models of Instruction, Curriculum Development, and Advanced Teaching Strategies.....	3

II. Application (13 hours)

Educational Studies 750 Advanced Computer Applications and Technologies in Education.....	3
Elementary Education 795 Student Teaching Grades K-6.....	5
Secondary Education 795 Student Teaching Grades 7-12.....	5

III. Concentration (18 hours)

Educational Foundations 700 Educational Studies: Historical & Philosophical Dimensions	3
Educational Foundations 720 Educ Studies: Multicultural Issues in Education & Counseling	3
Teacher Education 712 Learning Theory and Cognition Applied to the School Setting.....	3
Teacher Education 716 Growth and Development in School Age Students.....	3
Teacher Education 780 Principles and Techniques in Teaching	3
Teacher Education 781 Instructional and Management Strategies.....	3

Non-Licensure (5018) 36 hours

The Non-Licensure Option is available for those students who have obtained a bachelor's degree from an accredited college or university and who are not seeking to obtain initial licensure at the master's level to teach. This program is recommended to meet the needs of international students.

I. Foundations (15 hours)

Educational Evaluation 710 Educational Statistics.....	3
Educational Foundations 700 Educational Studies: Historical & Philosophical Dimensions	3
Educational Foundations 710 Research in Education.....	3
Educational Foundations 720 Educ Studies: Multicultural Issues in Education and Counseling.....	3
Educational Studies 710 Models of Instruction, Curriculum Development and Advanced Teaching Strategies.....	3

II. Application (12 hours)

Educational Evaluation 661 Educational Tests and Measurements	3
Educational Studies 750 Advanced Computer Applications and Technologies in Education.....	3
Educational Foundations 730 Seminar in Post-Secondary Education	3
Educational Foundations 731 Internship in College Teaching	3

III. Concentration (9 hours)

Special Education 500 Exceptional Child	3
Teacher Education 712 Learning Theory and Cognition Applied to the School Setting.....	3
Teacher Education 716 Growth and Development in School Age Students.....	3

Interdisciplinary (5019) 37 hours

The Interdisciplinary Option is available for those students who have obtained a bachelor's degree from an accredited college or university. Must have credit in Human Learning 325 or equivalent or take Teacher Education 712 in the first semester that the course is offered after enrollment.

Students electing the Interdisciplinary Option select Special Education or a discipline outside of the Department of Educational Studies for study (includes courses from several disciplines within one department). Eighteen hours of subject area electives are decided upon in consultation with the student's adviser from the differing discipline/department and the Graduate Coordinator/designee from the College of Education and Behavioral Sciences. No more than three hours of 500-level subject area electives may be applied toward a degree. A minimum of six hours of 700-level subject area electives must be taken. Only six semester hours of workshop credit may be applied toward a degree.

I. Foundations (12 hours)

Educational Evaluation 710 Educational Statistics.....	3
Educational Foundations 710 Research in Education.....	3
Educational Foundations 720 Educational Studies: Multicultural Issues in Education and Counseling.....	3
Educational Studies 710 Models of Instruction, Curriculum Development, and Advanced Teaching Strategies.....	3

II. Application (7 hours)

Educational Studies 750 Advanced Computer Applications and Technologies in Education.....	3
Teacher Education 791 Master Research Project, K-12.....	4

III. Concentration (18 hours)

Subject Area Electives	18
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