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 in-service educators.

The College of Education has approximately 85 faculty members in six academic departments. 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.

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

Exercise Science graduates attend programs in physical therapy, cardiac rehabilitation, and biomechanics, and are employed in fitness, out-patient rehabilitative, and athletic training settings.

The College of Education holds membership in the American Association of Colleges for Teacher Education and the Holmes Partnership. 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 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/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 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 Computer Laboratory, the Bureau of Education, Research and Service, as well as a number of interest centers.

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-V of the licensure requirements cited in this section of the catalog for further information.

College of Agricultural Sciences and Natural Resources, Agriculture Education, Agriculture and Extension Education—201 Morgan Hall.


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 whether the student enters as a freshman or transfer student.1

1Community college students who anticipate transferring to the College should contact the Education Advising Center, 214 Claxton Addition.
STEP I: ADMISSION TO TEACHER EDUCATION

MINIMUM REQUIREMENTS
Applicants will be evaluated by a board of admissions upon attainment 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 contact the respective program advisor for details: Business/Marketing Education, Home Economics Education, Technological Education, Trades Industry Education, and Music Education). GPA 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, Home Economics 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. A 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.

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.

3. Waivers will be granted as follows:
   a. Applicants who have earned a bachelor's degree from an accredited institution.
   b. Students seeking admission to the following programs (i.e., grades of "C" or better are required):
      - Mathematics Education - Mathematics 141-142 and at least 6 additional hours of 200 level or above math;
      - Science Education - 8 semester hours of any laboratory natural science;
      - Music Education - at least one semester of applied study of music at the 200 level and Music Theory 210;
      - English Education and foreign language education require at least 9 semester hours of 200 level (or above) courses in English or foreign language, respectively, and a 3.0 cumulative average in those respective fields.

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 admission decisions on the applicant's 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 admission decisions are made by boards of admission and that selection is competitive, based upon available faculty resources and field placements. Posted GPA and basic skill 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 program following remission.

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:
   - 2.7 under undergraduate cumulative GPA minimum (2.5 GPA in Agriculture Education; the following programs may have different standards and students should contact the respective program advisor for details: Business/Marketing Education, Family and Consumer Sciences Education, Technological Education, and Industry Education, and Music Education), and
   - 2.8 GPA in professional education courses.

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

Students whose progress is judged inadequate or who are required to 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.

Making application to enroll in the 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 internship required in the Teacher Education Program. Students who choose to delay their enrollment in the internship program are only guaranteed a new placement if they inform the Office of School Based Experiences and their program faculty mentor at least one calendar year prior to the term of intended internship.

The following are the general prerequisites for student teaching or internship:

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. 2.7 undergraduate cumulative GPA (2.5 GPA in Agriculture Education; the following programs may have different standards and students should contact the respective program director for details: Business/Marketing Education, Early Childhood Education, Home Economics Education, Technological Education, Trades Industry Education, and Music Education),
   b. 2.5 GPA in major, and
   c. 2.8 GPA in professional education courses (i.e., grades of "D" and "F" must be repeated).

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.

Students should note that the most important criterion in placing student interns in the public schools is the potential value of the placement to the student's professional development. Therefore, the College cannot guarantee specific geographic placement will be granted. Student teaching or internship is evaluated on a satisfactory/no credit basis.
STEP IV: LICENSURE
Students must attain the following minimum requirements to qualify for the College's recommendation for licensure:

1. Academic and professional 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 attainment of the following minimal level 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. PRAXIS TESTS: Professional Assessments for Beginning Teachers: All candidates for licensure are required to attain minimum scores as determined by the State Board of Education. Complete details regarding specific tests required and minimum passing scores can be obtained in the Education Advising Center. 214 Claxton Addition.

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 Education Advising Center, 214 Claxton Addition.

3. Students must have a minimum cumulative GPA of 2.5 to be able to register for, and complete, ES 411 Adapted Physical Activity, Exercise Science 325 Athletic Training Techniques, 332 Applied Anatomy, 350 Disease and Injury: Epidemiclogic and Demographic Perspectives, 480 Exercise Physiology.

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 service professions. Students who wish to pursue a major in Human Services must earn a grade of "C" or higher in the introductory course 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 retained in the major. A Board of Review will meet once each semester to interview 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 course, 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 retained in the major. Applications for Fall/Spring field sequence 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 retained in the major. (Note that any decision affecting progression or retention may be appealed to the head of the Counseling, Placement, or Professor.) 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 applicants' academic 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 the sport management profession. 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 based upon available faculty resources and field placements.

MINORS
Teaching Minors
Students who are earning a baccalaureate degree in the College of Arts and Sciences 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 either elementary or Secondary Education.

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.

Dance Minor
Students interested in a minor in Dance are referred to the College of Education's Curricula section of this catalog. Note: 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.)

APPROVED FOREIGN LANGUAGE, MULTICULTURAL, AND INTEGRATED ELECTIVES
FOREIGN LANGUAGE
Greek (Classics)—any course offered by this department including 121, 122, 251, 252, Latin (Classics)—any course offered by this department including 111, 112, 150, 211, 212, 217, 218, French—any course offered by this department including 111, 112, 108, 150, 201, 202, 208; Italian—any course offered by this department including 111, 112, 211, 212; Portuguese—any course offered by this department including 111, 112, 211, 212; Russian—any course offered by this department including 111, 112, 211, 212; Asian Languages/Asian Studies—any course offered by this department including 121, 122, 221, 222, 131, 132, 231, 232, 141, 142, 241, 242, 151, 152, 251, 252, 161, 162, 261, 262; Spanish—any course offered by this department including 101, 102, 202, 201; Japanese—any course offered by this department including 111, 112, 211, 212; Chinese—any course offered by this department including 111, 112, 211, 212; Italian—any course offered by this department including 111, 112, 211, 212; Russian—any course offered by this department including 111, 112, 211, 212; American Languages/Asian Studies—any course offered by this department including 121, 122, 221, 222, 131, 132, 343, 352, 353, 364, 371, 373, 420, 421, 429, 431, 445, 450, 452, 461, 473, 480, 483; Asian Studies—any course offered by this department including 101, 102, 319, 471, Cultural Studies 291, 364; Dance 480, 490; Latin-American Languages—any course offered by this department including 251, 262, 311, 312, 313, 319, 355, 360, 361, 401, 450, 452, 473, 474, 477, 479; Music 310, 350, 390; Women's Studies 324, 383, 390, 422, 432, 483; INTEGRATIVE ELECTIVE University Studies—any University Studies course.

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. S/NC may not be used in required courses or in controlled electives, except where the course is offered only on a S/NC 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 (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.

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 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, 202 Claxton Addition. Approved petitions are forwarded to the Dean of Admissions for final approval and for filing in the Records Office.

Professional education courses taken at junior or community colleges may be substituted for lower division (100/200 level) courses or may be used as electives. These courses may not be substituted for upper division (300/400 level) professional education courses.

COUNSELING, DEAFNESS, AND HUMAN SERVICES

EDUCATIONAL ADMINISTRATION AND CULTURAL STUDIES

Professors:
J.T. DeSensi (Head), Ed.D., North Carolina (Greensboro); Clinton B. Allison, Ph.D., Oklahoma; Anand Makil, Ed.D., Columbia; Joan Paul, E.D., Alabama; W.J. Morgan, Ph.D., Minnesota; C.A. Wrisberg, Ph.D., Michigan; Richard Wlasiwski, Ed.D., Wayne State; Grady Bogus, Ed.D. Memphis State; W. Lee Humphreys (Adjunct), Ph.D. Union Theological Seminary; Malcolm Molinini, Ph.D. Florida State; Norma T. Mertz, Ed.D. Columbia; Gerald C. Ubben, Ph.D., Minnesota; Grady Bogus, Ed.D. Memphis State; W. Lee Humphreys (Adjunct), Ph.D. Union Theological Seminary; Malcolm Molinini, Ph.D. Florida State; Norma T. Mertz, Ed.D. Columbia; Gerald C. Ubben, Ph.D., Minnesota.

Associate Professor:
Cynthia Fleming, Ph.D. Duke; Jeffrey P. Aper, Ph.D. VPI.

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

Adjunct Professors:

Adjunct Associate Professors:

Visiting Associate Professor:

INSTRUCTIONAL TECHNOLOGY, CURRICULUM, AND EVALUATION

Professors:
M. Everett Myer (Head), Ph.D., Florida; Edward L. Counts, Ed.D. Texas A&M (Commerce); Donald J. Desart, Ph.D., Maryland; E. Dale Dook, Ed.D., Colorado; Russell L. French, Ph.D., Ohio State; Theodore Hipple, Ph.D., Illinois; John R. Ray, Ed.D., Tennessee; C.E. Roeseke (Emeritus), Ph.D., Ohio State.

Associate Professors:
Mary Jane Connelly, Ed.D., VPI; A.D. Grant, Ph.D., Wisconsin.

Adjunct Assistant Professors:

EXERCISE SCIENCE AND SPORT MANAGEMENT

Professors:
E.T. Howley (Head), Ph.D. Wisconsin; P. Beitel (Emeritus), Ed.D. North Carolina (Greensboro); N.E. Lay (Emeritus), Ph.D. Florida State; W.P. Liemohn, Ph.D. Iowa; A.J. Kozar (University Professor), Ph.D. Michigan; T.C. Namey, M.D. Washington (St. Louis); I.R.H. Rockett, Ph.D. Brown; H.B. Watson (Emeritus), Ph.D. Michigan; H. Welch (Emeritus), Ph.D. Florida.

Associate Professor:
D.R. Bassett Jr., Ph.D. Wisconsin; R.E. Jones, Ph.D. Toledo; D.R. Kelley, Ph.D. Georgia State; D.L. Thompson, Ph.D. Virginia.

Assistant Professors:

Adjunct Professors:
S. Putnam, Ph.D.; D. Sleet, Ph.D.; J. Stein, Ph.D.; J. Wasserman, Ph.D.

Adjunct Associate Professors:
B. Dupree, Ph.D.; D. Cragle, Ph.D.

Adjunct Assistant Professors:

Adjunct Instructor:
D. Thomas, M.S.

THEORY AND PRACTICE IN TEACHER EDUCATION

Professors:

Associate Professors:
Lynn C. Cagle, Ed.D. Georgia; Charles A. Chance, Ph.D. Ohio State; Michael C. Hannum, Ed.D. Northern Colorado; R.L. Hodge, Ph.D. Texas; Sharon H. Judge, Ph.D. California (San Bernardino); Kathleen S. Puckett, Ph.D. Tennessee; T.K. Ryan (Emeritus), Ed.D. Ball State.
Assistant Professors:
Colleen Gilrane, Ph.D., University of Illinois; Dorothy A. Hendricks, Ph.D., Alabama; Mark B. Molianen, Ph.D., Wisconsin; Kristin Rearden, Ph.D., Texas A&M.

Adjoint Assistant Professors:
Sherry Bell, Ph.D., Tennessee; Janet Bledsoe, Ph.D., Tennessee; Mary Kay Board, Ph.D., Tennessee; Peggy Hopper, Ph.D., Tennessee; Robert McCracken, Ed.D., Tennessee; Judith Neff, Ph.D., Tennessee; Robert O'Connor, Ed.D., Tennessee; Patricia Ragdale, Ed.D., Tennessee; Richard Wilke, Ed.D., Oregon; Mary Ann Blank, Ed.D., Tennessee; Marian Phillips, Ph.D., Tennessee; Emilie Ezel, Ed.D., Illinois.

Instructor:
Jennifer Butterworth, Ph.D., Vanderbilt.

Adjoint Instructors:
Lyle Craig, Ph.D., Tennessee; Sherry Morgan, Ed.D., Tennessee; Barbara Porter, M.S., Tennessee; Sandra Forest, M.S., LMU (Tennessee).

EDUCATIONAL PSYCHOLOGY

Professors:
R. Steele McCallum (Head), Ph.D., Georgia; J.J. Bellini (Emeritus), Ed.D., California (Berkeley); Ralph Brockett, Ph.D., Syracuse; Ronald J. Dickinson (Emeritus), Ed.D., Oklahoma; Thomas George, Ed.D., Tennessee (Knoxville); Katherine H. Greenberg, Ph.D., George Peabody (Emeritus), John M. Peters, Ed.D., N.C. State; R.L. Williams, Ph.D., George Peabody.

Adjunct Professor:
D. Tzuriel, Ph.D., George Peabody.

Associate Professor:
L.M. Kondial, Ed.D., Tennessee (Knoxville).

Adjunct Associate Professors:
J.H. Morton, Ph.D., Tennessee (Knoxville); L.R. Wadlington, Ph.D., Tennessee; C.I. White, Ph.D., Tennessee (Knoxville).

Adjunct Assistant Professors:
M.A. Blank, Ed.D., Tennessee (Knoxville); R.J. Carlini, Ph.D., Tennessee (Knoxville); C.A. Kershaw, Ed.D., Tennessee (Knoxville); O.H. Oliveira, Ph.D., Tennessee (Knoxville); D.L. Pecoclo, Ph.D., Tennessee (Knoxville); C. D. Thomas, Ph.D., Tennessee (Knoxville); L.C. Valazquez, Ed.D., Tennessee (Knoxville); M.K. Ward, Ed.D., Tennessee (Knoxville); J.D. Wasserman, Ph.D., Miami; M.F. Ziegler, Ed.D., Columbia (New York).

CURRICULA

ART EDUCATION

Students seeking license 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:

EDUCATIONAL SCIENCE

Students interested in becoming Elementary school teachers (K-Gr.8) earn a Bachelor of Science degree in the College of Arts and Sciences (art Pro-Teaching Programs for Prospective K-8 Teachers). While completing requirements for the Bachelor's degree, students are encouraged to take a minor in Elementary Education:

INSTRUCTIONAL TECHNOLOGY, CURRICULUM, AND EVALUATION (5-6 hours)

Theory and Practice in Teacher Education 351 .. 3
Theory and Practice in Teacher Education 352 .. 3
Library and Information Science 330 .. 3
Art Education, Music Education, Health Education, or Physical Education Methods (Choose two or more areas) .. 5-6

SPEECH COMMUNICATION AND PERFORMANCE MINOR

TOTAL 21 hours

EXERCISE SCIENCE

TOTAL 127-129 hours

ENGLISH 101, 102 ...

127-129 hours

PSYCHOLOGY 206 ...

127-129 hours
**HUMAN SERVICES**

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<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Freshman</td>
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<tr>
<td>English 101, 102</td>
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<tr>
<td>Natural Science Electives</td>
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<tr>
<td>Mathematics Electives</td>
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<tr>
<td>Foreign Language Electives</td>
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<tr>
<td>Humanities and Art Elective</td>
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**Sophomore**

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<tr>
<td>Human Services 220, 330</td>
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<tr>
<td>Psychology 330</td>
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<tr>
<td>History (Non-U.S.) Electives</td>
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<tr>
<td>Humanities or Arts Electives</td>
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<tr>
<td>Computer Science 100</td>
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<tr>
<td>Social Science Elective</td>
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**Junior**

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<th>Hours Credit</th>
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<tr>
<td>Human Services 380, 390</td>
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<td>Psychology 360</td>
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<tr>
<td>Educational Psychology 460</td>
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<td>Human Services 400</td>
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<td>Elective</td>
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**Senior**

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<tr>
<td>Human Services 420, 430</td>
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<tr>
<td>Human Services 440, 441</td>
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<tr>
<td>Counselor Education and Counseling Psychology 431</td>
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<tr>
<td>Elective</td>
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**Total: 121 hours**

The following professional Electives will help you to focus your study in a specific area of interest in Human Services. You must take three courses from one of these areas listed below. At least two of these courses must be 300 or above. **ADMINISTRATION:** Health 325, 375, Human Ecology 425, Psychology 440, Social Work 250, Sociology 414; **CHILDREN AND ADOLESCENTS:** Child and Family Studies 211, 213, Health 305, Psychology 300, Sociology 351; **CRIMINOLOGY:** Psychology 424, Recreation and Leisure Studies 260 or 450, Sociology 360, 361, 370, 451, 455, 456; **DEAF EDUCATION:** Rehabilitation and Deafness 415, 416, 425, 426, 427, 521; **FAMILY:** Child and Family Studies 220, 225, 305, 306, 345, 360, 420, 430, Health 420, Sociology 311; **GERONTOLOGY:** Child and Family Studies 312, Public Health 305, Sociology 414, 415, Health 406, 465, Human Ecology 585; **HEALTH AND SEXUALITY:** Health 200, 300, 400, 420, Child and Family Studies 240, Counselor Education and Counseling Psychology 410, Psychology 410, Public Health 300, Sociology 375; **SUBSTANCE ABUSE:** Health 225, 406, 435.

**HUMAN SERVICES: MODIFIED AND COMPREHENSIVE CONCENTRATION**

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<td>English 101, 102</td>
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<tr>
<td>Natural Science Electives</td>
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<tr>
<td>Math 201, 202</td>
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<tr>
<td>Art/Music/Theater Elective</td>
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<tr>
<td>Foreign Language Intermediate Level Competence</td>
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<tr>
<td>History (Non-U.S.) Electives</td>
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<tr>
<td>Speech 201 or 220</td>
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<tr>
<td>Educational Psychology 211</td>
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<tr>
<td>Educational Psychology 210</td>
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<tr>
<td>Political Science/Economics Elective</td>
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**Senior**

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<tr>
<th>Hours Credit</th>
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<tbody>
<tr>
<td>Human Services 380, 390, 420, 430</td>
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<tr>
<td>English 380</td>
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<tr>
<td>Educational Psychology 460</td>
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<tr>
<td>Human Services 400</td>
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<tr>
<td>Counseling Education and Counseling Psychology 431</td>
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<tr>
<td>Instructional Technology, Curriculum and Evaluation 460</td>
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**Undergraduate Total: 129 hours**

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

**Graduate Total: 24 hours**

**SECONDARY EDUCATION MINOR**

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:

<table>
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<th>Hours Credit</th>
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<tbody>
<tr>
<td>Instructional Technology, Curriculum, and Evaluation 486</td>
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<tr>
<td>Instructional Technology, Curriculum, and Evaluation 355</td>
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<tr>
<td>Education 400</td>
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<tr>
<td>Educational Psychology 210</td>
</tr>
<tr>
<td>Instructional Technology, Curriculum, and Evaluation 486</td>
</tr>
</tbody>
</table>

**Undergraduate Total: 15 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.

**SPECIAL EDUCATION: EDUCATION OF THE DEAF AND HARD OF HEARING CONCENTRATION**

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
</tr>
<tr>
<td>English 101, 102</td>
</tr>
<tr>
<td>Art, Music, or Theater Elective</td>
</tr>
<tr>
<td>Anthropology 110 or 130</td>
</tr>
<tr>
<td>Interdisciplinary Studies Elective</td>
</tr>
<tr>
<td>Natural Science Elective</td>
</tr>
<tr>
<td>Sociology Elective</td>
</tr>
<tr>
<td>Physical Education Activity or Recreation Therapy Elective</td>
</tr>
<tr>
<td>Mathematics 110-115</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 210, 220, or 240</td>
</tr>
<tr>
<td>Literature Elective</td>
</tr>
<tr>
<td>Human Services 320 or 330</td>
</tr>
<tr>
<td>Psychology Elective</td>
</tr>
<tr>
<td>History 251, 252</td>
</tr>
<tr>
<td>Biological Science Elective</td>
</tr>
<tr>
<td>Natural Science Elective</td>
</tr>
<tr>
<td>Physical Education Activity or Recreation Therapy Elective</td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Technology, Curriculum, and Evaluation 486</td>
</tr>
<tr>
<td>Philosophy/Religious Studies 340</td>
</tr>
<tr>
<td>Political Science or Economics Elective</td>
</tr>
<tr>
<td>Educational Psychology 210</td>
</tr>
<tr>
<td>Health 305 or 306</td>
</tr>
<tr>
<td>Interdisciplinary/Cultural Studies</td>
</tr>
<tr>
<td>Education 400, 401</td>
</tr>
<tr>
<td>Educational Methods (see advisor)</td>
</tr>
</tbody>
</table>
**College of Education**

**Senior**
- Humanities Elective ........................................... 3
- Rehabilitation and Deafness 223, 410, 415, 416, 419, 425 .................................................. 19
- Audiology and Speech Pathology 303 and 473 .......................... 6
- Theory and Practice in Teacher Education 310 (3), 320 (3) ................. 6
- Audiology and Speech Pathology 494 ........................................... 3

**Undergraduate Total:** 125-129 hours

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

**Professional Year**
- Education 574 ........................................................... 2
- Education 575 ......................................................... 12
- Education 591 ........................................................... 4
- Rehabilitation and Deafness 528, 529 .................................... 6

**Graduate Total:** 24 hours

^A physical or biological science course to complete science sequence.

**SPORT MANAGEMENT**

The Sport Management major is designed for students interested in working in the sport industry. The program combines Sport Management and Sport Studies with a minor in Business Administration. The program includes a semester-long internship experience.

<table>
<thead>
<tr>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
</tr>
</tbody>
</table>
| English 101, 102 ....................................................... 6
| Communications 100 or Journalism 201 ................................ 3
| Foreign Language, Multicultural, or Integrative Electives ................. 6
| General Electives ...................................................... 3
| History Electives ...................................................... 6
| Sport Management 100 or Recreation-Tourism Management 110 ............ 1-4
| Humanities Elective .................................................. 1-3
| Mathematics 123-125 .................................................... 6

| Sophomore |
| 1 Accounting 201, 202 .................................................. 6
| 1 Advertising 250 ................................................................ 3
| 1 Economics 201 ............................................................ 4
| Natural Science Electives .................................................. 8
| Sociology 291 ............................................................... 3
| Speech 210 or 240 .......................................................... 3
| 2 Sport Management 250 .................................................... 3
| 2 Statistics 201 ............................................................ 3
| 2 Sport Management 290 .................................................... 3
| 1 Finance 301 .................................................................. 3
| 1 Management 301 ............................................................. 3
| Humanities Elective ...................................................... 3
| CSE 321 or CSE 372 .......................................................... 3
| Marketing 301 ............................................................... 3
| Recreation-Tourism Management 310 ......................................... 3
| 2 Sport Management 350 ...................................................... 3
| Sport Management 390 ....................................................... 3
| Computer Science 100 ...................................................... 3
| General Electives ......................................................... 3

| Junior |
| Recreation, Tourism Management 410 ....................................... 3
| Recreation, Tourism Management 430 ....................................... 3
| Business Elective .......................................................... 3
| Sport Management 415 or Recreation, Tourism Management 440 ........ 3
| 4 Sport Management 490 ..................................................... 12
| Choose two from the following: Sport Management 370, 440, 450 .......... 4-6

**Senior**
- Sport Management 470 or Recreation-Tourism Management 440 ........ 3
- Business Elective .......................................................... 3
- Business Elective .......................................................... 3
- Computer Science 100 ...................................................... 3
- General Electives ......................................................... 3

**Total:** 125-129 hours

^Business minor requirement.

^Practicum courses in Sport Management are required prior to enrolling in internship.

^Admission to and retention in the Sport Management Major is contingent upon achieving and maintaining a 2.5 GPA.

^A 2.5 GPA is required for internship.