The College of Education prepares teachers, school administrators, pupil personnel specialists, and other professionals for non-school settings. At the undergraduate level teacher education remains a major function of the College even though students are now required to complete one year of post-baccalaureate level work before qualifying for a teacher license.

Prior to the establishment of the College of Education in 1926, courses for teachers were first taught in 1903. Since that time the College has increasingly fulfilled its responsibility to prepare competent preservice graduates, as well as to provide professional growth experiences for inservice educators.

The College of Education's approximate 100 faculty reside in 12 academic units. The College's Office of Teacher Education coordinates educational licensure programs throughout the College of Education and collaborates with other colleges within the University where professional educators are prepared (see Collaborative Programs section). In addition, the Office of Teacher Education has been responsible for overseeing a series of teacher education reforms which include increased admission standards, strengthened general education, redesigned professional education, and the creation of student/faculty mentoring teams.

In addition to teacher education programs, the College of Education has several non-teacher education majors at the undergraduate level. These majors include: Community Health Education, Exercise Science, Human Services, Recreation and Leisure Studies, and Sport Management.

The College of Education holds membership in the American Association of Colleges for Teacher Education. Furthermore, all school licensure and school related degree programs are fully accredited by the National Council for Accreditation of Teacher Education, the Southern Association of Colleges and Schools, and the Tennessee State Department of Education. All degree programs preparing non-school based professionals are accredited by the Southern Association of Colleges and Schools and the Recreation and Leisure major is accredited by the National Recreation and Park Association/the American Association for Leisure and Recreation Council on Accreditation.

The faculty of the College of Education is committed to performing three major functions: (1) to provide professional preparation for teachers, administrators, and school service personnel and non-school based professionals at the undergraduate and graduate levels; (2) to collaborate with school personnel, educational agencies, community agencies, professional groups, and others interested in the evaluation and improvement of educational opportunities, programs, and services; and (3) to promote and conduct investigations which are designed to improve professional education and enhance student/client learning. In performing these functions, it is believed that students should attain a broad cultural background in the arts and sciences, demonstrate mastery of professional knowledge and skills, and have a thorough knowledge of their content field. Through a carefully planned program of combined academic and direct experiences, the prospective professional acquires a depth and breadth of knowledge and understanding which is superior to that of the typical college graduate in cultural and citizenship appreciation as well as in professional and scholarly accomplishment.

The Claxton Education Building, Claxton Addition, and Health, Physical Education, and Recreation Building are modern, functional facilities which are designed for the education of teachers and other professionals. These buildings include science laboratories, seminar rooms, the Instructional Services Center, the Reading Center, the Curriculum Laboratory, the Teacher Simulation Laboratory, the Bureau of Educational Research and Service, as well as a number of interest centers and special projects.

COLLABORATIVE PROGRAMS

Faculty members of the College of Education collaborate with faculty in the colleges cited below in preparing teachers and educational specialists. Students interested in pursuing teacher or educational specialist licensure in these fields earn their baccalaureate degrees from the colleges cited and complete licensure requirements at the conclusion of either the fourth or fifth academic year, depending upon program requirements. Students are referred to the offices indicated below and to Steps I-IV of the licensure requirements cited in this section of the catalog for further information.


PROGRESSION TOWARD DEGREE COMPLETION AND/OR LICENSURE IN TEACHING FIELDS

Progression toward completion of a degree and/or licensure in a teaching field requires acceptance to the Teacher Education Program by a board of admissions. The admissions process begins at the time of matriculation to UT.
Knoxville, whether the student enters as a freshman, or transfer student.1

STEP I: ADMISSION TO TEACHER EDUCATION

MINIMUM REQUIREMENTS

Applicants will be evaluated by a board of admissions upon attainment of the following minimal criteria;2

1. Academic Achievement: Applicants will be required to earn a minimum 2.5 undergraduate cumulative GPA. CPA computations, which include transfer grades, will be made at the time other requirements, listed below, are completed but not before the completion of at least 75 hours of academic work for the following teaching fields: Business/Marketing Education, English Education, Foreign Language Education, Mathematics Education, Social Science Education, or Science Education, 60 semester hours for Elementary Education, and 45 semester hours for all other fields. Any professional education course, taken either before or after admission, must be passed with a minimum letter grade of “C” otherwise such a course must be repeated. If this standard is not met: The applicant will improve his/her academic record by adding or repeating courses.

2. PRAXIS I: Pre-Professional Skills Test (PPST): The applicant will attain the minimum scores established by the State Board of Education on the Pre-Professional Skills Test. Waivers will be granted as follows:
   (a) Applicants who have attained an ACT minimum composite score of 21 (a minimum composite score of 22 on the Enhanced ACT) or who have attained a minimum combined verbal and mathematics score of 520 on the SAT shall be exempt from the PPST.
   (b) Applicants who have earned a bachelor’s degree from an accredited institution and who have been admitted to a graduate degree program which requires a minimum passing score on a standardized admission test. Applicants who qualify for a waiver based on other standardized test scores must contact the Office of the Associate Dean for Undergraduate Studies.

If this standard is not met: The applicant will retake the PRAXIS I: PPST until passed. Applicants who fail the same subtest twice should consult the Office of the Associate Dean for Undergraduate Studies to determine their eligibility for a waiver based on their performance in specific general education courses. Note that it is not necessary to repeat subtests which were previously passed.

3. Hearing and Speech Evaluations3: The applicant will perform within normal limits on hearing and speech evaluations. If this standard is not met: The applicant will participate in therapy, as specified by and provided through the University’s Hearing and Speech Center.

4. Conduct Record: Each applicant will be screened by the University’s Conduct Office. Applicants who have established records of inappropriate conduct will be evaluated by the College’s Teacher Education Standards Committee. If this standard is not met: The applicant’s disposition will be determined by the Teacher Education Standards Committee.

BOARDS OF ADMISSION

Applicants who successfully complete the minimal requirements will be interviewed by a board of admissions. Boards of admission will base admissions decisions on applicants’ academic qualifications, aptitude test scores, oral expression, written communication, and expressed interest in teaching.

ADMISSION DECISIONS

The College is committed to recruiting and preparing the strongest possible candidates for the teaching profession. The admissions criteria summarized above are minimum expectations. Applicants should be aware that admissions decisions are made by boards of admission and that selection is competitive, based upon available faculty resources and field placements. Posted GPA and basic skills test scores are minimums which are necessary to interview with boards of admission and do not ensure admittance into programs. Applicants are encouraged to achieve the highest GPA and test scores possible, and to confer regularly with the College’s Advising Center regarding admissions requirements.

Applicants who are denied admission to the specific teaching field of their choice are eligible to seek admission to other teaching fields. Some applicants may be encouraged to interview again with the same board following remediation. Applicants who are admitted, thus, become eligible to enroll in upper division Professional Education courses.

STEP II: PROGRAM PROGRESSION

Each student’s progress will be reviewed each semester following admission to the Teacher Education Program and a determination will be made as to the student’s eligibility to advance to the next level of preparation. Particular attention will be given to the following variables:

1. Academic Achievement: The following minimum GPA’s function as guidelines during the period between admission to the Teacher Education Program and enrollment in student teaching or internship:
   (a) 2.5 GPA in general education and specific teaching field (major) courses and (b) 2.5 GPA in professional education courses.

It is important to note that letter grades of “D” and “F” in professional education courses must be repeated.

2. Field Study: Each student’s performance in field study will be reviewed by College faculty and school-based professionals.

Students who progress is judged adequate will be required to either repeat courses, participate in remedial activities, or change to a more appropriate major.

To facilitate communication and proper guidance, all students will be assigned to a mentoring team consisting of appropriate College faculty.

STEP III: PROGRESSION TO STUDENT TEACHING OR INTERNSHIP

Students seeking authorization to enroll in student teaching or internship must apply at least one calendar year prior to the term of intended student teaching or internship.

Student teaching or internship applications are completed in group sessions. Two application sessions are conducted during the summer. Schedules of the application sessions are available in the Office of Field Studies, 216 Claxton Addition.

Making application to enroll in student teaching or internship may occur prior to admission to the Teacher Education Program. Students should apply at least one calendar year prior to the term of actual student teaching or internship regardless of their status in the Teacher Education Program.

The following are the general prerequisites for student teaching or internship. Prerequisites for specific program areas (e.g., Art Education, Elementary Education) are available in the Office of Field Studies or from academic advisors.

1. Admission to the Teacher Education Program no later than the term preceding student teaching or internship.

2. Completion of field studies required in the program curriculum.

3. Classification as a senior-level student (i.e., at least 90 semester hours passed) for student teachers and a baccalaureate degree for interns.

4. Possession of the following minimum grade point averages: (a) 2.5 undergraduate cumulative GPA, (b) 2.5 GPA in major, and (c) 2.0 GPA in professional education courses.

5. Recommendation by the student’s faculty mentoring team to enroll in student teaching or internship.

In addition, any record established by the student in the Office of Student Conduct will be reviewed by the Teacher Education Standards Committee.

Student teaching or internship is evaluated on a satisfactory/no credit basis and the hours are included in the University policy requiring a 2.0 in the last 30 hours of coursework.

Students should note that the most important criterion in placing student teachers or interns in the public schools is the potential value of the placement to the student’s professional development. Therefore, the College cannot guarantee the students’ preferences regarding specific geographic placement will be granted.

STEP IV: LICENSURE

Students must attain the following minimum requirements to qualify for the College’s recommendation for licensure:

1. Academic achievement: Only those students who perform satisfactorily in student teaching or internship will be recommended for licensure. Students who perform unsatisfactorily may be provided another opportunity to succeed.

Such students may be required to participate in remedial courses and/or activities prior to...
re-enrolling in student teaching or internship.) Additional academic requirements, include attaining of the following minimal levels of academic achievement: (a) 2.5 undergraduate cumulative GPA and specific teaching field (major) courses, and (b) 2.8 GPA in professional education courses ("D" and "F" course grades must be repeated).

(2) National Teachers Examinations (NTE): All candidates for licensure are required to attain the minimum scores, as determined by the State Board on the NTE: Core Battery (General Knowledge, Communications Skills, and Professional Knowledge) and the appropriate NTE Specialty Area Test (or equivalent).

Complete details regarding the NTE are available in the Education Advising Center, 214 Claxton Addition.

Applications for teacher licensure should be completed early in the final semester before graduation. Application forms may be obtained in the Registrar's Office, 215 Student Services Building, and in the Education Advising Center, 214 Claxton Addition.

It is important to note that Tennessee regulations stipulate that applicants for initial teacher licensure must be recommended by an approved teacher education institution.

MINORS

Students who are earning a baccalaureate degree in the College of Liberal Arts and who are also seeking teacher licensure in Elementary Education, English Education, Foreign Language Education, Mathematics Education, Music Education, Science Education, or Social Science Education are urged to earn a minor in one of these programs. Students who do not earn a minor as a part of their undergraduate studies will be required to complete the equivalent of a minor as a prerequisite to entering the fifth year of professional study.

Students should note that courses taken to satisfy the minor will not fulfill teacher licensure requirements. The intention to complete a minor must be declared at the time of application for a degree, if the minor is to appear on the final transcript. (Degree applications are available in the Registrar's Office.) Course requirements for minors in Elementary Education and Secondary Education appear in the College of Education's Curricula section of this catalog. Information relative to minors in Health Education and Driver and Traffic Safety is available in the Health, Leisure, and Safety Sciences Unit which is located in Room 387 of the Health, Physical Education and Recreation Building.

PROGRESSION TOWARD DEGREE COMPLETION IN NON-TEACHING FIELDS

EXERCISE SCIENCE

ADMISSION

Admission to the Exercise Science Major requires a minimum undergraduate cumulative GPA of 2.5 after a minimum of 45 hours of coursework.

PROGRESSION

1. Any professional course, taken before or after admission, must be passed with a minimum letter grade of "C", otherwise such a course must be repeated. Professional courses are:

   - HPSS 322 Fitness Activities (Exercise Physiology/Fitness option only), 332 Applied Anatomy, 411 Adapted Physical Education (Kinesiology option only), 414 Physical Testing and Exercise Prescription, 480 Applied Physiology, and 540 Exercise Physiology.
   - 2. Students admitted into the Exercise Science Major must maintain a minimum cumulative GPA of 2.5 thereafter to remain in good academic standing. Students with less than a 2.5 GPA for two consecutive semesters will be dropped from the program.
   - 3. Students must have a minimum cumulative 2.5 GPA to be able to register for, and complete, HPSS 493 Independent Study.

HUMAN SERVICES

The standards which must be met for progression and retention in Human Services are professional in nature, as well as academic, because the program in Human Services prepares students for entry into a service profession. Students who wish to pursue a major in Human Services must maintain a grade of "C" or higher in the introductory course before progressing to upper division work in the major.

All candidates for licensure are required to maintain a cumulative GPA and specific teaching field (major) courses, and an appropriate NTE Specialty Area Test (or equivalent).

The Board of Admissions will base admission decisions upon applicants' qualifications, aptitude test scores, oral and written communication, and expressed interest in sport management.

ADMISSION DECISIONS

The Sport Management Program is committed to recruiting and preparing the strongest possible candidates for the sport management profession. The admissions criteria summarized above are minimum expectations. Applicants should be aware that admission decisions are made by the Board of Admissions and that selection is competitive, based upon available faculty resources, and field placements.

Satisfactory/No Credit Courses

Teacher Education students may include a maximum of 20 semester hours in non-directed electives taken on a Satisfactory/No Credit basis in the total hours required for graduation.

Students who are earning a baccalaureate degree in Education (i.e., BS Education) shall be required to earn grades of "C" or higher in all courses included within a major; courses in which lower grades are earned must be repeated.

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COURSE LOAD

Permission to enroll in more than 19 hours during a semester or 12 hours during summer term must be obtained from the Coordinator of Undergraduate Student Services, 214 Claxton Addition. A normal semester course load in the College is 16-19 hours.

COURSE SUBSTITUTIONS

It is sometimes necessary and advisable for students to substitute other courses for those required in a particular curriculum. This is particularly true of students who transfer to the University of Tennessee College of Education from another college or university. The general test is whether the course content is similar or, perhaps, more appropriate to that individual's needs.

To initiate a substitution request, the student should first meet with his/her advisor. If the advisor and student agree that the substitution is an appropriate one, the substitution request form should be forwarded to the Office of the Associate Dean for Undergraduate Studies,
HEALTH, LEISURE, AND SAFETY SCIENCES

Professors:
Charles B. Hamilton (Leader), Dr. P.H. Oklahoma; June Gorski, Dr. P.H. California (Los Angeles); Gene A. Hayes, Ph.D. North Texas State; Robert H. Kirk, H.S.D. Indiana; James J. Neutens (Adjunct), Ph.D. Illinois; Bill C. Wallace, Ed.D. Colorado State.

Associate Professors:
Ken L. Krick, Re.D. Indiana; Robert J. Pursley, Ph.D. Iowa.

Assistant Professors:

Instructor:
Rosa Emory Thomas (Adjunct) MPH, North Carolina.

PSYCHOEDUCATIONAL STUDIES

Professors:

Associate Professors:

REHABILITATION AND DEAFNESS

Professors:

Assistant Professor:
M.K. Warden, Ph.D. Tennessee.

Instructors:
D.L. Ashmore, M.S. Tennessee; W.W. Barnes, Jr., M.Ed. Georgia; M. Kolviz-Fallert, M.S. Illinois; M. Griffin, M.S. Tennessee; C.C. LaCava, M.S. Tennessee; R.A. Sandefur, M.S. South Carolina.

Lecturer:
W.H. Byrd, Jr., M.S. Tennessee.

SPORT AND PHYSICAL ACTIVITY

Professor:
N.E. Lay, Ph.D. Florida State.

Associate Professors:
D.R. Kelley (Leader), Ph.D. Georgia State; R.E. Jones, Ph.D. Toledo.

Assistant Professors:

ART EDUCATION

Students seeking licensure to teach art in the schools pursue the Bachelor of Fine Arts Degree in Studio Art in the College of Liberal Arts and will complete a major in Art Education at the undergraduate level. The undergraduate major in Art Education includes the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
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</thead>
<tbody>
<tr>
<td>Art Education 301</td>
<td>3</td>
</tr>
<tr>
<td>Art Education 302</td>
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<tr>
<td>Art Education 303</td>
<td>3</td>
</tr>
<tr>
<td>Art Education 400</td>
<td>3</td>
</tr>
<tr>
<td>Art Education 390</td>
<td>1</td>
</tr>
</tbody>
</table>

CULTURAL STUDIES IN EDUCATION

Professors:
Joan Paul (Leader), E.D., Alabama; Clifton B. Allison, Ph.D., Oklahoma; Theodore W. Hipple, Ph.D., Illinois; Robert F. Kronick, Ph.D., Tennessee; Anand Malik, Ed.D., Columbia; B.J. Mead, Ph.D. Purdue; W.J. Morgan, Ph.D. Minnesota; C.A. Wrisberg, Ph.D. Michigan; Richard Wisniewski, Ed.D., Wayne State.

Associate Professors:
Patricia A. Beitel, Ed.D., North Carolina (Greensboro); J.T. DeSensi, Ed.D., North Carolina (Greensboro); K.P. Bennett demarrais, Ed.D., Cincinnati.

Assistant Professor:
J.D. McLean, Ph.D., Chicago.

EDUCATION IN THE SCIENCES, MATHEMATICS, RESEARCH, AND TECHNOLOGY

Professors:

Associate Professors:
A.D. Grant, Ph.D., Wisconsin.

Assistant Professors:
Laura M. Barden, Ph.D., Maryland.

Instructors:
Judith Boser, Ph.D., Tennessee; Michael Smith, Ph.D., Tennessee.

EXERCISE SCIENCE

Professors:
E.T. Howley (Leader), Ph.D. Wisconsin; A.J. Kozar (University Professor), Ph.D. Michigan; W.P. Lemoine, Ph.D. Iowa; I.R.D. Rockett, Ph.D. Brown; H. Welch (Emeritus), Ph.D. Florida.

Associate Professor:
T.C. Namey, M.D. Washington (St. Louis).

Assistant Professors:

Adjunct:

INCLUSIVE EARLY CHILDHOOD EDUCATION

Professors:
Susan M. Benner (Leader), Ed.D. Columbia; Kermit J. Blank, Ph.D. Ohio State; Laurence J. Coleman, Ph.D. Kent State.

Associate Professors:
Lynn C. Cagle, Ed.D. Georgia; Amos J. Hatch, Ph.D. Florida.

LANGUAGE, COMMUNICATION, AND HUMANITIES EDUCATION

Professors:
P. Davis-Wiley (Leader), Ed.D. Houston; M.A. Christiansen, Ph.D. Kansas; H.N. Hull, Ed.S. George Peabody.

Associate Professors:
HUMAN PERFORMANCE AND SPORT STUDIES: EXERCISE SCIENCE CONCENTRATION (EXERCISE PHYSIOLOGY/FITNESS OPTION)

Freshman
- English 101, 102
- Mathematics 121-122 or 141-142 or 151-152
- Human Performance and Sport Studies 100
- Humanities electives
- Chemistry 120, 130
- Foreign Language, Multicultural, or Integrative elective

Sophomore
- Physical Education 221, 222
- Nutrition and Food Science 100 or 300
- Social Science electives
- History elective
- Zoology 230
- Health 310
- Foreign Language, Multicultural, or Integrative elective

Junior
- Physical Education 260, 260, 291
- Speech 210, 240 or 270
- Humanities electives
- Zoology 240, 241, 325, 332, 356, 372

Senior
- English 461
- Humanities electives
- History elective
- Psychology 330
- Professional electives
- Evidence of current certification in CPR

Total: 138-141 hours

HUMAN SERVICES

Freshman
- English 101, 102, or 103
- Mathematics or Computer Science electives
- History (Non-U.S.) electives
- Natural Science electives
- Foreign Language electives

Sophomore
- Human Services 220
- Psychology 200
- Social Science electives
- Foreign Language electives
- Electives
- Humanities or Arts electives
- Natural Science electives

Junior
- Special Services Education 470
- Educational and Counseling Psychology 556
- Humanities or Arts electives
- Social Science electives
- Human Services 330, 380, 390
- Electives
- Professional electives
- Sociology 330

Senior
- Human Services 420, 430
- Human Services 440, 441
- Professional electives
- Electives
- Educational and Counseling Psychology

Total: 122 hours
### RECREATION AND LEISURE STUDIES: PRIVATE COMMERCIAL CONCENTRATION

**Freshman**

- English 101, 102 ............................................. 6
- History electives ............................................. 6
- Mathematics 110, 115 or Computer Science 101 ......... 6
- Recreation 110, 210 ......................................... 6
- Foreign Language, Multicultural, or Integrative elective ... 3
- Elective ................................................................ 3
- Humanities elective .......................................... 3
- Total: 128-132 hours

**Sophomore**

- Recreation 310 .............................................. 3
- Recreation 350 .............................................. 1-3
- Recreation 450 ............................................... 3
- Hotel and Restaurant Administration 324, 423 ............ 6
- Marketing 301 .................................................. 3
- Business Administration or Management elective ....... 3
- Elective ................................................................ 3
- Foreign Language, Multicultural, and Integrative electives ... 6
- Humanities electives ........................................ 6
- Senior
- Recreation 410, 430, 440 ................................... 9
- Recreation 490 .................................................. 12
- Business Administration or Management electives ...... 6
- Total: 128-132 hours

### RECREATION AND LEISURE STUDIES: THERAPEUTIC CONCENTRATION

**Freshman**

- English 101, 102 ............................................. 6
- History electives ............................................. 6
- Mathematics 110; 115 or Computer Science 101 ......... 6
- Recreation 110, 210 ......................................... 6
- Foreign Language, Multicultural, or Integrative elective ... 3
- Elective ................................................................ 3
- Humanities elective .......................................... 3
- Total: 128-132 hours

**Sophomore**

- Recreation 250, 290, 320 ................................... 8-9
- Psychology 110 ............................................... 3
- Speech 240 or 210 ............................................ 3
- Zoology 210 and 220 ........................................ 6
- Classics 273 ..................................................... 3
- Foreign Language, Multicultural, or Integrative elective ... 3
- Health 310 ......................................................... 3
- Elective ................................................................ 3
- Total: 131-133 hours

### SECONDARY EDUCATION

**Students interested in becoming Secondary school teachers earn a BA or BS degree in the College of Liberal Arts (e.g., English, mathematics, etc.). While completing requirements for the baccalaureate degree, students are encouraged to take a minor in Secondary Education:**

<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Educational Curriculum and Instruction 352</th>
<th>Educational Curriculum and Instruction 355</th>
<th>Education 400</th>
<th>Education 401</th>
<th>Education 403</th>
<th>Educational and Counseling Psychology 210</th>
<th>Educational Curriculum and Instruction 304</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Undergraduate Total: 15 hours**

**The following courses are taken during the post baccalaureate, Professional Year:**

**Freshman**

- Education 574 .............................................. 2
- Education 575 ............................................... 12
- Education 591 ............................................... 3
- Educational Curriculum and Instruction 461 ........... 3
- Educational Curriculum and Instruction 454, 455, 459, 485, or 496 3

**Graduate Total: 24 hours**

### SPECIAL EDUCATION: MODIFIED AND COMPREHENSIVE CONCENTRATION

**Freshman**

- English 101, 102 ............................................. 6
- Art, Music, or Theater elective ........................... 3
- Anthropology 130 or 230 .................................... 3
- Political Science, Economics electives .................. 6
- History 305 ..................................................... 3
- Education 310, 320 or 330 .................................. 3
- Educational and Counseling Psychology 210 .......... 3
- History 251, 252 ............................................. 3
- Biological Science electives ................................ 4
- Education 310, 320 or 330 .................................. 3
- Special Education 420, 421, 430, 431 ................... 18
- Elective ................................................................ 3
- Total: 125-129 hours

**Sophomore**

- Mathematics 110-115 or 121-122 or 201-202 ............ 6
- Speech 210, 220, or 240 .................................... 3
- Literature elective ........................................... 3
- Political Science, Economics electives .................. 6
- Education 310, 320 or 330 .................................. 3
- Educational and Counseling Psychology 210 .......... 3
- History 251, 252 ............................................. 3
- Biological Science electives ................................ 4
- Special Education 420, 421, 430, 431 ................... 18
- Elective ................................................................ 3
- Total: 125-129 hours

### SPORT MANAGEMENT

The Sport Management major is an interdisciplinary major sponsored by the Departments of Health, Leisure, and Safety and Human Performance and Sport Studies. This program is designed for students interested in working in the sport industry. The program combines Leisure Studies and Sport Studies, with a minor in Business Administration and includes a semester-long internship experience.
<table>
<thead>
<tr>
<th>Hours Credit</th>
<th>Freshman</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102 ..................</td>
<td>6</td>
</tr>
<tr>
<td>Communications 100 or Journalism 201</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language, Multi-cultural, or Integrative Electives</td>
<td>6</td>
</tr>
<tr>
<td>History Electives</td>
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<td>HPSS 100 or Recreation 110</td>
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<td>Technological and Adult Education 355 or Journalism 390</td>
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Total: 133-137 hours

1Practicum courses in Sport Management are required prior to enrolling in internship.
2Select 12 hours of upper division business electives. See 1992-93 Undergraduate Catalog, page 61.
3Admission to and retention in the Sport Management Major is contingent upon achieving and maintaining a 2.5 GPA.
4A 2.5 GPA is required for internship.