The College of Education prepares teachers, school administrators, school service specialists, and other professionals for non-school settings. All 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 1903, courses for teachers were first taught in 1803. Since that time the College has increasingly fulfilled its responsibility to prepare competent preservice graduates, as well as to provide professional growth experiences for in-service educators.

The College of Education’s approximate 165 faculty reside in 11 academic units. The College’s Office of Teacher Education and Licensure 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.

The College of Education holds membership in the American Association of Colleges for Teacher Education. The College of 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.

Academics in Teacher Education, the Southern Association of Colleges and Schools, and the Tennessee State Department of Education. All degree programs which prepare non-school based professionals are accredited by the Southern Association of Colleges and Schools.

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/teacher 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.

PROGRAMS TOWARD DEGREE COMPLETION AND/OR LICENSURE IN TEACHING FIELDS

Programs toward completion of a degree and requirements for a teaching field require 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.'
STEP I: ADMISSION TO TEACHER EDUCATION

MINIMUM REQUIREMENTS

Applicants will be evaluated by a board of admissions upon fulfillment of the following minimal criteria:

1. Academic Achievement: Applicants will be required to earn a minimum 2.7 undergraduate cumulative GPA (2.5 GPA in Agriculture Education; the following programs may have different standards and students should consult the respective program advisor for details: Business/Marketing Education, Home Economics Education, Technological Education, Trades and Industry Education, and Music Education). GPA's, 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. (5) semester hour of Elementary Education, and 45 semester hour 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 a course must be repeated.

If the standard is not met: The applicant will improve his/her academic record by adding or repeating courses.

(2) PRAXIS I Professions Skills Test (PSST): The applicant will attempt the minimum scores established by the State Board of Education on the Pre-Professions Skills Test. Waivers will be granted as follows:

(a) Applicants who have attained an ACT minimum composite score of 15 (a minimum composite score of 20 on the Enhanced ACT) or have obtained a minimum combined verbal and mathematics score of 820 on the SAT or a 1020 on the SAT-R sharpened shall be exempt from the PSST.

(b) Applicants who have earned a bachelor's degree from an accredited institution.

Applicants who qualify for a waiver based on other standardized/semi-standardized tests should contact the Office of the Director of Teacher Education, 202 Claxton Hall, for details. However, such applicants must inform the Office of School Based Evaluations if they are pursuing licensure as deaf students.

If this standard is not met: The student will be required to pass the PRAXIS I: PSST prior to continuing.

(3) Classification as a senior-level student is usually met when the student has earned at least 80 semester hours of 200 level or above math and for semester of applied study of music at the 200 level.

(4) Possession of the following minimum grade point averages (a) 2.7 undergraduate cumulative GPA (2.5 GPA in Agriculture Education; the following programs may have different standards and students should consult the respective program advisor for details: Business/Marketing Education, Early Childhood Education, Home Economics Education, Mathematics Education, Social Science Education, or Science Education) and that selection is competitive, based upon available faculty resources and field placement. Posted GPA and basic skills test scores are minimums which are necessary to interview with boards of admission and do not ensure admission into programs. Applicants are encouraged to achieve the higher 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 program following remediation.

Applicants who are admitted, thus, become eligible to enroll in upper division Professional Education courses.

STEP II: PROGRAM PROGRESSION

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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 programs in Human Services prepare students for entry into service professions. Students who wish to pursue a major in Human Services must earn a grade of "C" or higher in the introductory courses before progressing to upper division work in the major. Students whose average for courses taken in the major falls below 2.5 must regain this required minimum average by the end of the subsequent semester in order to be initiated in the major. A Board of Review will meet once each semester to initiate students who wish to progress into the major, and to review the work of students who are not meeting the academic and/or professional standards of the program. Students who wish to do so may ask to be interviewed while taking the introductory courses, and if they meet the standards for progression will be allowed to progress to upper division work upon completion of that course with a "C" or higher. Students who in the judgment of the members of the Board are not meeting the professional standards of the program will not be initiated in the major.

Applications for Fall/Spring field experience must be submitted at the beginning of the preceding Spring semester, and students who fail to meet the standards for professional conduct during the course of their field work will not be initiated in the major. (Note: that any decision affecting progression or retention may be appealed to the head of the Rehabilitation, Disabilities, and Human Services Unit.) Requests for information about the program, an appointment with the Board of Review, and an application for the field practicum sequence should be directed to the program secretary in 102 Claxton Addition.

SPORT MANAGEMENT

Progression

Students must complete an application upon completion of the following minimum criteria: 1. application to the Sport Management major; 2. 30 semester hours; 3. minimum 2.5 cumulative GPA.

Board of Admissions

The Board of Admissions is made up of the faculty on the Sport Management Program Area Committee and will meet periodically throughout the semester to review applications. The Board of Admissions will base admissions decisions upon academic characteristics, qualifications, 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 a career in sport management. The admissions criteria summarized above are minimum expectations. Applicants should be aware that admission decisions are made by the faculty in Sport Management and that selection is competitive, based upon available faculty resources and field placements.

STUDENT SERVICES

The standards which must be met for progression and retention in Human Services are professional in nature, as well as academic, because the programs in Human Services prepare students for entry into service professions. Students who wish to pursue a major in Human Services must earn a grade of "C" or higher in the introductory courses before progressing to upper division work in the major. Students whose average for courses taken in the major falls below 2.5 must regain this required minimum average by the end of the subsequent semester in order to be initiated in the major. A Board of Review will meet once each semester to initiate students who wish to progress into the major, and to review the work of students who are not meeting the academic and/or professional standards of the program. Students who wish to do so may ask to be interviewed while taking the introductory courses, and if they meet the standards for progression will be allowed to progress to upper division work upon completion of that course with a "C" or higher. Students who in the judgment of the members of the Board are not meeting the professional standards of the program will not be initiated in the major.

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Satisfactory/No Credit Courses

Teacher Education students may include a maximum of 20 semester hours in non-directed elective taken on a Satisfactory/No Credit basis in the total hours required for graduation. SNC may not be included in the total hours required for SNC courses in controlled electives, except where the course is required only on a SNC basis (such as teaching internships and field experiences). NOTE: Students are advised to consult the University's degree requirements as stated in the front section of this catalog as well as the requirements for the College or unit.

Grades in Major Courses

Students seeking baccalaureate degrees in Education (e.g., B.Ed. Education) shall be required to earn grades of "C" or higher in all courses included in major courses in which lower grades are earned must be repeated.

Course Load

Permission to enroll in more than 19 hours during a semester or 12 hours during summer term must be obtained from the Director 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 from another college or university. The general rule is whether the course content is similar or, perhaps, more appropriate to be used in required courses. To initiate a substitution request, the student should first meet with his/hers 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.

Counselor Education and Counseling Psychology

Professors: Mark A. Hatior, Ph.D., Michigan State; Kathleen L. Dams, Ed.D., Georgia; Lawrence M. DeRidder (Emeritus), Ph.D., Michigan; Shelby W. Hud, Ph.D., North Carolina; Maria P. Kewalak, Ph.D., Ohio State; William A. Poppen, Ph.D., Ohio State; Charles L. Thompson, Ph.D., Ohio State

Associate Professor: Teresa A. Hutchins, Ph.D., Georgia

Cultural Studies in Education

Professors: J.T. DeVere (Leader), Ed.D., North Carolina (Greenboro); Clinton B. Allison, Ph.D., Oklahoma; A.W. Waddell, Ph.D., Columbia; Joan Paul, Ed.D., Abilene, W.J. Morgan, Ph.D., Michigan; C.A. Wildberg, Ph.D., Michigan; Richard Warmewil, Ed.D., Wayne State

Associate Professor: Cynthia Tiernan, Ph.D., Duke

Assistant Professor: Handel W. Wright, Ph.D., Toronto

Education in the Sciences, Mathematics, Research, and Technology

Professors: M. Everett Myers (Leader), Ph.D., Florida; Charles E. Cark, Ph.D., Louisiana State; Donald J. Desart, Ph.D., Maryland; E. Dale Dick, Ed.D., Colorado; Russell L. French, Ph.D., Ohio State; Theodore Hippie, Ph.D., Illinois; Lorraine D. McShane, Ed.D., Indiana; John R. Roy, Ed.D., Tennessee; C.E. Roseman, Ph.D., Ohio State

Associate Professors: Mary Jane Connelly, Ed.D., YPI, A.D. Grant, Ph.D., Wisconsin; Constance Metler, Ph.D., Ohio State

Adjunct Assistant Professors: Mary Ann Blank, Ed.D., Tennessee; Judy Bolter, Ph.D., Tennessee; Martha P. Coag, Ph.D., Tennessee; Charlena M. DuPaul, Ph.D., Tennessee; A. Hazami, Ph.D., Tennessee; Julia Little, Ed.D., Tennessee; Michael Woolfston, Ph.D., Tennessee; Sharon Yarbrough, Ed.D., Tennessee

Exercise Science

Professors: W.P. Laemmle (Leader), Ph.D., Iowa; E.T. Howell, Ph.D., Wisconsin; A.J. Kolar (University Professor), Ph.D., Michigan; T.C. Namey, M.D. Washington (St. Louis); I.R.H. Rockett, Ph.D., Brown, H. Welch (Emeritus), Ph.D., Florida

Associate Professor: D.R. Bossett Jr., Ph.D., Wisconsin; D.L. Thompson, Ph.D., Virginia

Adjunct Professor: J.L. Lewis (Emeritus), Ed.D., Tennessee; Greg Mathewson, M.D. (Adjunct) Synaxis University; S. Zhang, Ph.D., Oregon

Holistic Teaching/learning

Professors: L. Knight (Leader), Ph.D., Texas; Jack E. Alexander (Emeritus), Ed.D., Kentucky; A.R. Davis, Ph.D., Ohio State; Charles H. Harjo, Ed.D., Colorado State; George W. Harris Jr., Ph.D., Michigan; Phyllis Huff (Emeritus), Ph.D., Ohio State; Karl J. Zol, Ed.D., Oklahoma; C. Glennon Powell, Ed.D., George Peabody; Thomas N. Turner, Ed.D., Pennsylvania State; W. Jean Schindler, Ph.D., Kent State

Associate Professors: Charles A. Charfar, Ph.D., Ohio State; Michael E. Harnick, Ed.D., Northern Colorado

Assistant Professors: Calvin Girone, Ph.D., University of Illinois; Dorothy A. Hardrick, Ph.D., Alabama

Adjunct Assistant Professors: Sherry Bell, Ph.D., Tennessee; Janet Badger, Ph.D., Tennessee; Mary Kay Border, Ph.D., Tennessee; Peggy Hopper, Ph.D., Tennessee; Robert McClellan, Ed.D., Tennessee; Judith Neff, Ph.D., Tennessee; Robert O'Connor, Ed.D., Tennessee; Patricia Regan, Ed.D., Tennessee; Richard Wells, Ed.D., Oregon

Instructor: Jennifer Buttenworth, Ph.D., Vanderbilt

Adjunct Instructors: Lyt Cing, Ph.D., Tennessee; Sherry Morgan, Ed.D., Tennessee; Barbara Porter, M.S., Tennessee

Inclusive Early Childhood Education

Professors: Susan M. Bennet (Leader), Ed.D., Columbia; Karmil J. Blank, Ph.D., Ohio State; Lawrence J. Miller, Ed.D., Kent State; Amsa J. Hatish, Ph.D., Florida

Associate Professor: Lynn C. Cagle, Ed.D., Georgia

Assistant Professor: Sharon H. Jung, Ph.D., California (Santa Barbara)

Adjunct Assistant Professor: Mary Ann Blank, Ed.D., Tennessee; Marian Phillips, Ph.D., Tennessee

Language, Communication, and Humanities Education

Professors: P. Davis-Wiley (Leader), Ed.D., Houston; M.A. Christianson (Emeritus), Ph.D., Arizona; G. Noll, Ed.D., Georgia Peabody; J.P. Watkins (Emeritus), M.S., West Virginia

Adjunct Professor: Leavere Lindsey, Ed.D., Mississippi

Associate Professors: R.H. Hodge, Ph.D., Texas; T.K. Ryan (Emeritus), Ed.D., Ball State
Columbia (New York).
Tennessee, Knoxville; M.F. Ziegler, Ed.D.
Wasserman, Ph.D. Miami; C.I. White, Ph.D.
Valazquez, Ed.D., Tennessee, Knoxville; J.D.
Oliveira, Ph.D. Tennessee, Knoxville; L.C.
M.A. Blank, Ed.D. Tennessee, Knoxville; R.J.
L.R. Wadlington, Ph.D. Tennessee.
Adjunct Associate Professor:
Lloyd Davis, Ed.D. Tennessee; Joe Johnson.
Adjunct Professors:
Oliveira, Ph.D. Tennessee; N. T. Mertz, Ed.D.
Columbia; Gerald C. Libbey, Ph.D. Minnesota.

Visiting Associate Professor:
Jeffrey P. Aver, Ph.D. VIP.
Adjunct Associate Professors:
Jerry Aziale, Ph.D. Ohio; Florida Gatre; Ed.D.
Tennessee; James Gribb, M.S.; Indiana State;

Visiting Associate Professor:

LEADERSHIP STUDIES IN EDUCATION

Professors:
Gretchen Rogar, Ed.D. Memphis State; W. Lee
Humphreys (Adjunct), Ph.D. Union Theological
Seminary; Malcolm McHone, Ph.D. Florida State;
N. T. Mertz, Ed.D. Columbia; Gerald C.
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Adjunct Associate Professors:
Jerry Aziale, Ph.D. Ohio; Florida Gatre; Ed.D.
Tennessee; James Gribb, M.S.; Indiana State;

Visiting Associate Professor:

LEADERSHIP STUDIES IN EDUCATION

Professors:
Gretchen Rogar, Ed.D. Memphis State; W. Lee
Humphreys (Adjunct), Ph.D. Union Theological
Seminary; Malcolm McHone, Ph.D. Florida State;
N. T. Mertz, Ed.D. Columbia; Gerald C.
Libbey, Ph.D. Minnesota.

Adjunct Professor:
Lloyd Davis, Ed.D. Tennessee; Joe Johnson.
Adjunct Professors:
Oliveira, Ph.D. Tennessee; N. T. Mertz, Ed.D.
Columbia; Gerald C. Libbey, Ph.D. Minnesota.

Visiting Associate Professor:
Jeffrey P. Aver, Ph.D. VIP.

Adjunct Associate Professors:
Jerry Aziale, Ph.D. Ohio; Florida Gatre; Ed.D.
Tennessee; James Gribb, M.S.; Indiana State;

Visiting Associate Professor:

PSYCHOEDUCATIONAL STUDIES

Professors:
R. Steve McCutchen (Leader), Ph.D. Georgia;
J.J. Beller (Emeritus), Ed.D. UC Berkeley;
Adam G. Brockett, Ph.D. Symbolic; W.A.
Cameron, Ph.D. Ohio State; Donald J.
Dixinson (Emeritus), Ed.D. Oklahoma State;
Thomas George, Ed.D. Tennessee; K.C.
Hensley (Emeritus), Ed.D. Tennessee;
Katherine H. Greenberg, Ph.D. George;
Peoples of Vancouer; Carol Kayser, Ed.D.
K.C.; John M. Patena, Ed.D. N.C. State;
R.J. Williams, Ph.D. George Peobody.

Adjunct Professor:
D. Tzurl, Ph.D. George Peobody.

Associate Professor:

Adjunct Associate Professor:
L.R. Washington, Ph.D. Tennessee.

Assistant Professor:
Daime Whithall, Ph.D. Washington.

Adjunct Assistant Professors:
M.A. Resh, Ed.D. Tennessee; Kruike, R.J.
Caffini, Ph.D. Tennessee; Kruike, C.A.
Kashii, Ed.D. Tennessee; Kruike, O.H.
Olivera, Ph.D. Tennessee; Kruike, L.C.
Vallergan, Ed.D. Tennessee; Kruike, J.D.
Wasserstein, Ph.D. M.T. White, Ph.D.
Tennessee; Kruike, M.F.; Ziehler, Ed.D.
Columbia (New York).

REHABILITATION, DEAFNESS AND HUMAN SERVICES

Professors:
R.F. Kronick (Leader), Ph.D. Tennessee; S.W.
Maloney (Leader), Ph.D. Florida State; J.L.
Casale, Ed.D. Kansas; D.R. Cohn, Ed.D.
Virginia; T. McClain, Ph.D. South Carolina; J.
H. Elster, Ed.D. Arkansas; C.M. White, Ed.D.
Tennessee; W.E. Woodrick, Ed.S. Minnesota;
M.J. Woodrick, Ed.D. VIP.

Associate Professors:
M.K. Warden, Ph.D. Tennessee.

Instructors:
D.L. Achmire, M.S. Tennessee; K. Koitz-
Fallon, M.S. Illinois; M. Griffin, M.S.
Tennessee; C.G. LaCana, M.S. Tennessee.

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

SPORT AND PHYSICAL ACTIVITY

Professors:
P. A. Beier, Ed.D. North Carolina
Greenboro; N.E. Lay, Ph.D. Florida State;
H.B. Watson (Emerita), Ph.D., Michigan.

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

Assistant Professors:
P.C. Berenfield, M.S. Tennessee; M.G.
McCutchen, Ed.D. North Carolina
(Greensboro).

Adjunct Assistant Professors:
C. Tepers, Ed.D.

Adjunct Instructor:
D. Thomas, M.S.

CURRICULA

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 Arts and Sciences 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>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education 301</td>
<td>3</td>
</tr>
<tr>
<td>Art Education 302</td>
<td>3</td>
</tr>
<tr>
<td>Art Education 303</td>
<td>3</td>
</tr>
<tr>
<td>Art Education 305</td>
<td>3</td>
</tr>
<tr>
<td>Art Education 400</td>
<td>3</td>
</tr>
<tr>
<td>Education 406</td>
<td>3</td>
</tr>
<tr>
<td>Psychomotor Studies 210</td>
<td>3</td>
</tr>
<tr>
<td>Education in the Sciences, Mathematics, Research and Technology 416</td>
<td>3</td>
</tr>
</tbody>
</table>

Undergraduate Total: 24 hours

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Year</td>
<td>20</td>
</tr>
<tr>
<td>Education 574</td>
<td>2</td>
</tr>
<tr>
<td>Education 575</td>
<td>12</td>
</tr>
</tbody>
</table>

College of Education: 119

EDUCATION 500 4
Art Education 500 4
Art Education 540 8

Graduate Total: 24 hours

NOTE: Teacher licensure is granted at the successful completion of the Professional Year; 12 additional hours may be taken to complete the Master's Degree. For details, see the Graduate Catalog.

DANCE MINOR

Core Courses: Hours Credit
Dance 480 3
Dance 481 3
Dance 482 3

AND

OPTION I: PERFORMANCE
Dance 430 3
Dance 435 3
Dance 436 3
Dance 437 3
Dance 438 3
Dance 439 3
Dance 440 2
Dance 441 2
Dance 442 2
Dance 443 2

Total: 21 hours

*Course may be repeated for up to 12 credit hours.
**Course may be repeated for up to 16 credit hours.

ELEMENTARY EDUCATION

Students interested in becoming Elementary teachers (K-5th) must earn a BA or B.S. degree in the College of Arts and Sciences. While completing requirements for the baccalaureate degree, students are encouraged to take a minor in Elementary Education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education in the Sciences, Mathematics, Research and Technology 400</td>
<td>3</td>
</tr>
<tr>
<td>Holistic Teaching/Learning 563</td>
<td>3</td>
</tr>
<tr>
<td>Holistic Teaching/Learning 564</td>
<td>3</td>
</tr>
<tr>
<td>Intellectual and Learning 422</td>
<td>3</td>
</tr>
<tr>
<td>Library and Information Science 230</td>
<td>3</td>
</tr>
<tr>
<td>Art Education, Music Education, Health Education, or Physical Education Methods</td>
<td>3</td>
</tr>
<tr>
<td>Psychomotor Studies 210</td>
<td>3</td>
</tr>
<tr>
<td>Education 400</td>
<td>3</td>
</tr>
</tbody>
</table>

Undergraduate Total: 27-28 hours

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Year</td>
<td>20</td>
</tr>
<tr>
<td>Education 574</td>
<td>2</td>
</tr>
<tr>
<td>Education 575</td>
<td>12</td>
</tr>
<tr>
<td>Education 576</td>
<td>12</td>
</tr>
<tr>
<td>Holistic Teaching/Learning 505</td>
<td>6</td>
</tr>
</tbody>
</table>

Graduate Total: 24 hours

NOTE: Teacher licensure is granted at the successful completion of the Professional Year; 12 additional hours may be taken to complete the Master's Degree. For details, see the Graduate Catalog.
EXERCISE SCIENCE

Freshman

Coursework

Credit Hours

English 101, 102........6
Mathematics 120-122 or 141-142 or 151-152.....6
Chemistry 120, 130.........................8
Humanities Elective......................3
Foreign Language, Multicultural, or
Social Science Elective.................3
**Proficiency in one language**

Sophomore

Coursework

Credit Hours

Psychology 110..........................3
Humanities Elective......................3
Foreign Language, Multicultural, or
Social Science Elective.................3
History Elective..........................3
**Proficiency in one Additional**

Junior

Coursework

Credit Hours

Exercise Science 295, 232, 330........6
Cultural Studies in Education 290........6
**Coursework in Education 391, 311, 340, 360**

Senior

Coursework

Credit Hours

Exercise Science 411, 414, 425, 480........12
Health 405 or Nursing 201.................6
English 360...............................3
Humanities Elective......................3
**Professional Elective**..................6

Total: 127-129 hours

HUMAN SERVICES: EDUCATIONAL INTERPRETING CONCENTRATION

Freshman

Coursework

Credit Hours

English 101, 102 or 160................6
Natural Science Elective..................3
History (Non-U.S.) Elective..............6
Humanities and Art Elective..............6
Social Science Elective..................3

Sophomore

Coursework

Credit Hours

Human Services 220, 225 Identities, Society, and Technology 352........1
Psychology 231, 232......................3
History (Non-U.S.) Elective..............6
Humanities and Art Elective..............6
Social Science Elective..................3

Junior

Coursework

Credit Hours

Human Services 380, 390.................6
Psychology 360............................3
**Profession Elective**....................3

Senior

Coursework

Credit Hours

Human Services 420, 430................6
Human Services 440, 441...............12

Total: 121 hours

SECONDARY EDUCATION

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

Coursework

Credit Hours

Education in the Sciences, Mathematics, Research, and Technology 761...........1
Education in the Sciences, Mathematics, Research, and Technology 763...........1
Education 460.........................2

Total: 124-127 hours

Student Services and Activities

Office of Student Affairs

College of Education
### The following courses are taken during the post baccalaureate, Professional Year:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 570</td>
<td>125-129 hours</td>
</tr>
</tbody>
</table>

### Undergraduate Total: 125-129 hours

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 570</td>
<td>125-129 hours</td>
</tr>
</tbody>
</table>

### Graduate Total: 24 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 570</td>
<td>125-129 hours</td>
</tr>
</tbody>
</table>

### Special Education: Education of the Deaf and Hard of Hearing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 210</td>
<td>Audiology and Speech Pathology 371 and 423, 425</td>
</tr>
</tbody>
</table>