

EdPsych Online Student **Handbook 2017-18**



Table of Contents

Purpose of the Handbook	4
Purpose of the <i>EdPsych Online</i> Program	4
Overview of the Program	4
Program Concentrations	4
Adult Education	4
Applied Educational Psychology	5
Current Curriculum	5
Core Courses	5
Adult Education Concentration	6
Applied Educational Psychology Concentration	6
<i>EdPsych Online</i> Faculty Members	7
Ralph G. Brockett, PhD	7
Karee Dunn, PhD	7
Mary Catherine “Cathy” Hammon, PhD	7
Mitsunori Misawa, PhD	8
Qi Sun, EdD	8
Student & Alumni Testimonials	8
Getting Started with <i>EdPsych Online</i>	10
Academic Advising	10
Course Registration	10
Academic Expectations	11
Course-Level Performance	11
Program-Level Performance	11
Library and Research Support	12
Academic Writing Support	12
Tips for a Good Start	12
From the Students	12
From the Faculty	13
Mastering the Technology	13
Hardware/Software Requirements and Equipment	13
Office of Information Technology	14
Canvas Information (Online@UT)	14
Zoom Information (LiveOnline@UT)	14
Student Engagement in the Profession	14
Graduating from EdPsych Online	15
Forms and Deadlines	15
Admission to Candidacy Form	15
Application for Graduation Form	15

Comprehensive Exam - Pass/Fail Form.....	15
Comprehensive Exam Process.....	16
Your Committee.....	16
The Scholarly Paper.....	16
The Personal Reflection and Essay.....	17
Index of Hyperlinks.....	18
Appendix I: Program Advising Form Example.....	19



Purpose of the Handbook

The official graduate student handbook of the University of Tennessee, Knoxville is *Hilltopics*. The [Educational Psychology and Counseling Department](#) also publishes a supplementary handbook. You can find the most current version of it posted on the [Information for Current Students](#) webpage. The purpose of this *EdPsych Online* handbook is to provide information pertaining specifically to the master's degree in Educational Psychology.

Purpose of the *EdPsych Online* Program

The master's degree in Educational Psychology program is offered in a completely online format. We call it *EdPsych Online*. This distance education program is designed for professionals working in school settings, higher education, non-profits, businesses, and government as well as those preparing for work in these and related areas. Program faculty are committed to the creation and study of environments that enhance learning potential and promote lifelong learning for people of all ages, abilities, and backgrounds.

This master's degree may also be used as a stepping stone to doctoral education. Some examples of related doctoral programs are Educational Psychology and Research with a concentration in Adult Learning; School Psychology; or perhaps Applied Educational Psychology.

Overview of the Program

The program requires 36 hours of non-thesis coursework and a comprehensive examination. Students take 24 hours of core courses and choose from two concentrations for 12 additional hours in either Adult Education or Applied Educational Psychology.

While all courses are offered online, most of them are offered through synchronous methodology requiring students to sync up with others at the designated evening and time which is currently Eastern Standard Time. Students are advised to take two courses per semester for six consecutive semesters so they can graduate in two years.

Program Concentrations

Adult Education

Adult Education focuses on the advanced educational needs of professionals who work with adults in a host of settings. The concentration includes coursework in such areas as adult learning and development, program planning, non-Western perspectives on teaching and learning, adult learning in social context, and professional issues in adult education, research, and teaching adults. Emphasis is on the development of reflective practitioners who actively participate in leadership and service to promote adult learning in a global community.

Applied Educational Psychology

Applied Educational Psychology focuses on concepts, principles, techniques, and models of educational psychology as they are used to facilitate teaching, learning, and the creation of effective classroom environments for learners of all ages. The concentration includes traditional themes in educational psychology (e.g., human development, learning principles, assessment, and psychoeducational intervention).

Current Curriculum

All courses are offered during the evening via distance education, catering to the schedule of most working adults. The majority of courses utilize synchronous technology, in which professor and students “sync up” at a designated time for a live, interactive session. The degree can be completed in two years by taking two courses per semester all year round.

Listed below are course descriptions associated with the current *EdPsych Online* curriculum. All university curricula are, nevertheless, subject to change. Should an adjustment to the curriculum be necessary, faculty will work with current students to mitigate impacts and to help them stay on schedule for a planned graduation date.

Core Courses

EDPY 506 Intro to Educational Research Foundations

An introduction to methods and procedures of quantitative and qualitative research with an emphasis on acquiring skills in analyzing scholarly research and developing fundamental research plans.

EDPY 507 Survey of Educational Psychology

Educational psychology is the pivotal point at which scientific psychology and educational practice come together. This course explores the dominant culture of the field, its foundational contributors, major areas of study and dominant perspectives, and the contributions of scholars with alternative perspectives.

EDPY 512 Motivation in Learning

An examination of key theories, constructs, and important research findings that shed light on what motivation is, how it affects learning, and ways it can be applied in practice. Although this course focuses on educational settings, motivation theories can be applied to a wide range of learning situations beyond formal education.

EDPY 523 Adult Learning in Social Context (Proposed)

Examining the social contexts of adult education, and the role of adult education in society, including race, class, gender, sexual orientation, gender identity analyses. Addressing relevant historical, sociological, political, and economic factors that influence adult education theory, practice, and research.

EDPY 521 Program Planning in Adult Education

Theories and methods from research and practice in planning and operating educational programs. The focus is on the practice of planning educational programs. Concepts can be applied in a variety of contexts such as professional development, health education, training in the workplace, or parent education.

EDPY 525 Adult Learning

Key characteristics of adult learners, current theory and research on adult learning, and implications for teaching and learning concepts.

EDPY 538 Non-Western Perspectives on Teaching and Learning (Proposed)

This course explores non-Western perspectives of teaching and learning in formal as well as informal settings. It reviews and analyzes learning and teaching in the context of 10 different societies, cultures, history/traditions, religions, and/or philosophies and discusses their implications for adult learning settings.

EDPY 574 Facilitating Group Change in Educational Settings

Provides graduate level knowledge and skills pertaining to the dynamics of change in educational settings for an internal or external change agent as well as strategies for serving as a facilitator of social construction of knowledge whether a teacher/instructor or a leader of change with colleagues.

**24 credit hours of core courses (listed previously) and
12 additional credit hours from one of the following concentrations**

AND

Adult Education Concentration

EDPY 520 Survey of Adult Education

Historical development, philosophies of adult education agencies, associations, programs, issues, and literature illustrating process of adult education and diversity of continuing education.

EDPY 522 Adult Development

Theory and research in human development and change over lifespan and the implications for learning in formal and informal contexts.

EDPY 527 Ethical Issues in Adult Education

Controversies confronting the field of adult education; development of critical analysis skills by looking at controversies from different perspectives.

EDPY 513 Learning in the Workplace

Theories and concepts on formal and informal learning in the workplace including a focus on major trends in facilitating workplace learning.

OR

Applied Educational Psychology Concentration

EDPY 510 Psychological Theories of Human Development Applied to Education

Theory and research on emotional, social, and intellectual development over life span with applications to educational and therapeutic settings.

EDPY 572 Theories of Learning in Applied Educational Psychology

Provides graduate level understanding of research and theory pertaining to teaching/learning and as applied in educational settings. The overall goal for this course is to think critically about major

theories of learning and implications for teaching/learning. Theoretical ideas of major contributors include neuroscience of learning, behaviorism, social cognitive theory, information processing theory, constructivism theories, cognitive learning processes, situated learning, sociocultural learning, memory, and transfer.

COUN 525 Formal Measurement

Principles of test construction and item analysis. Survey of standardized tests of intelligence, achievement, aptitude, vocational interest, attitudes and personality.

IT Course Instructional Technology (multiple options)

A relevant graduate level course offered online by the IT faculty with approval from advisor.

EdPsych Online Faculty Members

Ralph G. Brockett, PhD

PhD, Adult Education, Syracuse University, 1982
MEd, Guidance & Counseling, University of Toledo, 1977
BA, Psychology, University of Toledo, 1976

Research interests include self-directed learning, adult learning and development, ethics in adult education, adult education as a field of study and practice.

brockett@utk.edu



Karee Dunn, PhD

PhD, Educational Psychology & Research, University of Memphis, 2008
MS, Educational Psychology, University of Memphis, 2004
BA, Psychology, University of Louisiana, 2001

Research interests include the process of change related to teacher adoption of new innovations, specifically data driven decision-making, and student self-regulation.

kdunn15@utk.edu

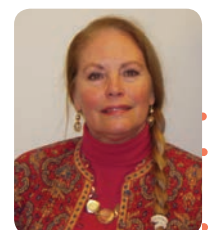


Mary Catherine “Cathy” Hammon, PhD

PhD, Educational Psychology & Research, University of Tennessee, 2010
BS, Business, University of Tennessee, 1979
AAS, Business, Ferrum College, 1974

Research interests include public policy related to education, politics of education, teacher political self-efficacy, and public school/corporate learning systems.

mary-hammon@utk.edu



Mitsunori Misawa, PhD

mmisawa@utk.edu

PhD, Adult Education, University of Georgia, 2009
MEd, Adult Education, University of Alaska Anchorage, 2004
BA, Economics, University of Alaska Anchorage, 2002

Research interests include adult education, community education, human resources and organizational development, and gender and women's studies.



Qi Sun, EdD

qsun8@utk.edu

EdD, Adult and Continuing Education, Northern Illinois University
MEd, International and Comparative Education, Beijing Normal University
BA, English Education, Harbin Teacher College

Research interests include Confucianism and eastern philosophies for adult education and practices, and international adult education and comparative education.



Student & Alumni Testimonials

Alyssa Adorati

BS, Psychology, University of Tennessee, 2012



“ I would tell any incoming student joining the program or department that EPC’s faculty and staff members genuinely want you to succeed and are always available to answer any questions or concerns. I would also tell incoming students to not be afraid to put yourself out there and get involved. ”

Martha Lynn Henry

BS, Foods, Nutrition, and Dietetics, Carson-Newman University, 2013



“ On a professional level, a masters degree in educational psychology means that I will have the skills to teach nutrition education to both children and adults in a creative way and I will also be more prepared to understand each individual’s ability to learn. ”

Susan Long

BA, Human Learning and Behavior,
University of Tennessee, 1995



“ After an 18 year hiatus from higher education, I am ready to meet the challenges of graduate school, and continue my pursuit of lifelong learning...my career goal is to become an excellent adjunct instructor teaching psychology courses at the college level. ”

Connie Jo Miller

BS, Interdisciplinary Studies, East
Tennessee State University, 2013



“ If I had the opportunity to speak to students joining the program I would want to tell them what a wonderful learning environment they are entering. The courses begin with respect for everyone and that is maintained throughout the program. I would like to repeat a phrase I have heard all of my professors say, 'at times we are all the learner and at times we are all the teacher.' ”

Glen Roberts

BS, Organizational Management,
Tusculum, 1997

AAS, Community College of Air
Force, Instructor Technology &
Military Sciences, 1994



“ The knowledge gained from further education combined with my years of experience in instructing adults in various technical fields will improve my effectiveness as an educator. Above all, the experience will accentuate my deep passion for teaching. ”

Stracee Robinson

MRC, Rehabilitation Counseling,
University of Kentucky, 2007

BS, Mass Communications, Middle
Tennessee State University, 1997



“ This degree is an opportunity for me to expand my thought process when dealing with students and families as well as understanding how students and families may view learning information. ”

Beth Swiatek

BS, Exercise Science, University of
North Carolina at Charlotte, 2012



“ My passion for psychology has flourished through the program and faculty. The faculty have done a marvelous job at making the online learning experience a truly rewarding one. ”

Chandler Vinson

MDiv, McAfee School of Theology,
2005

BA, Religious Studies, University of
Tennessee, 2001



“ The program not only improved my personal philosophy of education but also gave me a framework for the nascent ideas I brought to the table when I arrived at UT. This has given my teaching an intentionality that it never previously held. ”

David Willis

BS, Psychology, University of
Tennessee, 2007

BA, Political Science, University of
Tennessee, 2007



“ The most rewarding part of this is the connections I have made with staff, peers, and people around the program. What a strong community this program has. I didn't expect in an online master's program to have such a wonderful learning community. ”

Getting Started with *EdPsych Online*

Academic Advising

We assign you a faculty advisor when you are initially accepted into the *EdPsych Online* program. You and your advisor will stay in touch with your progress throughout the program including problem solving with any concerns or issues that may arise. Faculty members are committed to the advising relationship; we want to be responsive to your needs in a timely manner. Like all relationships, reciprocity is key. Please do not hesitate to contact us about any problems or concerns you may experience. We also like to hear about things going well.

A tool we use to facilitate specific curriculum advising is the program advising form (see Appendix I). This advising form is revisited each semester and helps us all stay on track and on schedule.

Course Registration

As part of the ongoing advising process, you will be informed of the two courses to be completed during each semester. Plan to confirm registration for courses as early in the open registration period as possible.

Please note that UT Knoxville's course registration process is a little different for students who are a part of online degree programs. The university initially sets up two sections for each of our program courses – one for distance education students of completely online programs and another for students in campus based programs who may take one of our *EdPsych Online* courses. These registrations are ultimately combined with all students, regardless of program type, taking the same course together.

While these initial registration distinctions are purely administrative in nature, they are important to both the university and to our *EdPsych Online* program for purposes of financial accountability and program evaluation. Therefore, an “instructor permission” requirement is placed on all of our courses. This permission step provides a check on the process ensuring that students are registered for the correct section of a course.

Academic Expectations

Course-Level Performance

Faculty members publish a syllabus and other supplemental materials outlining the specific requirements, assignments, and grading model for a particular course. These expectations are discussed in class and early in the semester. It is often the case that specific assignments are also discussed at other times during the semester. There is plenty of opportunity to ask questions and seek clarification of expectations.

Most of our *EdPsych Online* faculty use synchronous technology as a preferred instructional mode of delivery. Therefore, regular class attendance and active participation are assumed expectations. Plan to notify your instructor in advance about any personal or professional conflict that may arise preventing you from being in attendance or that results in a delay in your attendance for a given evening. Should you be late for a class and/or miss a class entirely, you are responsible for catching up on all material missed.

Given that graduate students are expected to maintain a minimum GPA of 3.0, you should earn course grades of “B” or better. As outlined in [Hilltopics](#), a grade of “Incomplete” may be submitted given a student’s extraordinary circumstances. The submission of an “Incomplete” is at the sole discretion of a faculty member. If needed and granted, you are responsible for negotiating the arrangements that will clear up the “Incomplete” within the guidelines and requirements outlined in the [Graduate Catalog](#) under Academic Policies and Requirements for Graduate Students.

Ultimately, your course performance is your responsibility. Never hesitate to contact your instructor directly to discuss concerns or unanticipated circumstances that may impact your ability to fulfill one or more course expectations.

Program-Level Performance

Consistent with Graduate School requirements, all graduate students are expected to maintain a minimum GPA of 3.0 to remain in good academic standing. Check the [Graduate Catalog](#) under Academic Standards and Academic Standing for additional information from the university.

To successfully complete the master’s degree in Educational Psychology within six semesters, students must take 6 hours each semester. On rare occasions a student may present to his/her advisor circumstances leading to an adjusted schedule of 3 hours. Finally, it may even be necessary for a student to drop out of the program for a semester. While summer semester is an exception, failing to take any courses for a semester results in a re-admission process.

Library and Research Support

Homepage:	lib.utk.edu
Helpful Tutorials:	lib.utk.edu/instruct/tutorials
Information for Graduate Students:	lib.utk.edu/info/grad
Remote Access to Databases:	lib.utk.edu/databases/remotearchive
Research Guides by Subject:	libguides.utk.edu
Writing/Publishing Resources:	libguides.utk.edu/cat.php?cid=26607

Academic Writing Support

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

APA Style from Purdue OWL: owl.english.purdue.edu/owl/resource/560/01

The Writing Center: writingcenter.utk.edu

Tips for a Good Start

From the Students

Planning

- Get comfortable with your syllabi and come up with a plan of action to stay on track with the assignments
- Have personal, or family, calendar on fridge and phone calendar with assignment due dates
- Color code each class on a calendar to visually see how to stay ahead
- Keep notes from readings and assignments for future use
- Have a post-it note on your computer/fridge with help desk numbers
 - UTK Office of Information Technology Help Desk: 865-974-9900
 - Zoom Technical Support: support.zoom.us 1-888-799-9666, ext. 2

Involvement

- Get involved in the discussions
- Make an effort to get to know members in your cohort
- Be open and honest
- Keep an open line of communication with your instructor (unexpected things may happen)
- Make connections with fellow students, exchange numbers if you're comfortable with that
- Remember everyone is there to help and we all get frustrated at times

Group Projects

- Take a picture of your assignment before being transferred over to group sessions
- Make the most of your time with the members of your group projects
- Identify each member's strengths to achieve the best possible outcome

Technology

- Check your [system requirements](#) before your first Zoom session
- Don't panic if something goes wrong with the technology, just log back in
- Plan for the unexpected, everyone will understand that things happen
- Consider using [Dropbox](#) to back up your files

From the Faculty

- Stay connected - to faculty and other students
- Participate and be engaged
- Ask questions to be clear
- Speak up if you are having problems
- Create a "private space" to be in class

Mastering the Technology

Hardware/Software Requirements and Equipment

The minimum requirements for Zoom to work include:

- Single core 1Ghz or higher processor and 4 GB of RAM free
- Wired-in connection whenever possible to use high-definition audio, video, and screen sharing tools; however, the application will adjust automatically for 3G, WIFI or wired environments
- a speaker/microphone (OIT recommends USB headsets for better sound quality, and they need to be comfortable. One brand that has worked well in the past for *EdPsych Online* students and instructors, and has Mac and PC compatability, is [Logitech](#).)

For specific operating requirements please visit the [System Requirements](#) page on the OIT website. Generally speaking, the tools necessary for online programs interact better with web browsers other than Internet Explorer. Browsers such as Mozilla [Firefox](#) and Google [Chrome](#) are highly recommended and compatible with Mac and PC operating systems. Information regarding browsers and more specific system requirements can be found at the [Office of Information Technology](#) website.

Office of Information Technology

Homepage:	oit.utk.edu
Information for New Students:	oit.utk.edu/general/areyounew/are-you-new-students/
NetID/Volmail Information:	oit.utk.edu/general/areyounew/netid-and-email-accounts/
Software Downloads:	oit.utk.edu/software-hardware/software/

Canvas Information (Online@UT)

Basic Information:	oit.utk.edu/teachingtools/online/
Getting Started with Canvas:	oit.utk.edu/teachingtools/online/
Student Guide:	community.canvaslms.com/docs/DOC-10701
System Requirements:	help.utk.edu/kb/index2.php?func=show&e=2695

Zoom Information (LiveOnline@UT)

Getting Started:	oit.utk.edu/teachingtools/liveonline/zoom-getting-started/
Participant Guide:	oit.utk.edu/teachingtools/liveonline/zoom-getting-started/zoom-participant-guide/
Best Practices:	oit.utk.edu/teachingtools/liveonline/instructors-getting-started/instructor-best-practices/
Test Flights:	oit.utk.edu/teachingtools/liveonline/system-requirements/

Student Engagement in the Profession

Surveys completed in recent years confirm that many *EdPsych Online* students are engaged in various *occupation* specific professional organizations. Faculty readily acknowledge the job relevant value of these experiences and applaud your investments of time and other resources. We also applaud the many employers who often support your engagement in these type organizations and activities. Nevertheless, we want to encourage another layer of engagement in professional organizations – greater involvement in *academic* based professional organizations.

Beginning with the academic year 2017-18, our faculty has committed to a new initiative that is designed to encourage and support greater involvement of our students in the academic professional organizations most closely affiliated with our master's program course of study. For example, we will encourage engagement in:

- American Educational Research Association
- Mid-South Educational Research Association
- American Association for Adult and Continuing Education
- Adult Education Research Conference

Engagement in this sense may include holding *membership* in one or more of these organizations, *participating* in the various conferences/meetings sponsored by these organizations, and *presenting* papers/research in these settings.

As evidence of our commitment to this initiative, we have budgeted some *EdPsych Online* program funds to assist students with the financial expenses associated with conference participation and presentation. Additionally, the department/college/Graduate School often make funds available for graduate students who are presenting at academic conferences/meetings. All department graduate students receive emails notifying them of financial support opportunities and deadlines associated with these opportunities. We also have a wonderful resource in Ms. Bonnie Bull (bbull@utk.edu; 865-974-6428) who can answer specific administrative questions and guide you through necessary paperwork.

Graduating from EdPsych Online

Forms and Deadlines (<http://gradschool.utk.edu/forms-central/>)

Admission to Candidacy Form

The Admission to Candidacy form is prepared and submitted to the Graduate School no later than the last day of classes preceding the term in which you expect to graduate. All three committee members must sign the form. It must be submitted before you will be allowed to complete your final comprehensive exam.

This form initiates an academic audit by a Graduation Specialist to ensure that all requirements for the degree have been or are planning to be met. If your admission to candidacy is approved, you and your major professor will receive an email notification. If not, you will receive a letter explaining what problems exist. It is your responsibility to handle any problems in a timely manner so that your graduation is not delayed.

Application for Graduation Form

An Application for Graduation form must be completed and submitted online through MyUTK no later than the last day of classes of the term prior to the term you intend to graduate. There is a non-refundable graduation fee of \$30 for master's degree candidates. Information and steps associated with graduation and participation in the graduation ceremony are also published on the Graduate School website.

Comprehensive Exam - Pass/Fail Form

All three committee members must sign your Pass/Fail form which is then submitted to the Graduate School. Faculty members who sign the Pass/Fail form must be the same faculty members listed on your Admission to Candidacy form.

There are specific deadlines for completion of final exams and for submittal of the Pass/Fail form. These highly enforced deadlines are published each semester on the Graduate School website. You

are ultimately responsible for meeting all deadlines. You should negotiate with your committee an acceptable schedule for completion of the scholarly paper and personal essay (including opportunity for any needed revisions and the securing of all signatures on the form) so that all deadlines can be met. It is your responsibility to inquire about the availability of faculty for signatures and to include any availability issues in the planning of an exam schedule.

Comprehensive Exam Process

The Comprehensive Exam is the final degree requirement in the master's degree program. It consists of two papers - a scholarly manuscript and a personal reflection essay. Typically this requirement is met during your final semester leading up to graduation from the program and serves as a capstone event. You do not register for or receive credit for completion of the comprehensive exam.

Depending on your needs or preferences as well as your progress through the *EdPsych Online* curriculum plan, you may be registered for one or two courses during the final semester in addition to completing the exam. You may also choose to take an additional semester to complete the comprehensive exam without the load associated with taking one or more courses. If you do not register for any courses during the exam semester, you will need to register for Use of University Facilities (EDPY 502). This option ensures that you remain officially enrolled in the university and that you continue to have full access of university resources such as the library. The objectives of the Comprehensive Exam include:

- To demonstrate critical thinking and research skills as applied to the body of educational psychology literature
- To demonstrate scholarly writing skills
- To provide a period of formal reflection on the entire degree program and to translate your thoughts into a personal written essay

Your Committee

Your Comprehensive Exam committee will be made up of a Chair and at least two other faculty members. Typically, the Chair is the *EdPsych Online* faculty member who has been serving as your advisor. The other two committee members are generally drawn from other faculty members with whom you have taken at least one course.

The committee chair serves as your main point of contact and as a guide throughout the exam process. All three committee members read your scholarly paper and personal essay and determine whether a “pass” or “fail” grade should be assigned.

The Scholarly Paper

You will propose and negotiate agreement on a specific topic with your committee chair. The proposed topic should be from the body of literature associated with your Educational Psychology concentration (i.e., Adult Education or Applied Educational Psychology). It should be a topic that you are interested in focusing on more deeply. It may be a practical or theoretical issue of particular interest or of direct relevance to a current or future career goal or workplace challenge. Perhaps it represents an application of a theory, a model, or other content from a specific course within the program.

Once a general topic is determined, you and your committee chair will come to agreement on 1-2 specific questions that need to be addressed in the scholarly paper. This step helps you focus on research, literature reviews, and writing. It narrows the effort consistent with the intended scope of the comprehensive exam assignment and the limited amount of time available to successfully complete the assignment. It facilitates mutual understanding of what is expected and builds you for successful passing of the exam.

The successful scholarly paper is:

- Written according to APA academic standards
- Draws from a number and a range of literature sources (e.g., peer reviewed journals and periodicals, books, appropriate web sites)
- Is generally 15-25 pages in length
- Adequately analyzes and synthesizes the important literature most relevant to the given topic
- Timely with the agreed upon schedule for completion

The Personal Reflection and Essay

The second paper is a personal reflection essay about your experiences in the degree program. Your essay should, at a minimum, address the following:

- Which concepts, ideas, people, and writings have most influenced your thinking (about adult education, educational psychology, or learning in general)? Why?
- Identify and describe at least two learning experiences that have been especially important to you during the program. Why?
- How have your ideas, your world view, and/or your overall thinking evolved during the program? Which ideas have undergone rethinking and which ideas have remained constant?
- How do you anticipate that what you have learned during the program will have impact on your future practice and your ongoing professional development?
- Feedback on the program in general. What aspects facilitated your learning and/or served as a barrier?

Because of the nature of these essay elements, we highly recommend that you put a personal process in place that journals or captures your thoughts and ideas on an ongoing basis and throughout the program. This will facilitate the development of a more comprehensive document representative of your ongoing reflection activity. It will also aid your writing during the final exam step.

The successful personal reflection and essay is:

- Well organized
- Balances and integrates personal thoughts with the concepts, ideas, people, and writings of most influence
- Properly cited using APA style including a list of references
- Is 15-25 pages in length
- Timely with the agreed upon schedule for completion

Index of Hyperlinks

Chrome

google.com/chrome/browser/desktop

Educational Psychology & Counseling Department

epc.utk.edu

Hilltopics

hilltopics.utk.edu

Information for Current Students (under EPC)

epc.utk.edu/information-for-current-students

Firefox

mozilla.org/en-US/firefox/

Graduate Catalog

tiny.utk.edu/grad-catalog

Logitech

logitech.com/en-us

System Requirements (under OIT)

oit.utk.edu/teachingtools/liveonline/system-requirements/



Appendix I: Program Advising Form Example

EdPsych Online -- Advising Form for 2016-2017
(A Master's of Science in Educational Psychology Degree)

Major: Educational Psychology

Department: Educational Psychology & Counseling

NOTE: While this reflects the current curriculum, circumstances may lead to adjustments over time.

Student _____

Date of Admission _____

Advisor signature _____

Advising session date _____

Core Courses (24 credit hours)	Credits	Semester (planned schedule highlighted)						
EDPY 512 <i>Motivation in Learning</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
EDPY 506 <i>Introduction to Educational Research Foundations</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
EDPY 507 <i>Survey of Educational Psychology</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
EDPY 513 <i>Reflective Practice</i> Substituting EDPY 504: Special Topics	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
EDPY 521 <i>Program Planning and Operations</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
EDPY 525 <i>Adult Learning</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
EDPY 573 <i>Meeting Needs of Nontraditional and Underachieving Learners</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
EDPY 574 <i>Facilitating Group Change in Educational Settings</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
Applied Educ Psych Concentration (12 credit hours)	Credits	Semester (planned schedule highlighted)						
EDPY 504 <i>Special Topics – Social Cognitive Approaches to Learning</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
EDPY 572 <i>Theories of Learning in Applied Educational Psychology</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
COUN 525 <i>Formal Measurement</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____
IT 570 <i>Instructional Systems Design</i> IT 532 <i>Online learning environments</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____

Adult Education Concentration (12 credit hours)	Credits	Semester (planned schedule highlighted)							
EDPY 520 <i>Survey of Adult Education</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____	
EDPY 522 <i>Adult Development</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____	
EDPY 527 – <i>Ethical Issues in AE</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____	
EDPY 524 <i>Learning in the Workplace</i>	3	Sum 2016	Fall 2016	Spr 2017	Sum 2017	Fall 2017	Spg 2018	Completed _____	

Other courses taken/approved by advisor (e.g., transfers, substitutions, additions):

Master's committee (ideally formed during the first year of study):

Chair: _____

Member: _____

Member: _____

Admitted to candidacy:



THE UNIVERSITY OF
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DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
AND COUNSELING