

# **The University of Tennessee**

**College of Education, Health, and Human Sciences**

**The Department  
of  
Theory and Practice in Teacher Education**  
*Advancing Equity Through Excellence in Education*



## **Graduate Student Handbook 2018—2019**

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# Welcome from the Department Head

Welcome to graduate study in the Department of Theory and Practice in Teacher Education (TPTE) at The University of Tennessee. As evidenced by our vision statement, *Advancing Equity through Excellence in Education*, TPTE faculty stridently seek equity for children and families living in economically- distressed areas ranging from rural Appalachia, to urban areas in the U.S., to other countries. TPTE is a large and diverse department with masters and educational specialist degree programs, and three doctoral level concentrations with specializations under those concentrations. We also offer a reading specialist endorsement and distance education programs in gifted education and in STEM education. No matter what content or degree program you have chosen to study, I trust that you will find your time with us challenging and rewarding. Graduate studies provide an opportunity to explore ideas, develop new skills and establish life-long professional relationships. All TPTE faculty are dedicated to furthering the knowledge base on effective education. The TPTE faculty resemble a large and well-rounded K-12 school faculty, with almost all content and specialty areas represented. Among the faculty, you will find experts in educational philosophy and in research design ranging from single-subject designs to group quantitative studies to qualitative studies. You will find internationally-known experts in the fields of literacy education and mathematics education. You will find science and social science educators with a passion for the pedagogy of their subject matter. You will find faculty who remind us to take a global view, with expertise in world languages and English language learning education. You will find creativity and passion within our ranks in the form of faculty immersed in child and adolescent literature from around the world, and in art education using a wide array of mediums. And, you'll find faculty with expertise and commitment to educational equity for individuals with disabilities and who are deaf or hard of hearing. Please take time to study with and get to know as many departmental faculty as possible and take advantage of the opportunities you'll have to learn from fellow students from various places and cultures. Whether you are from East Tennessee, another part of the country, or another part of the world, welcome on behalf of TPTE faculty and staff.

This Handbook contains information that will help you make a successful transition to and progression through your graduate studies. Please feel free to stop by my office in 204A Jane and David Bailey Education Complex to introduce yourself and let me know how your studies are progressing some time during your program.



Sherry Mee Bell, Ph.D.  
Professor and Head

## 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.

Therefore, 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 the Department of Theory and Practice in Teacher Education (TPTE) be disseminated.

The TPTE Graduate Handbook does not deviate from established Graduate School Policies (<http://catalog.utk.edu/content.php?catoid=23&navoid=2827>) noted in the Graduate Catalog, but rather provides the specific ways in which those policies are carried out.

### ***Purpose of the Handbook***

Graduate students are expected to be aware of and satisfy all regulations governing their work and study at the university. Consequently, graduate students in the Department of Theory and Practice in Teacher Education should be directed to the Graduate Catalog (<http://catalog.utk.edu/index.php>), to *Hilltopics* (<http://hilltopics.utk.edu/>), to the publications on the Appeals Procedure (<http://gradschool.utk.edu/graduate-student-life/understanding-your-rights-and-obligations/>) and the Policy for Administration of Graduate Assistantships ([http://catalog.utk.edu/content.php?catoid=7&navoid=521#poli\\_admi\\_grad\\_assi](http://catalog.utk.edu/content.php?catoid=7&navoid=521#poli_admi_grad_assi)). The latter link will provide additional information of importance to the Department's graduate students.

### ***Mission of Theory and Practice of Teacher Education (TPTE)***

As an education department at a public land-grant and research institution, our mission is to benefit local, regional, national, and global communities by: Conducting educational research designed to improve opportunities for educational equity and excellence for all; Preparing expert, culturally competent teachers, interpreters, researchers, and educational leaders who can meet the needs of all learners; and Engaging in outreach and service designed to improve educational opportunities and outcomes for all learners, especially underserved populations.

### ***History of TPTE***

Although teacher education programs have been established at The University of Tennessee for many decades, TPTE as an academic unit is only in its second decade of existence. In 1993, the College of Education restructured the existing academic departments (including Curriculum and Instruction and Special Services Education, the former homes of most of the academic programs now housed in TPTE), into 11 *Units*. The *Unit* governance structure, which was in place between 1993 and 1998, was a part of a major restructuring of the College that also involved reforms to curriculum and instructional approaches. In the early 2000s, the College of Education (now, the College of Education, Health and Human Sciences) returned to a traditional departmental structure. The Department of Theory and Practice in Teacher Education was formed as a consolidation of four former *Units*. This consolidation brought together programs in special education, elementary education, secondary education, art education, world language education and English as a Second Language under one umbrella department. In 2002, deaf education and

the educational interpreting program came into the department concurrently with the elimination of the Department of Rehabilitation, Deafness, and Counseling and the merger of the Colleges of Education and Human Ecology. In 2005, the Center on Deafness was moved from Educational Psychology and Counseling (EPC) into TPTE to unite all deafness-related programs in one academic home. Between 2005 and 2008, programs and faculty in educational administration were also housed in TPTE. In July 2008, these programs and faculty left the department to be in a new Department of Educational Leadership and Policy Studies. Then, in July of 2017, Cultural Studies Education left the EPC Department and joined TPTE is one of four departments whose faculty comprise the David T. Bailey Graduate School of Education the mission of which is to promote The University of Tennessee professional education research community and its engagement in the generation and sharing of knowledge designed to improve student opportunity, achievement, and success. The Bailey Graduate School of Education strives to foster a deeper understanding of education throughout the local, regional, national, and international community and serves to build and strengthen collaborations across departments, programs, and services in education.

***TPTE Departmental Structure for Administration***

The Department Head, Dr. Sherry Mee Bell, is the head administrator for TPTE, along with Associate Head, Dr. Amy Broemmel, Graduate Studies Director, and Dr. Susan Groenke, Assistant Head. Contact information for Dr. Bell, her administrative faculty, and their respective staff members, appears below.

Dr. Sherry Mee Bell, Department Head ([sbell1@utk.edu](mailto:sbell1@utk.edu)), Bailey Education Complex (BEC) 204 (Teresa Allmon, 974-6228, [tallmon@utk.edu](mailto:tallmon@utk.edu))

Dr. Amy Broemmel ([broemmel@utk.edu](mailto:broemmel@utk.edu)), Associate Department Head and Director of Graduate Studies, BEC 221 (Patti Fagg, 974-5448, [pfagg@utk.edu](mailto:pfagg@utk.edu))

Dr. Susan Groenke ([sgroenke@utk.edu](mailto:sgroenke@utk.edu)), Assistant Department Head, BEC 417 (Charlotte Gossett, 974-2431, [cgossett@utk.edu](mailto:cgossett@utk.edu))

Dr. Mari Beth Coleman ([mbc@utk.edu](mailto:mbc@utk.edu)), Co-Director, Undergraduate Studies, BEC 416 (Katie Potter, 974-3435, [kpotter@utk.edu](mailto:kpotter@utk.edu))

Dr. Kimberly Wolbers ([kwolbers@utk.edu](mailto:kwolbers@utk.edu)), Co-Director, Undergraduate Studies, BEC 214 (Vicki Church, 974-2321, [vickic@utk.edu](mailto:vickic@utk.edu))

Contact information for all faculty members (organized by their primary Graduate Program Areas) and their respective support staff in the Department, appears in the following section.

***Faculty and Staff in Theory and Practice in Teacher Education***

| Faculty                              | Faculty E-mail   | Faculty Office | Staff Phone | Staff Contact & Office       |
|--------------------------------------|--|----------------|-------------|------------------------------|
| <b>Art Education</b>                 |  |                |             |                              |
| Joy Bertling                         | <a href="mailto:jbertlin@utk.edu">jbertlin@utk.edu</a> | BEC 109        | 974-2431    | Charlotte Gossett<br>BEC 111 |
| <b>Cultural Studies in Education</b> |  |                |             |                              |
| Ashlee Anderson                      | <a href="mailto:abanders@utk.edu">abanders@utk.edu</a> | CC 417         | 974-3435    | Katie Potter<br>BEC 411      |

|  |  |         |          |                              |
|--|--|---------|----------|------------------------------|
| Barbara Thayer-Bacon                         | <a href="mailto:bthayer@utk.edu">bthayer@utk.edu</a>             | CC 418  | 974-3435 | Katie Potter                 |
| <b>Education of the Deaf/Hard of Hearing</b> |  |         |          |                              |
| Jeffrey Davis                                | <a href="mailto:jdavis49@utk.edu">jdavis49@utk.edu</a>           | BEC 218 | 974-2321 | Vicki Church<br>BEC 226      |
| Carol LaCava                                 | <a href="mailto:clacava@utk.edu">clacava@utk.edu</a>             | BEC 219 | 974-2321 | Vicki Church                 |
| David Smith                                  | <a href="mailto:dsmi147@utk.edu">dsmi147@utk.edu</a>             | BEC 213 | 974-2321 | Vicki Church                 |
| Calvin Farley                                | <a href="mailto:cfarley4@vols.utk.edu">cfarley4@vols.utk.edu</a> | BEC 208 | 974-2321 | Vicki Church                 |
| April Haggard                                | <a href="mailto:akirby1@utk.edu">akirby1@utk.edu</a>             | BEC 215 | 974-2321 | Vicki Church                 |
| Dan Hoffman                                  | <a href="mailto:dhoffma5@utk.edu">dhoffma5@utk.edu</a>           | BEC 212 | 974-2431 | Vicki Church                 |
| Cheryl Shahan                                | <a href="mailto:cshahan1@utk.edu">cshahan1@utk.edu</a>           | BEC 211 | 9740607  | Vicki Church                 |
| Kimberly Wolbers                             | <a href="mailto:kwolbers@utk.edu">kwolbers@utk.edu</a>           | BEC 214 | 974-2321 | Vicki Church                 |
| <b>Educational Technology</b>                |  |         |          |                              |
| Blanche O'Bannon                             | <a href="mailto:bobannon@utk.edu">bobannon@utk.edu</a>           | CC 445  | 974-0068 | Heather Davis<br>BEC 421     |
| <b>Elementary ED</b>                         |  |         |          |                              |
| Brittany Anderson                            | <a href="mailto:bander62@utk.edu">bander62@utk.edu</a>           | BEC 420 | 974-3435 | Katie Potter<br>BEC 411      |
| Jennifer Jordan                              | <a href="mailto:jjorda15@utk.edu">jjorda15@utk.edu</a>           | BEC 112 | 974-5448 | Patti Fagg<br>BEC 228        |
| Chonika Coleman-King                         | <a href="mailto:ccolem21@utk.edu">ccolem21@utk.edu</a>           | BEC 415 | 974-3435 | Katie Potter                 |
| Kristin Rearden                              | <a href="mailto:krearden@utk.edu">krearden@utk.edu</a>           | BEC 512 | 974-0068 | Heather Davis                |
| Patty Stinger-Barnes                         | <a href="mailto:pstinger@utk.edu">pstinger@utk.edu</a>           | BEC 406 | 974-3435 | Katie Potter                 |
| Nora Vines                                   | <a href="mailto:nvines@utk.edu">nvines@utk.edu</a>               | BEC 113 | 974-5448 | Patti Fagg                   |
| <b>English ED/ESL</b>                        |  |         |          |                              |
| Clara Lee Brown                              | <a href="mailto:cbrown26@utk.edu">cbrown26@utk.edu</a>           | BEC 405 | 974-2431 | Charlotte Gossett<br>BEC 111 |
| Susan Groenke                                | <a href="mailto:sgroenke@utk.edu">sgroenke@utk.edu</a>           | BEC 417 | 974-2431 | Charlotte Gossett            |
| Nils Jaekel                                  | <a href="mailto:njaekel@utk.edu">njaekel@utk.edu</a>             | BEC 419 | 974-4185 | Charlotte Gossett            |
| Judson Laughter                              | <a href="mailto:jud.laughter@utk.edu">jud.laughter@utk.edu</a>   | BEC 418 | 974-2431 | Charlotte Gossett            |
| <b>Literacy ED</b>                           |  |         |          |                              |
| Stergios Botzakis                            | <a href="mailto:sbotzaki@utk.edu">sbotzaki@utk.edu</a>           | BEC 220 | 974-5448 | Patti Fagg                   |
| Amy Broemmel                                 | <a href="mailto:broemmel@utk.edu">broemmel@utk.edu</a>           | BEC 221 | 974-5448 | Patti Fagg                   |
| Patricia Davis-Wiley                         | <a href="mailto:pdwiley@utk.edu">pdwiley@utk.edu</a>             | BEC 217 | 974-5448 | Patti Fagg                   |
| Colleen Gilrane                              | <a href="mailto:cgilrane@utk.edu">cgilrane@utk.edu</a>           | BEC 223 | 974-5448 | Patti Fagg                   |
| Anne McGill-Franzen                          | <a href="mailto:amcgillf@utk.edu">amcgillf@utk.edu</a>           | BEC 216 | 974-5448 | Patti Fagg                   |
| Norvell, Cassie                              | <a href="mailto:cmaples11@utk.edu">cmaples11@utk.edu</a>         | BEC 114 | 974-5448 | Patti Fagg                   |
| Zoi Traga-Philippakos                        | <a href="mailto:zphilipp@utk.edu">zphilipp@utk.edu</a>           | BEC 222 | 974-5448 | Patti Fagg<br>BEC 228        |
| Deborah Wooten                               | <a href="mailto:dwooten1@utk.edu">dwooten1@utk.edu</a>           | BEC 224 | 974-5448 | Patti Fagg                   |

| <b>Secondary ED</b>           |  |           |          |                                |
|-------------------------------|--|-----------|----------|--------------------------------|
| Geri Landry                   | <a href="mailto:glandry@utk.edu">glandry@utk.edu</a>   | BEC 329   | 974-5283 | Julia Campbell<br>BEC 329      |
| <b>Social Science ED</b>      |  |           |          |                                |
| Joshua Kenna                  | <a href="mailto:jkenna@utk.edu">jkenna@utk.edu</a>     | BEC 107   | 974-2431 | Charlotte Gossett<br>BEC 111   |
| Anthony Pellegrino            | <a href="mailto:apelleg2@utk.edu">apelleg2@utk.edu</a> | BEC 108   | 974-231  | Charlotte Gossett              |
| Stewart Waters                | <a href="mailto:kwaters2@utk.edu">kwaters2@utk.edu</a> | BEC 106   | 974-2431 | Charlotte Gossett              |
| <b>Special ED</b>             |  |           |          |                                |
| Donna Alderman                | <a href="mailto:dalderm1@utk.edu">dalderm1@utk.edu</a> | BEC 426   | 974-3435 | Katie Potter<br>BEC 411        |
| Sherry Mee Bell               | <a href="mailto:sbell1@utk.edu">sbell1@utk.edu</a>     | BEC 204   | 974-6228 | Teresa Allmon                  |
| David Cihak                   | <a href="mailto:dcihak@utk.edu">dcihak@utk.edu</a>     | CC 335    | 974-6638 | Diane Booker                   |
| Mari Beth Coleman             | <a href="mailto:mbc@utk.edu">mbc@utk.edu</a>           | BEC 416   | 974-3435 | Katie Potter<br>BEC 411        |
| Joan Grim                     | <a href="mailto:jgrim2@utk.edu">jgrim2@utk.edu</a>     | BEC 413   | 974-3435 | Katie Potter                   |
| Tara Moore                    | <a href="mailto:tmoorepa@utk.edu">tmoorepa@utk.edu</a> | BEC 409   | 974-3435 | Katie Potter                   |
| Yujeong Park                  | <a href="mailto:ypark11@utk.edu">ypark11@utk.edu</a>   | BEC 414   | 974-3435 | Katie Potter                   |
| Catherine Smith               | <a href="mailto:ccaudle1@utk.edu">ccaudle1@utk.edu</a> | BEC 412   | 974-3435 | Katie Potter                   |
| <b>STEM ED/Math</b>           |  |           |          |                                |
| JoAnn Cady                    | <a href="mailto:jcady@utk.edu">jcady@utk.edu</a>       | BEC 407   | 974-0068 | Heather Davis<br>BEC 421       |
| Frances Harper                | <a href="mailto:fharp1@utk.edu">fharp1@utk.edu</a>     | CC 446    | 974-0068 | Heather Davis                  |
| Lynn Hodge                    | <a href="mailto:lhodge4@utk.edu">lhodge4@utk.edu</a>   | BEC 410   | 974-0068 | Heather Davis                  |
| <b>STEM ED/Science</b>        |  |           |          |                                |
| Mehmet Aydeniz                | <a href="mailto:maydeniz@utk.edu">maydeniz@utk.edu</a> | BEC 408   | 974-0068 | Heather Davis                  |
| Elizabeth MacTavish           | <a href="mailto:emactav@utk.edu">emactav@utk.edu</a>   | Greve 101 | 974-0068 | Nancy Lessig<br>120 Greve Hall |
| Joshua Rosenberg              | <a href="mailto:jrosenb8@utk.edu">jrosenb8@utk.edu</a> | CC 420    | 974-0068 | Heather Davis                  |
| <b>STEM ED/VolsTeach</b>      |  |           |          |                                |
| Terri Hopkins [Math]          | <a href="mailto:thopkins@utk.edu">thopkins@utk.edu</a> | 113 Greve | 974-3544 | Nancy Lessig                   |
| Yolanda Kirkpatrick [Science] | <a href="mailto:yfirkpa@utk.edu">yfirkpa@utk.edu</a>   | 104 Greve | 974-9382 | Nancy Lessig                   |

The following section presents all TPTE faculty (in alphabetical order by last name), their academic ranks, TPTE academic program areas and individual research interests. Graduate students may find this information helpful as they select faculty to guide them in their graduate study.

## ***Faculty Profiles/Research Interests***

**Donna Alderman** is a *Lecturer* in Special Education.

**Dr. Ashlee Anderson**, *Clinical Assistant Professor, Cultural Studies in Education*

(In) equity effects of teacher education as manifested locally and globally, educational policy, qualitative research

**Dr. Brittany Anderson**, *Assistant Professor, Urban Multicultural and Elementary Education*

**Dr. Mehmet Aydeniz**, *Associate Professor, STEM ED/Science*

Assessment of student learning in science, science teachers' pedagogical content knowledge, college science teaching and professional development of science teachers

**Dr. Sherry Mee Bell**, *TPTE Department Head, Professor, Special Education*

Assessment and instruction, particularly for students with learning disabilities, reading disabilities/dyslexia, struggling readers of all ages, and attributional style

**Dr. Joy G. Bertling**, *Assistant Professor, Art Education*

Intersection of art education and ecological concerns, the potential of image-based research methods

**Dr. Stergios G. Botzakis**, *Professor, Literacy Education*

Secondary education, adolescent literacies, popular culture, media literacy, graphic novels

**Dr. Amy Broemmel**, *TPTE Associate Department Head, Associate Professor, Literacy and Elementary Education*

Elementary literacy, reading teacher education, teacher education

**Dr. Clara Lee Brown**, *Associate Professor, ESL Education*

Content-based ESL curriculum and instruction to enhance ESL students' academic language, literacy development of English language learners, bilingual identity formation, heritage language maintenance, assessment equity for English language learners in large-scale assessment, and for special education placement

**Dr. JoAnn Cady**, *Professor, STEM ED/Math*

Teacher beliefs and their relationship to instructional practices in mathematics and developing mathematical pedagogical content knowledge

**Dr. David Cihak**, *CEHHS Associate Dean, Professor, Special Education*

Effective instructional and behavioral strategies, specifically video, augmented, mobile, and context-aware technologies for improving educational, functional, and social/communicative outcomes for students with intellectual disability and autism in classroom and community settings

**Dr. Mari Beth Coleman**, *TPTE Co-Director, Undergraduate Studies, Associate Professor, Special Education*. Assistive technology and instructional strategies for promoting social and academic learning for students with disabilities

**Dr. Chonika Coleman-King**, *Assistant Professor, Elem Education, Urban-Multicultural*  
Race-centered curriculum development and implementation, teacher preparation for diverse contexts, and the experiences of Black immigrant and Black American youth in U.S. schools.

**Dr. Jeffrey Davis**, *Professor, Education of the Deaf and Hard of Hearing/ED Interpreting*  
Deaf studies education, linguistics, English as a Second Language, ethnographic approaches to field work, various aspects of language in society, intercultural communication

**Dr. Patricia Davis-Wiley**, *Professor, World Languages and ESL Education*  
Impact of world language study on academic achievement, L2 acquisition, proficiency, assessment issues, WL and ESL research and pedagogy, integration of innovative technology in second language instruction, content-enriched and standards-based L2 pedagogy

**Calvin Farley**, *Lecturer, Education of the Deaf and Hard of Hearing/ED Interpreting*

**Dr. Colleen Gilrane**, *Chair, University IRB, Associate Professor, Literacy/Elementary ED*  
Literacy and teacher education

**Joan Croce Grim**, *Senior Lecturer, Special Education*  
Education of students with mild to severe disabilities, early childhood special education.

**Dr. Susan Groenke**, *TPTE Assistant Department Head, Professor, English Education*  
Exploring effective strategies for facilitating democratic dialogue and critical thinking skills through the reading of young adult literature and online discussion about literature

**April Haggard**, *Lecturer, Education of the Deaf and Hard of Hearing/ED Interpreting*

**Dr. Frances Harper**, *Assistant Professor, STEM ED/Math*  
Issues equity and social justice in mathematics education, STEM integration through project-based learning, students' mathematics identity development, critical pedagogy and collaborative learning

**Dr. Lynn L. Hodge**, *Director, VolsTeach, Associate Professor, STEM ED/Math*  
Equity and identity in mathematics education

**Dr. Dan Hoffman**, *Clinical Assistant Professor, Education of the Deaf and Hard of Hearing/ED Interpreting*

**Dr. Terri Hopkins**, *Clinical Associate Professor, VolsTeach*  
STEM teacher education, math education

**Dr. Nils Jaekel**, *Clinical Assistant Professor, English, ESL, and World Languages Education*  
Content-based acquisition in WL and ESL, early L2 acquisition, individual differences in L2 acquisition, language learning strategies, self-efficacy in language learning and teacher education, ELLs' summer regression

**Dr. Jennifer Jordan**, *Clinical Associate Professor, Elementary ED, Rural/Literacy Education*  
Early literacy, struggling readers, teacher education

**Dr. Joshua Kenna**, *Assistant Professor, Social Sciences Education*  
The teaching and learning of social studies particularly as it involves film, literacy, social issues, standards, and experiential learning techniques

**Dr. Yolanda Kirkpatrick**, *Clinical Assistant Professor, STEM ED/Science, VolsTeach*  
Best practices of STEM teaching, culturally responsive pedagogy, experiential learning, project-based instruction, and teaching in a digital age

**Carol LaCava**, *Senior Lecturer, Educational Interpreting Program*  
Interpreting in K-12 settings and theatrical interpreting

**Dr Geri Landry**, *Clinical Assistant Professor, Secondary Teaching*  
Director of the CEHHS Office of School-Based Experiences (OSBE)

**Dr. Judson Laughter**, *Associate Professor, English Education*  
Critical multicultural teacher education, literacy education, the preparation of teachers for diverse classrooms

**Dr. Elizabeth MacTavish**, *Clinical Assistant Professor, STEM ED/ Science, EdTech/VolsTeach*

**Dr. Anne McGill-Franzen**, *Professor, Literacy Education*  
Early literacy, interventions to support struggling readers, reading disabilities

**Dr. Tara Moore**, *Assistant Professor, Special Education*  
Classroom and behavior management and teacher-student interactions to prevent and reduce problem behavior

**Cassie Norvell**, *Clinical Lecturer, Literacy ED, Elementary ED*

**Dr. Blanche W. O'Bannon**, *Professor, STEM ED/Educational Technology*  
Integration of technology into K-12 teaching and learning, including the use of multimedia, Web 2.0 tools and mobile devices.

**Dr. Yujeong Park**, *Assistant Professor, Special Education*  
Evaluating the effectiveness of reading interventions and strategies for students with learning disabilities, developing a reliable and valid assessment tool/system in reading for K-6 students with specific learning disabilities (SLD) as well as English Language Learners (ELLs)

**Dr. Anthony Pellegrino**, *Associate Professor, Social Science Education*  
Social science teacher education, teacher candidate clinical experiences, historical thinking practices with K-12 students

**Dr. Kristin Rearden**, *Clinical Professor, STEM ED/Science*  
Integrating science and literacy, teacher beliefs

**Dr. Bob Rider**, *CEHHS Dean, Professor*

**Dr. Joshua Rosenberg**, *Assistant Professor, STEM ED/Science*

**Dr. Cheryl Shahan**, *Clinical Assistant Professor, Education of the Deaf and Hard of Hearing*  
Sex-gender issues in classrooms, including teachers' interactions with Deaf girls and boys; American Sign Language (ASL)-English bilingualism in the classrooms; use of children's literature with Deaf students

**Dr. Catherine Smith**, *Clinical Assistant Professor, Special Education*

**Dr. David Smith**, *Research Professor and Director of the Center on Deafness*

Teacher expectations on the performance of deaf children, American Sign Language use in classrooms by teachers of the deaf, cultural practices of deaf adults in the education of deaf children, evaluation of American Sign Language skills using Curriculum-Based Measurement

**Patty Stinger-Barnes**, *Senior Lecturer, Urban Multicultural Education, STEM ED/Science*  
Middle grades and urban teacher preparation

**Dr. Barbara Thayer-Bacon**, *Professor, Cultural Studies Education*

Philosophy of Education Feminist theory and pedagogy, pragmatism, and cultural studies in education.

**Dr. Zoi Traga-Philippakos**, *Assistant Professor, Literacy Education*

**Dr. Nora Vines**, *Clinical Assistant Professor, Elementary Education, Rural Literacy Education*  
Early literacy, struggling readers

**Dr. Stewart Waters**, *Associate Professor of Social Science Education/Elementary Emphasis*

Character education, teaching with film, visual literacy, social studies curriculum, and alternative methods for teach social studies

**Dr. Kimberly Wolbers**, *Associate Professor, Deaf Education*

Writing instruction, interactive and dialogic instruction, language delayed and linguistically diverse populations

**Dr. Deborah A. Wooten**, *Professor, Literacy Education, Elementary Education*

Using Children's and Young Adult literature to teach comprehension and higher order thinking skills as well motivating and engaging students to read and to want to read

## **General Duties and Responsibilities of Faculty and All Graduate Students**

It is our intent to provide high-quality, graduate programs in which students engage in innovative and research-based practices with educators across the university, the state, the region, the nation, and the international community. Our graduate students have the opportunity to experience diversity through projects and events in the university setting, in schools and the broader educational communities throughout the area.

Departmental goals designed to be consistent with our mission are as follows:

1. Faculty achieve productivity goals that reflect the ideals of university work.
2. Faculty establish core knowledge base and conceptual framework to serve as the foundation for our teacher, administrator, and interpreter education programs.
3. Faculty facilitate opportunities for students to share in community involvement and service.
4. Faculty increase diversity and international characteristics of the department.
5. Faculty provide an exemplary standard of teaching and exemplary teacher, administrator, and interpreter education programs, informed by and embodying established standards and innovative practices.
6. Faculty collaborate with school and community practitioners.
7. Faculty participate in university service at the departmental, college, and campus levels.
8. Faculty engage in professional service that focuses on the development of policies/practices related to improving the status of children and families throughout the community and world.

Concurrently, we are fully dedicated to guiding our graduate students to meet all University guidelines and regulations in a timely fashion.

## **Admissions Requirements and Application Procedures**

### ***Applying to the MS, EdS, or PhD programs in Theory and Practice in Teacher Education***

Admission to any graduate program within the Department begins with admission to the UTK Graduate School. Applying to the Graduate School is now *a one-step process*. Application materials must be complete to be considered for admission. It is recommended by the Graduate School to apply at least 9 months prior to the desired term of entry and allow at least 4-6 weeks for an application to reach the department. Completed applications must be received by the TPTE Department at least 1 month prior to the review or entry date. Students have the final responsibility for the timely arrival of all required items.

#### ***A. The items listed below must be sent to:***

Graduate and International Admissions  
The University of Tennessee  
201 Student Services Bldg.  
Knoxville, TN 37996-0230

1. **GRE scores (only required for Ph.D.)**. Request that your GRE scores\_ (<http://www.ets.org/gre#addscrreports> ) and University transcripts be sent to The Graduate School. Official transcript from each College or University you have attended (*both* graduate and undergraduate.)
2. **\$60.00 application fee and Graduate school application**. You may apply online to The University of Tennessee Graduate School: (<https://www.applyweb.com/apply/utg/>)  
*Note: International students should apply through this page:*

<http://gradschool.utk.edu/admissions/applying-to-graduate-school/admissions-for-international-students/>

Please see <http://tpte.utk.edu/admissions/> and click on the link entitled *Required Materials for MS, EdS, and PhD Programs and Departmental Application* to view additional items for admission to TPTE Programs that need to be uploaded in the online application process.

*For further information, please contact our Department Administrative Assistant for Graduate Admissions:*

Vicki Church ([vickic@utk.edu](mailto:vickic@utk.edu)), Administrative Support Assistant III, Department of Theory and Practice in Teacher Education, Graduate Admissions, The University of Tennessee, 1126 Volunteer Blvd., Room A226 Bailey Complex, Knoxville, TN 37996-3442  
Phone: (865) 974-2321

### ***C. Special admission categories:***

**1. Non-degree student.** Persons who have earned a bachelor's degree may apply for admission as non-degree students. If you have been admitted to UT as a non-degree student and are currently taking courses (or have taken graduate courses at UT within the past 2 years) you must submit a Request for Change of Graduate Program Form (available at <http://gradschool.utk.edu/forms-central/change-of-program/>) to the Graduate School to become a degree-seeking student. Non-degree Seeking students are not eligible to receive Financial Aid.

**2. Previously-admitted graduate students.** If you have previously enrolled in graduate studies at The University of Tennessee OR have submitted an application within the past 12 months, *do not complete* the initial admission application. Please submit a Readmission Application <http://gradschool.utk.edu/admissions/applying-to-graduate-school/readmission/> and submit the \$30 non-refundable fee with your application.

Applicants, who have submitted an application for graduate study within the past 12 months but did not enroll, must contact the Graduate School office to update and reactivate the application.

If you have a current application and wish to make a change, *do not complete the online application*. You will need to contact Ms. Gayle Roberts ([broberts8@utk.edu](mailto:broberts8@utk.edu)).

## **Financial Support**

### ***Graduate Assistantships***

The Department of Theory and Practice in Teacher Education supports approximately 20 graduate assistantships each year. While not restricted to doctoral level applicants, the majority of these assistantships are awarded to doctoral students who work with teacher education faculty in the supervision and mentoring of interns. Assistantships are also available in Literacy Education, Educational Interpreting, and other specialized programs funded through grants. Awards are made in the spring and early summer for the following academic year to current students and new students who have been accepted into graduate degree programs.

Graduate Assistants comprise a vital part of the departmental community. The Department follows University guidelines regarding these appointments and related work assignments (see: [http://catalog.utk.edu/content.php?catoid=7&navoid=521#poli\\_admi\\_grad\\_assi](http://catalog.utk.edu/content.php?catoid=7&navoid=521#poli_admi_grad_assi)).

Graduate Assistants should receive appropriate departmental and instructional team communications, attend departmental and team meetings, and participate in departmental conferences, seminars, or symposia. However, such activities should not interfere with the students' primary educational objectives.

### **Selection of Graduate Assistants**

Students interested in obtaining graduate assistantships within the department must submit assistantship applications to the Departmental office. Instructional Team Leaders and faculty review applications and make recommendations to the Department Head regarding assignment of available assistantships. The Department Head, in concert with the Executive Committee and Personnel Committee, determines the appropriate distribution of assistantships throughout the Department, and assigns faculty supervisors for each selected student. Pending the availability of departmental resources and satisfactory performance of the student, graduate assistant appointments can be renewed up to 5 years. Faculty supervisors are responsible for the evaluation of Graduate Assistants and must notify the Department Head in writing concerning any reason(s) why an assistantship should not be renewed for an otherwise eligible assistant, prior to March 1. Work assignments for Graduate Assistants are given by assigned faculty supervisors in collaboration with the Department Head.

Graduate assistantships are the primary source of funding for graduate students at UTK and are offered by academic departments and administrative offices of The University. An assistantship is a financial award to a graduate student for part-time work in teaching, administration, or research while pursuing an advanced degree. Appointments are normally on a one-fourth to one-half time basis, usually requiring 10 – 20 hours of service per week. The annual stipend is payable in either 12 monthly installments. In addition to the stipend, Graduate Teaching Assistants (GTAs), Graduate Teaching Associates (GTAssoc), Graduate Assistants (GAs), and Graduate Research Assistants (GRAs), with appointments on a one-fourth time basis or higher, are entitled to a waiver of maintenance fees and tuition for the period of appointment in accordance with University policy. These appointments also include a benefit of health insurance for the student.

*Students who submit assistantship applications to the Department before February 1 are given priority. Go to the following link for more information:* <http://tpte.utk.edu/financial-aid/>. The application for graduate assistantships can be found at: <http://tpte.utk.edu/admissions/> under the Funding link.

### **Scholarships and Other Funding Opportunities**

The University of Tennessee offers the following scholarship opportunities for graduate students in the Department. To apply for a scholarship in the College of Education, Health and Human Sciences, please complete the Graduate Student Scholarship Application and return to the Student Services Center, 332 Bailey Education Complex, Knoxville, TN 37996-3443. The deadline is February 1 for the following school year.

## ***Graduate Student Scholarships***

The University of Tennessee awards many scholarships to graduate students. See <http://onestop.utk.edu/scholarships/> for more information.

## ***Teacher Education Intern Scholarships***

Rising fifth-year interns are contacted via email and provided a link to the Teacher Education Scholarship application form to be submitted January 1 through the deadline, March 1. Additional information is available during intern orientations that take place early spring.

## ***Tennessee Teaching Scholars Program***

The Tennessee Teaching Scholars Program is intended to encourage exemplary students to enter the teaching field in Tennessee. Participation is limited to college juniors, seniors, and post-baccalaureate candidates admitted to a teacher education program in a Tennessee college or university. To be eligible, the applicant must:

- be a Tennessee resident and a U.S. citizen, and
- have at least a 2.75 cumulative grade point average or higher if required for the teacher education program at his/her school of choice, and
- be enrolled full-time if undergraduate or at least half-time if a graduate student, and
- not be a licensed teacher or receive the scholarship while employed in a teaching position.

***For more information about this program, visit the following website:***

<https://www.tn.gov/collegepays/money-for-college/loan-forgiveness-programs/tennessee-teaching-scholars-program.html>

For any further information about Teacher Education Scholarships contact Ms. Nina Fox at 865-974-4118 or at [nfox@utk.edu](mailto:nfox@utk.edu)

## ***Fellowships***

Fellowships are awards that typically require no service. Most fellowships are awarded on the basis of academic merit and potential for scholarship.

***Applications and information can be found at UT's Graduate School website below:***

<http://gradschool.utk.edu/graduate-student-life/costs-funding/graduate-fellowships/>

## ***Student Loans and Scholarships***

Students must be admitted as *degree-seeking* and must be enrolled at least half-time to qualify for federal student loans. More information on loans and scholarships can be found at the following websites: <https://web.utk.edu/~finaid/> and <http://onestop.utk.edu/scholarships>

## ***Graduate Student Travel Information***

Currently, there are three potential sources of funding for graduate student to travel to professional conferences.

### **Graduate Student Senate Travel Awards**

The Graduate Student Senate (GSS), in cooperation with the Dean of Students and the Dean of Graduate Studies, awards funding for graduate and professional students to travel, present work, and participate at scholarly conferences and events. Three travel award announcements are made throughout the year, designed to roughly coincide with UT's academic term periods. These awards are based on merit and are given to provide partial reimbursement of certain allowable expenses such as transportation, lodging and registration expenses. Applications are considered by a committee composed of graduate students, faculty members, and university administrators. All applications must begin at the departmental level under the supervision and support of a faculty member.

***Only applications submitted by the posted deadlines, using the official form found at the website below, will be considered for awards. Application and information can be found at: <https://gss.utk.edu/travel-awards/information>***

### **CEHHS Graduate Student Travel Awards**

The College may match departmental funding for presentations of research papers to professional organizations. Students seeking support must be on the conference program with an invited or refereed paper for presentation at a conference that is directly related to the students' academic fields. No more than two student presenters for the same presentation will be considered for potential funding. Requests for graduate student travel support must be co-submitted by a faculty sponsor such as major professor or research collaborator and begin at the departmental level. Please see your graduate program advisor for more information.

### **Additional CEHHS Funding Opportunities**

Other funding possibilities for graduate student funding include the Kellie W. McGarrh Fund. Guidelines and submission dates for these sources are available from Ms. Diane Booker in the Dean's Office (974-6638; [dbooker@utk.edu](mailto:dbooker@utk.edu)), 335 Claxton Complex.

Requests for departmental and college funding must include the signature of the Department Head, along with the amount furnished by the Department and any other contributing accounts other than the College account. Request forms are available from Departmental secretaries. Please submit requests on forms printed for the current academic year. Forms should be completely filled out with the requested information. All items are important since all travel is logged by the person, the conference or purpose of the trip, including places and dates and titles of presentations made.

# Registration and Advising

## ***Registration***

The UT Graduate online catalog (<http://catalog.utk.edu/index.php>) offers an extensive explanation of registration procedures for graduate students. A brief overview of this information appears in this section of the Handbook.

## **Procedures**

Essentially, it is expected that all graduate students be registered when using university facilities and/or faculty time. One semester hour is the minimum requirement for using university facilities (e.g., library checkout, labs, and recreational facilities).

Registration is an online process using My UTK (<https://myutk.utk.edu>) and information for course offerings is available at the same website, in the *Schedule of Classes/Timetable* each term. A bill is sent to the registered student. Should payment not be made by the designated due date, the student's class schedule will be cancelled. The Office of the University Registrar, <http://registrar.utk.edu> (865) 974-2101, 209 Student Services Building, can provide additional information regarding this process.

## **Course Loads**

*The following section is taken directly from the UT online Graduate Catalog.*

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

Students holding a one-half time assistantship normally should enroll for 6-11 hours. A one-fourth time graduate assistant normally should take 9-13 hours. A student on a one-half time assistantship who takes 6 hours will be considered full time. Refer to the Policy for the Administration of Graduate Assistantships for additional information.

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

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

### **Use of Facilities TPTE 502 class**

Graduate students, who are not registered for UT classes, must register for TPTE 502 (1 hour minimum), in order to use any university facility, check out library books, take up faculty time or complete a comprehensive exam during that particular semester. The student's major advisor is typically the instructor of record for this class.

### **Registration for TPTE 500 thesis hours**

Only master's students who are writing a thesis are allowed to register for TPTE 500. Students typically register for a total of 6 hours of TPTE 500 during the semesters they are writing their thesis and preparing for its defense.

### **Registration for TPTE 600 Dissertation Hours and Continuous Registration**

TPTE 600 is reserved for doctoral research and dissertation hours. Initial registration for 600 generally corresponds to the time at which a student begins work actively on dissertation research following admission to candidacy. From this time on, students are required to register continuously for at least 3 hours of 600-level courses each semester, including summer term. A minimum total of 24 hours of course 600 is required and no more than 99 credits of 600 can be earned.

### ***Advising***

Upon being admitted to a graduate degree program in TPTE, every graduate student ultimately receives a letter of admission to the respective degree program by the Department Head. A temporary advisor from the program of study may be assigned to the new graduate student who will direct the student to follow a Program of Study for that particular degree program and approve the student's academic course load every semester. After the student has become acquainted with the program area and its faculty, the student may request a professor who will serve as a permanent advisor, and, who will, in concert with the student, select an appropriate graduate committee.

It is the student's responsibility to make arrangements to meet with the advisor on a regular basis throughout the academic year. It is also incumbent upon the student to follow all Graduate School deadlines (posted on the Graduate School website: <http://gradschool.utk.edu/default.shtml>) for submitting all paperwork required for the completion of the graduate degree. All forms are available online (<http://gradschool.utk.edu/gradforms.shtml>) on the GS website along with deadlines for their submission (<http://gradschool.utk.edu/graduation/graduation-deadlines/>).

## Graduate Certificate Programs

In addition to its graduate degrees, the Department offers three graduate certificate programs which are showcased in the graduate catalog.

*The Cultural Studies in Education Graduate Certificate* is a 15 credit hour program intended for currently admitted graduate students seeking to develop skills necessary when working with diverse populations, especially targeted, minority populations.

[http://catalog.utk.edu/preview\\_program.php?catoid=25&poid=10987&returnto=3192](http://catalog.utk.edu/preview_program.php?catoid=25&poid=10987&returnto=3192)

*The Rehabilitation Counseling for the Deaf Graduate Certificate* is a 12-credit hour distance education program available to graduate students whose career interests relate to working with individuals who are deaf or hard of hearing.

[http://catalog.utk.edu/preview\\_program.php?catoid=25&poid=11015&returnto=3192](http://catalog.utk.edu/preview_program.php?catoid=25&poid=11015&returnto=3192)

*The Urban Education Graduate Certificate* is a 12-credit hour program that offers aspiring and experienced educators an opportunity to serve diverse urban communities by strengthening their knowledge, skills, and dispositions related to educational equity.

[http://catalog.utk.edu/preview\\_program.php?catoid=25&poid=10967&returnto=3192](http://catalog.utk.edu/preview_program.php?catoid=25&poid=10967&returnto=3192)

## Degree Requirements in TPTE

The Department offers masters and educational specialist degrees in Teacher Education as well as three concentrations affiliated with the PhD in Education. Table 1 gives an overview for all of these academic programs.

A description of all graduate degrees offered in the Department (MS, EdS, PhD) follows Table 1 and includes a detailed explanation of each degree's curriculum, requirements for admission, formation of committee, research/residence requirements, examination information and time limit to complete each graduate degree.

**Table 1**  
**Graduate Degrees and Concentrations in TPTE**

| <b>Degree</b>                        | <b>Major</b>      | <b>Concentration</b>  | <b>Concentration</b>   |
|--------------------------------------|-------------------|---|--|
|                                      |                   | <b><u>Educational Studies</u></b><br><i>[Specializations]</i>   | <b><u>Professional Internship Initial Licensure</u></b> <i>[Specializations]</i> |
|                                      |                   | Art education   | Art education  |
|                                      |                   | Cultural Studies of educational foundations   | ASL education  |
|                                      |                   | Education of the deaf and hard of hearing   | Education of the deaf and hard of hearing  |
|                                      |                   | Elementary education  | Elementary education   |
|                                      |                   | English education   | English as a Second Language   |
|                                      |                   | Literacy education  | English education  |
|                                      |                   | Mathematics education   | Mathematics grades 6-8 education   |
|                                      |                   | Science education   | Science education  |
| <b>MS</b>                            | Teacher Education | Science education (informal education)  |  |
|                                      |                   | Science, technology, engineering and mathematics  | Science grades 6-8   |
|                                      |                   | Social science education  | Social sciences education  |
|                                      |                   | Special education   | Special education  |
|                                      |                   | Teaching and learning   |  |
|                                      |                   | World language/ESL  | World language education   |
|                                      |                   | <b><u>Concentration Practitioner</u></b><br><i>[Specializations]</i>  |  |
|                                      |                   | English as a second language  |  |
|                                      |                   | Math education  |  |
|                                      |                   | Science education   |  |
|                                      |                   | Special education   |  |
|                                      |                   | World languages   |  |
| <b>EdS</b>                           | Teacher Education | Educational technology  |  |
|                                      |                   | Elementary education  |  |
|                                      |                   | English education   |  |
|                                      |                   | Literacy education  |  |
|                                      |                   | Mathematics education   |  |
|                                      |                   | Science education   |  |
|                                      |                   | Social science education  |  |
|                                      |                   | Special education   |  |
|                                      |                   | Teaching and learning   |  |
|                                      |                   | World language/ESL education  |  |
| <b>Graduate Certificate Programs</b> | Teacher Education | Cultural Studies in Education   |  |
|                                      |                   | Rehabilitation Counseling for the Deaf  |  |
|                                      |                   | Urban Education   |  |
| <b>PhD</b>                           | Education         | Literacy studies ( <i>specializations</i> : children's & young adult literature; ESL; literacy education)   |  |
|                                      |                   | Special education/deaf education/interpreter education  |  |
|                                      |                   | Teacher Education ( <i>specializations</i> : cultural studies in education foundations; early childhood education; elementary education; English education; mathematics education; science education; social science education) |  |

## **Master of Science in Teacher Education**

### **Teacher Education Major Overview**

The Master of Science with a major in Teacher Education has three concentrations: Professional Internship Licensure, Practitioner, and Educational Studies

**The Professional Internship Concentration** is designed for individuals seeking initial teacher licensure. Applicants to any of the professional internship concentrations must first interview with a teacher education admissions board and be admitted to teacher education. Individuals are encouraged to contact the College's Student Services Center, A332 Bailey Education Complex, for a diagnostic interview and to develop a tentative course of study and time line.

Master's Internship concentrations are 36 graduate credit hours (non-thesis); 42 graduate credit hours (thesis). Students, regardless of teaching concentration (e.g., elementary, secondary), complete a common teacher licensure core of 24 graduate credit hours during the Professional Internship year (see below).

#### **Professional Internship Year common core courses (24 credit hours)**

- TPTE 574 (2-3), TPTE 575 (12), TPTE 591 (3-4), concentration specific courses as approved by advisor (6).

#### **Additional course concentration requirements to earn a master's degree (12 credit hours)**

In addition to the Professional Internship Year common core courses listed above, students must complete an additional 12 credit hours of graduate coursework that is unique to their concentration field to earn a master's degree. Additional courses required for each concentration are listed in the graduate school catalog at this link:

[http://catalog.utk.edu/preview\\_program.php?catoid=25&poid=10964&returnto=3192](http://catalog.utk.edu/preview_program.php?catoid=25&poid=10964&returnto=3192)

**The Practitioner Concentration** leads to licensure in high needs content areas, math education, science education, special education, world languages, and English as a second language. It is designed for students who are earning an initial teaching credential while serving as an instructor of record in a school. In areas of teacher shortage, state licensure requirements allow a partnership school system (or private school) to employ an individual as *instructor of record*, provided content/subject knowledge has been met, and the candidate has been admitted to an approved educator preparation program (EPP). The student would enter a graduate-level teacher EPP, while carrying out the duties and responsibilities of a first-year teacher, with school system and UT faculty as mentors, and has three years to complete licensure requirements. The Tennessee Department of Education's Office of Educator Licensing will issue the license only at the recommendation of the approved educator preparation program. Contact the Office of Advising and Student Services for more information (<http://cehhsadvising.utk.edu/licensure/>).

The Practitioner concentration common core courses are listed below. Students must complete an additional 12 credit hours of graduate coursework that is unique to their concentration field to earn a master's degree. Please see program area advisors for more information.

EDPY 401 (3), ETEC 486 (3), SPED 402 (3), SPED 557 (3), EDUC 576 (4-7), Concentration specific courses (6-12).

**The Educational Studies Concentration** does not lead to initial teacher licensure but, depending on the student's program of study, may lead to an additional endorsement area for an already-licensed teacher. It is for students seeking to enhance their professional knowledge and expertise, for those preparing to teach on the post-secondary level, or for those preparing for careers that do not require teacher licensure. Thesis and non-thesis options are available as are specializations in several subject and specialty areas. Both the thesis and non-thesis options require students to submit a written comprehensive examination and 2/3 of total hours must be 500-level or above. In addition, students completing theses must sit for an oral examination of their theses.

Thesis: Minimum 30 graduate credit hours, satisfactory completion of written thesis and oral defense of thesis; 2/3 of total hours for MS degree must be 500-level or above.

Non-Thesis: Minimum 33 graduate credit hours, satisfactory completion of written comprehensive examination; 2/3 of total hours for MS must be 500-level or above.

### **Transfer Hours**

*A maximum of 6 semester hours may be transferred from another graduate degree-granting institution, but only with the approval of the committee. Additional hours may be transferred from institutions within the UT system upon committee approval.*

### **Admission**

For all programs, students must meet all current graduate school admission requirements and departmental requirements in addition to submitting a graduate school and departmental application. Three letters of recommendation are also required for the Educational Studies concentration.

### **Programs of Study for the Master of Science Concentration Areas**

For a complete list of specific coursework/degree requirements for all three TPTE concentration areas, please refer to Table 1 (see page 19) and the current online Graduate Catalog available at: (<http://catalog.utk.edu/index.php>) and the following link on the TPTE website at: <http://tpte.utk.edu/tpte-academics/>

**Final Examination:** The candidate's MS committee determines the specific requirements for the comprehensive examination. Both written and oral presentations may be involved, as specified by the committee.

### **Time Limit**

Students have 6 calendar years to complete the MS degree, starting at the beginning of the semester of the first course counted toward the degree and ending the semester of graduation.

### **Graduation**

Graduate students who have completed all degree requirements may participate in a hooding ceremony to recognize their graduation. The hooding ceremony gives faculty and students an opportunity to celebrate the students' accomplishments. See this URL for more information:

<http://gradschool.utk.edu/graduation/graduate-hooding-ceremony/>

# Specialist in Education Programs

## Teacher Education Major

The department offers a Specialist in Education degree with a major in teacher education. This degree is designed for those students who already possess a master's degree in education. Exceptions may be made only by the faculty of the program to which the student is applying.

## Teacher Education Concentrations

The Specialist in Education with a major in teacher education encompasses concentrations in educational technology; elementary education; English education; literacy education; mathematics education; science education; social science education; special education; teaching and learning; and World Language/ESL education.

## Admission

Candidates must complete both university and departmental applications, which includes the online application submitted to the Office of Graduate Admissions and the EdS teacher education application from the department. A graduate GPA of 3.20 or higher, documentation of teaching or related experience, and three rating forms with recommendations that assess a candidate's strengths, weaknesses, leadership, and scholarly potential are required. Some concentrations have specific application deadlines while others have a rolling admissions policy. Some concentrations require a minimum of 3 years of teaching or related experience and other concentrations may have additional requirements such as writing samples, work samples, or interviews. The departmental EdS application, rating forms, specific program deadlines, and other requirements are available from the department.

## Requirements

The total EdS program involves a minimum of four semesters of study with no fewer than 60 credit hours of graduate credit beyond the baccalaureate, including research/thesis hours. Education courses at the 400-level required for licensure are not eligible. At least 2/3 of the semester hours accumulated in the master's and all of the last 30 credit hours of coursework must be in 500- or 600-level courses. The EdS thesis must be approved by the student's committee prior to submission to the Graduate School for final approval and acceptance. The student must register for thesis hours during this time.

|   | <b>Credit Hours</b> |
|---|---------------------|
| <sup>1</sup> Core Area                    | 6                   |
| <sup>2</sup> Concentration Specialty Area | 12                  |
| <sup>3</sup> Research                     | 6                   |
| <sup>4</sup> Related Studies              | <u>6</u>            |
| <b>Total (Thesis and Non-Thesis)</b>      | <b>30</b>           |

<sup>1</sup> Must include one course from two of the following areas: adult learning, assessment, cultural studies, educational technology, ESL, instructional pedagogy; or Special Education.

<sup>2</sup> Faculty approved courses in curriculum, educational issues, instructional pedagogy, leadership.

<sup>3</sup> TPTE 503, TPTE 518 or other faculty approved research courses.

<sup>4</sup> Must be related to focus of degree and approved by faculty committee.

### **EdS Committee**

A committee of at least three faculty members is chosen by each student. A minimum of two members of this committee must represent the unit or major area. Responsibilities of the committee include formulating the student's program of coursework, supervising progress, recommending admission to candidacy, directing research, and coordinating the qualifying and final examinations.

### **Admission to Candidacy**

Admission to candidacy indicates agreement that the student has demonstrated the ability to do acceptable graduate work and that satisfactory progress has been made toward a degree. This action usually connotes that all prerequisites to admission have been completed and a program of study has been approved. The Admission to Candidacy form must be signed by the student's committee and list all courses to be used for the degree, including transfer coursework. This form is submitted to the Office of the University Registrar before the student has completed 15 hours of coursework in the Ed.S. program. A qualifying examination may be required for admission to candidacy if the student has a master's degree earned 6 years or more prior to admission to the program. This examination may be written and/or oral.

**Research Requirements** See the program descriptions on the TPTE website of individual programs for a list of thesis, problems in lieu of thesis, and non-thesis options. Some programs offer only a thesis program ([http://web.utk.edu/~tpte/grad\\_masters.html](http://web.utk.edu/~tpte/grad_masters.html)).

**Non-Thesis:** candidate studies research methods and findings and demonstrates skill in adapting them to professional needs as defined by the major program.

**Thesis or Problems in Lieu of Thesis:** 6 hours of research credit (518 or 503) must be earned in preparation of an acceptable piece of work. The student must continue to register for *thesis* or *problems* while working on the project, including the semester it is accepted by the Office of Graduate Student Services on behalf of the Graduate Council. The thesis must be prepared according to the regulations in the most recent *Guide to the Preparation of Theses and Dissertations*, and approved by the student's committee prior to submission to the Graduate Student Services for final approval and acceptance. See the following for more information: <http://gradschool.utk.edu/thesesdissertations/>

### **Final Examination**

A candidate presenting a thesis, or problems in lieu of thesis, must pass an oral examination covering the student's research and program of study. A non-thesis student must pass a final written, or written and oral examination, on all work offered for the degree. The examination is not merely a test over coursework, but a demonstration of the candidate's ability to integrate materials in the major and related fields. Each examination should be scheduled through the academic department at least 2 weeks prior to the examination and will be conducted in university-approved facilities by the student's committee. In case of failure, the candidate may not be reexamined until the following semester. The result of the second examination is final.

### **Time Limit**

EdS students have 6 calendar years to complete the EdS degree, starting at the beginning of the semester of the first course counted toward the degree and ending the semester of graduation.

## **Graduation**

Graduate students who have completed all degree requirements may participate in a hooding ceremony to recognize their graduation. The hooding ceremony gives faculty and students an opportunity to celebrate the students' accomplishments. See this URL for more information:

<http://gradschool.utk.edu/graduation/graduate-hooding-ceremony/>

## **Google Docs Electronic Portfolio Requirements for MS and EdS Teacher Education Programs**

All students who are enrolled in MS and EdS Teacher Education programs at The University of Tennessee are required to post required documents to a designated Google Docs electronic portfolio. It is the responsibility of each student to do so while enrolled in a Teacher Education program at The University of Tennessee. Please visit with your major professor for specific information about this.

## **Doctoral Program in Education**

### **Education Major**

The Department of Theory and Practice in Teacher Education offers one major (Education) and three concentrations (Literacy Studies, Special Education/Deaf Education/Interpreter Education and Teacher Education as for the Ph.D. Within the concentration areas are eight areas of specialization (see below).

### **Concentrations and Specializations**

#### Literacy Studies

- Children & Young Adult Literature

- English as a Second Language

- Literacy Education

#### Special Education, Deaf Education and Interpreter Education

#### Teacher Education

- Early Childhood Education

- Elementary Education

- English Education

- Mathematics Education

- Science Education

- Social Science Education

Students in Literacy Studies, Teacher Education, and Special Education Deaf Education/Interpreter Education concentrations share a common set of course requirements with credits required as shown below. Doctoral committees may require students to take additional hours to fulfill degree requirements. Note: Please refer to the following website for additional information on specific course requirements in each of these areas.

[http://catalog.utk.edu/preview\\_program.php?catoid=25&poid=10964&returnto=3192](http://catalog.utk.edu/preview_program.php?catoid=25&poid=10964&returnto=3192)

**Doctoral Core**

\*Research Area .....15  
\*\*Core Requirements.....12  
Concentration/Specialization .....15  
Cognate .....6  
Dissertation .....24

- \*Must include Theory and Practice in Teacher Education 640 (3)
- \*\* Seminar in each of the three department primary concentrations (TPTE 617, REED 602, SPED/EDDE 601, or other course from each of the three departmental PhD concentrations as approved by doctoral committee; 9 hours); TPTE 604 (1), 605 (1), at least one 612 (3)

*Note:* Please contact the academic program area for additional information on course requirements in each of these areas.

**Doctoral Committee**

The doctoral committee is 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 may be from outside of The University of Tennessee, but must be approved by the Graduate School.

The PhD committee should be formed toward the end of the student's first year of doctoral study. Subject to Graduate Council policies and individual program requirements, the committee must approve all coursework applied toward the degree, certify the student's mastery of the major field and any cognate field, assist the student in conducting research, and recommend the dissertation for approval and acceptance by Graduate Student Services.

**Doctoral Examinations**

Departments may, at their option, administer diagnostic and/or qualifying examinations in the early stages of the student's doctoral program. Successful completion of a comprehensive examination and a defense of dissertation is required for all doctoral degrees. Registration is required the term in which the examinations are taken.

**Residence Requirements**

Residence for the doctoral program is defined as full-time registration for two consecutive semesters (summer included) on the campus where the program is located. During residence, it is expected that the student will be engaged in full-time on-campus study toward the doctoral degree. A statement as to how and during what period of time the residence requirement has been met will be presented with the Application for Admission to Candidacy form along with signatures of approval from the major professor and the Department Head.

**Admission to Candidacy**

Admission to candidacy indicates agreement that the student has demonstrated the ability to do

acceptable graduate work and that satisfactory progress has been made toward a degree. This action usually connotes that all prerequisites to admission have been completed and a program of study has been approved.

A student may be admitted to candidacy for the doctoral degree after passing the comprehensive examination and maintaining at least a B average 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 The University of Tennessee, Knoxville, or at another institution prior to admission to the doctoral program, and is signed by the doctoral committee. Admission to candidacy must be applied for and approved by the Office of the University Registrar at least one full semester prior to the date the degree is to be conferred.

See: <http://gradschool.utk.edu/gradforms.shtml> for more information.

### **Registration for TPTE 600 and Continuous Registration**

TPTE 600 is reserved for doctoral research and dissertation hours. Initial registration for 600 generally corresponds to the time at which a student begins work actively on dissertation research following admission to candidacy. From this time on, students are required to register continuously for at least 3 hours of 600-level courses each semester, including summer term. A minimum total of 24 hours of course 600 is required and no more than 99 credits of 600 can be earned.

A student who will not be using faculty services and/or university facilities for a period of time may request leaves of absence from dissertation research up to a maximum of six terms (including summer terms). The request, approved by the major professor, will be submitted by the student and filed in the Office of the University Registrar. See the following URL for more information: <http://gradschool.utk.edu/forms-central/graduate-student-leave-of-absence/>

### **Dissertation**

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.

A student should be registered for the number of dissertation hours representing the fraction of effort devoted to this phase of the candidate's program. A final copy of the dissertation will be approved by the student's committee prior to final preparation of the dissertation. The manuscript will be prepared according to the regulations in the most recent *Guide to the Preparation of Theses and Dissertations*) and must be submitted to and accepted by the Office of Graduate Student Services on behalf of the Graduate Council. See the following for more information:

<http://web.utk.edu/%7ethesis/thesisresources.shtml>

<http://web.utk.edu/%7ethesis/>

<http://web.utk.edu/%7ethesis/samples.shtml>

### **Time Limit**

Comprehensive examinations must be taken within 5 years, and all requirements must be completed within 8 years, from the time of a student's first enrollment in a doctoral degree program to graduation.

## **Graduation**

Graduate students who have completed all degree requirements may participate in a hooding ceremony to recognize their graduation. The hooding ceremony gives faculty and students an opportunity to celebrate the students' accomplishments. See the following link for more information. <http://gradschool.utk.edu/graduation/graduate-hooding-ceremony>

The TPTE PhD Handbook is accessible at: <http://tpte.utk.edu/tpte-academics/drprograms/>

## **Examinations**

Each graduate degree in the TPTE Department has its own type of examination. Detailed information regarding examinations for the MS, EdS, and PhD. degrees is given in the previous section of the Graduate Student Handbook.

### **Administrative Procedure and Grading**

Grading policy is set by individual instructors and outlined in course syllabi.

### **Departmental Policy Regarding Exam Failure and Termination from Program**

Students are expected to fulfill all comprehensive examination requirements set by their committees. The chair of the student committee must confer with other members of the committee to determine the quality of the student submissions. If a student's initial efforts are unsatisfactory, committees can request additional work from the student, conduct an oral examination, or determine that the student has failed the examination. Any student failing the initial comprehensive examination may not attempt to complete the examination requirement until the following semester. Only one additional attempt to complete the examination satisfactorily is permitted. Students who fail the comprehensive examination a second time will be terminated from the program and not allowed to reenter that degree program.

### **Termination Process from Degree**

Students may be terminated from their degree programs due to failure to meet GPA standards, failure of the comprehensive examination twice, inadequate progress toward the degree or the inability to secure a faculty member willing and qualified to serve as chair of the committee. Students receive immediate written notification of their termination from the program.

## **Standards, Problems and Appeals**

### ***Required Grade Point Average***

All TPTE graduate students must maintain a cumulative grade point average of 3.0 for all graduate course work taken at the University of Tennessee, Knoxville to remain in good standing and receive any graduate degree or certificate. Following completion of one semester of graduate course work, should a student's GPA fall below 3.0, the student will be placed on academic probation. Only if the student maintains a GPA of 3.0 or greater during subsequent semesters, will the student be allowed to continue graduate study. Once the student has achieved a cumulative GPA of 3.0, the graduate student will no longer be on academic probation. Should the graduate student not maintain a 3.0 in subsequent semesters after being placed on academic probation, the degree or non-degree status of the student will be terminated by the Dean of the Graduate School. Upon recommendation by the Department, in concert with the Dean of the Graduate School, a

student who is on academic probation, and whose GPA has fallen below 3.0, may be allowed to continue on a semester-by-semester basis. Should the graduate student be dismissed from graduate status, the Department will send a written notice to the student with a copy to the Graduate School.

### ***Removal of Incompletes***

In the event a TPTE graduate student is making satisfactory progress in a course but due to an extenuating circumstance, cannot fulfill requirements for successful completion of that course, a grade of I can be awarded. The Incomplete must be removed within 1 calendar year or the grade will become an F.

### ***Adequate Progress Toward Completion of a Graduate Degree***

The TPTE graduate student's academic advisor will make every attempt to ensure that his/her advisee is making acceptable progress toward the completion of the degree being pursued. However, as stated under the Advising section of the Handbook, it is the student's responsibility to maintain semester-by-semester contact with the advisor to allow the student to successfully complete the graduate program in a timely manner.

### ***Compliance With Legal Requirements for Research***

All TPTE graduate faculty are familiar with UT's Office of Research's policies for conducting research (<http://irb.utk.edu>) and will assist their students as they conduct research studies as part of their degree programs. Departmental IRB reviewers are: Dr. Thayer-Bacon (Teacher ED), Dr. Sterge Botzakis (Literacy Studies), and Dr. Mari Beth Coleman (Special Ed/Deaf Ed/Interpreter Ed).

### ***Academic Honesty***

On the TPTE graduate student's application for admission and readmission is the following honor statement of which the student's signature confirms his/her acceptance. *An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.* Should a TPTE graduate student violate this honor code, the Department will follow university policy for this infraction.

### ***Appeals Procedure***

The Department of Theory and Practice in Teacher Education follows the Graduate Council Appeal Procedure. Please refer to the section entitled Documents and Resources, available at the following hyperlink: <http://gradschool.utk.edu/GraduateCouncil/gcouncil.shtml>

The protocol to be followed includes having the student meet with the Department Head, in concert with the student's academic advisor, then with the graduate program director, then, with the Dean of the College of Education, Health and Human Sciences. Further appeal may be made to the Graduate Council, through the Associate Dean of the Graduate School, and then on to the Dean of the Graduate School. Students may review all appeal procedures regarding allegations of misconduct or academic dishonesty as they are presented in *Hilltopics* and specifically under "Disciplinary Regulations and Procedures" (see <http://hilltopics.utk.edu/>).

## Appendices

### *Pertinent Graduate Student Web Pages*

|   |  |
|---|--|
| <b>Best Practices in Teaching</b>                                 | <a href="http://gradschool.utk.edu/training-and-mentorship/bpit/">http://gradschool.utk.edu/training-and-mentorship/bpit/</a>  |
| <b>Bursar's Office</b>  | <a href="http://web.utk.edu/~bursar">http://web.utk.edu/~bursar</a>  |
| <b>Campus Dining Services</b>                                     | <a href="http://www.utdining.com">http://www.utdining.com</a>  |
| <b>Center for Career Development</b>                              | <a href="http://career.utk.edu">http://career.utk.edu</a>  |
| <b>Counseling Center</b>  | <a href="http://counselingcenter.utk.edu/">http://counselingcenter.utk.edu/</a>  |
| <b>College of Education, Health and Human Sciences (CEHHS)</b>    | <a href="http://cehhs.utk.edu">http://cehhs.utk.edu</a>  |
| <b>David T. Bailey Graduate School of Education</b>               | <a href="http://gse.utk.edu">http://gse.utk.edu</a>  |
| <b>Department of Theory and Practice in Teacher Education</b>     | <a href="http://web.utk.edu/~tpte">http://web.utk.edu/~tpte</a>  |
| <b>Division of Student Life</b>                                   | <a href="http://studentlife.utk.edu/">http://studentlife.utk.edu/</a>  |
| <b>Funding, Fellowships, Assistantships for Graduate Students</b> | <a href="http://gradschool.utk.edu/graduate-student-life/costs-funding/graduate-assistantships">http://gradschool.utk.edu/graduate-student-life/costs-funding/graduate-assistantships</a><br><a href="http://gradschool.utk.edu/graduate-student-life/costs-funding/graduate-fellowships/">http://gradschool.utk.edu/graduate-student-life/costs-funding/graduate-fellowships/</a> |
| <b>Graduate School</b>  | <a href="http://gradschool.utk.edu">http://gradschool.utk.edu</a>  |
| <b>Graduate Online Catalog</b>                                    | <a href="http://catalog.utk.edu/index.php">http://catalog.utk.edu/index.php</a>  |
| <b>Graduate Student Rights and Appeals Procedure</b>              | <a href="http://gradschool.utk.edu/graduate-student-life/understanding-your-rights-and-obligations/">http://gradschool.utk.edu/graduate-student-life/understanding-your-rights-and-obligations/</a>  |
| <b>Graduate Student Senate</b>                                    | <a href="http://web.utk.edu/~gss">http://web.utk.edu/~gss</a>  |
| <b>Graduate International Admissions</b>                          | <a href="http://graduateadmissions.utk.edu/int-adm-guide.shtml">http://graduateadmissions.utk.edu/int-adm-guide.shtml</a>  |
| <b>Housing</b>  | <a href="http://uthousing.utk.edu/tnliving/">http://uthousing.utk.edu/tnliving/</a>  |

|   |   |
|---|---|
| <b>International House/Center for International Education</b> | <a href="http://web.utk.edu/~ihouse">http://web.utk.edu/~ihouse</a>   |
| <b>International Student and Scholar Services</b>             | <a href="http://web.utk.edu/~globe/index.php">http://web.utk.edu/~globe/index.php</a>   |
| <b>Instructional Services Center</b>                          | <a href="http://isc.utk.edu/">http://isc.utk.edu/</a>   |
| <b>Library Website for Graduate Students</b>                  | <a href="http://www.lib.utk.edu/info/grad">http://www.lib.utk.edu/info/grad</a>   |
| <b>Maps &amp; Directions</b>                                  | <a href="http://www.utk.edu/maps">http://www.utk.edu/maps</a>   |
| <b>MyUTK</b>  | <a href="https://myutk.utk.edu">https://myutk.utk.edu</a>   |
| <b>Office of Equity and Diversity</b>                         | <a href="http://oed.utk.edu">http://oed.utk.edu</a>   |
| <b>Office of Financial Aid &amp; Scholarships</b>             | <a href="http://web.utk.edu/~finaid">http://web.utk.edu/~finaid</a>   |
| <b>Office of Multicultural Student Life</b>                   | <a href="http://multicultural.utk.edu/">http://multicultural.utk.edu/</a>   |
| <b>Office of Research and Engagement (IRB link)</b>           | <a href="http://research.utk.edu/compliance">http://research.utk.edu/compliance</a>   |
| <b>OIT (Office of Instructional Technology)</b>               | <a href="http://oit.utk.edu">http://oit.utk.edu</a>   |
| <b>Office of the University Registrar</b>                     | <a href="http://registrar.utk.edu">http://registrar.utk.edu</a>   |
| <b>Parking and Transit Services</b>                           | <a href="http://web.utk.edu/~psa">http://web.utk.edu/~psa</a>   |
| <b>Police Department</b>                                      | <a href="http://web.utk.edu/~utpolice">http://web.utk.edu/~utpolice</a>   |
| <b>RecSports</b>  | <a href="http://recsports.utk.edu">http://recsports.utk.edu</a>   |
| <b>Student Conduct and Community Standards</b>                | <a href="http://web.utk.edu/~osja/">http://web.utk.edu/~osja/</a>   |
| <b>Student Health Services</b>                                | <a href="http://studenthealth.utk.edu">http://studenthealth.utk.edu</a>   |
| <b>Student Health Insurance</b>                               | <a href="http://studenthealth.utk.edu/insrec_studentinsurance.php">http://studenthealth.utk.edu/insrec_studentinsurance.php</a> |
| <b>Thesis/Dissertation Website</b>                            | <a href="http://web.utk.edu/~thesis">http://web.utk.edu/~thesis</a>   |
| <b>Alternative Transportation Website</b>                     | <a href="http://parking.utk.edu/alternative-transportation">http://parking.utk.edu/alternative-transportation</a>               |

*The T Campus Transit System provides campus connectivity for students, faculty and staff. This transportation system offers service through fixed routes, late night shuttles, and disability transports. Information and free app downloads are available at: <http://ridethet.utk.edu/>*

|                                  |   |
|----------------------------------|---|
| <b>Student Union Quick Links</b> | <a href="http://studentunion.utk.edu/directory/">http://studentunion.utk.edu/directory/</a> |
|----------------------------------|---|

|                        |   |
|------------------------|---|
| University Libraries   | <a href="http://www.lib.utk.edu">http://www.lib.utk.edu</a>   |
| UT Bookstore (VolShop) | <a href="https://shop.utk.edu/">https://shop.utk.edu/</a>   |
| VolAware News          | <a href="http://tntoday.utk.edu/tag/volaware/">http://tntoday.utk.edu/tag/volaware/</a>                           |
| VolCard Office         | <a href="http://volcard.utk.edu">http://volcard.utk.edu</a>   |
| Writing Center         | <a href="http://web.utk.edu/~english/writing/writing.shtml">http://web.utk.edu/~english/writing/writing.shtml</a> |

## Online Forms and Additional Resources

|   |   |
|---|---|
| Academic Calendars  | <a href="http://registrar.tennessee.edu/academic_calendar/index.shtml">http://registrar.tennessee.edu/academic_calendar/index.shtml</a>         |
| Graduate Hooding Ceremony   | <a href="https://gradschool.utk.edu/graduation/graduate-hooding-ceremony/">https://gradschool.utk.edu/graduation/graduate-hooding-ceremony/</a> |
| Graduate Student Applications/Forms for Candidacy, Graduation, Change of Committee, Scheduling of Defense | <a href="http://gradschool.utk.edu/gradforms.shtml">http://gradschool.utk.edu/gradforms.shtml</a>   |
| Graduate Student Graduation Deadline Dates  | <a href="http://gradschool.utk.edu/graduation/graduation-deadlines/">http://gradschool.utk.edu/graduation/graduation-deadlines/</a>             |

## Professional Organization Affiliation Opportunities

### *Campus Professional Organizations*

**Student Tennessee Education Association (STEA)** is a pre-professional organization for students who are preparing to be educators in any of the institutions of higher education in the state of Tennessee. Contact Ms. Julia Campbell ([jcampb89@utk.edu](mailto:jcampb89@utk.edu)) for more information.

### *CEHHS Graduate Student Advisory Board*

The CEHHS Dean's Graduate Student Advisory Board is composed of graduate student representatives from each department in the College. These students were selected by their respective Department Heads to serve as liaisons between graduate students and Dean Bob Rider. The Advisory Board meets with Dean Rider on a monthly basis. In addition to advising the Dean, the members of the Graduate Student Advisory Board are responsible for coordinating two annual events. The Graduate Student Research Panel & Colloquium, held during the fall semester, is designed to answer students' questions about conducting original research. The Graduate Student Colloquium, held each year in March, is a forum for

graduate students to showcase their research through presentations or poster sessions.

*If you have questions about the Graduate Student Advisory Board or Graduate Research Panel & Colloquium, please visit their website at:*

<http://cehhs.utk.edu/administration/graduate-student-advisory-board/>