

BURTON COLLEGE OF EDUCATION

Wayne Fetter, Dean

The Burton College of Education consists of the following departments: Educational Leadership and Instructional Technology, Health and Human Performance, Psychology, and Teacher Education. The Office of Student Teaching and Professional Education Services, the Curriculum Materials Center, and the Ann Rosteet Hurley Center for Economic Education are also located in the Burton College of Education.

Teacher education programs in the Burton College of Education are accredited by the National Council for Accreditation of Teacher Education and approved by the Board of Elementary and Secondary Education (BESE), State of Louisiana.

Purpose

The purpose of the Burton College of Education is to: prepare students to fulfill their roles in the teaching profession; encourage the continued professional preparation of school personnel; assist school personnel through advisory and consultative services; encourage research and the development of new knowledge for the improvement of educational practice; and contribute to the cultural and intellectual advancement of the citizens of Louisiana.

Goals

The goals of the Burton College of Education are to: enable the student to develop his/her role as a teacher; prepare the student to be a leader and a participating citizen in the community; assist the student in acquiring an enriched background, depth of specialization, and breadth of knowledge necessary for teaching; help the student master techniques of guiding learners; provide the student with a knowledge of human growth and development and an appreciation of its implications for learning; encourage the student to acquire a sense of loyalty and service to the teaching profession; and to develop within the student a desire for continuous self-improvement.

Conceptual Framework

Programs of study in teacher education are based on the premise that teachers are professional educators who value life-long learning and instill this value in their students. Candidates are prepared in general knowledge, professional education, and speciality studies. Critical components found throughout the program include the following strands:

Strand 1: **Professionalism.** Educators are caring, competent, and qualified.

Strand 2: **Diversity.** Educators value the differences classrooms present.

Strand 3: **Collaboration.** A variety of educators contribute to learning.

Strand 2: **Reflection.** Educators systemically review and evaluate themselves.

The framework identifies knowledge, skills, and dispositions in the above components that are considered valuable to teacher education candidates.

Curricula

Programs in the Burton College of Education contribute to the student's liberal and professional education. The type of degree earned by the student depends upon choice of program in professional education. The Bachelor of Arts degree is conferred upon students who successfully complete the curriculum in Special Education. The Bachelor of Science degree is conferred upon students who successfully complete the curriculum in Business Education—Grades 6-12, Early Childhood Education—Grades PK-3, Elementary Education—Grades 1-5, Health and Physical Education—Grades K-12, Health and Human Performance, General, or Psychology. *Students interested in teacher education programs should see the department for advising.* Information concerning graduate programs in the Burton College of Education may be found in the Graduate School section of this catalog.

TEACHER EDUCATION PREPARATION

Admission and Progression through the Teacher Education Program

Admission to and progression through a Teacher Education Program is regulated by a series of Portals. Each Portal has specific prerequisites and privileges.

PORTAL ONE: Declaration of a Major	
When a student selects a teacher education program as a major, that student's current advisor will counsel the student to enroll in EDTC 100 and will forward the student's folder to the proper teacher program office.	
Prerequisite	Eligibility to enroll at McNeese
Privilege	Enrollment in EDTC 100: Introduction to Technology in Education

PORTAL TWO: Admission to a Teacher Education Program	
First-time freshmen students are advised in the Division of Basic Studies for a maximum of one year. Upon declaring a major the student is assigned an advisor in the academic department. Assignment to a teacher educator advisor does not imply acceptance into a teacher education program. Portal Two prerequisites must be met.	
Prerequisites	<p>Completion of 30 semester hours with minimum 2.500 GPA on all work completed.</p> <p>Grade of "C" or better in SPED 204 and in all courses in major and minor fields.</p> <p>Grade of "C" or better in freshman English (ENGL 101 and 102)</p> <p>Grade of "C" or better in all required education and psychology courses.</p> <p>Minimum score on Praxis test (minimum required score subject to change): Reading, 174; Writing, 173; Mathematics, 172.</p> <p>Completion of the application for admission to a teacher education program:</p> <ul style="list-style-type: none"> • Autobiography • Official verification of Praxis scores • Two letters of recommendation from non-McNeese sources <p><i>Note: An ACT composite of 22 or SAT score of 1030 may be submitted in lieu of Praxis score. Acceptable NTE scores may be submitted in lieu of Praxis scores. Additional information on admission to a teacher education program may be obtained from an advisor or from the Office of Student Teaching and Professional Education Services (ST/PES).</i></p>
Privileges	Credit for EDUC 200 (Entrance into Teacher Education). Enrollment in upper-level professional education courses.

PORTAL THREE: Assignment to Student Teaching	
The teacher education candidate prepares for student teaching by completing all content area and preliminary professional education courses and passing all licensure tests. The candidate's observation course must be taken the semester prior to student teaching. During one of the meetings for the observation course, the candidate will complete an application for student teaching, verifying that all prerequisites have been met.	
Program	Observation Course
Art Education	ARED 414
Early Childhood	EDUC 409
Elementary Education	EDUC 410
H&PE Education	EDUC 410 or 412
Music Education (Vocal, Instrumental)	MUED 422
Secondary Education	EDUC 412
Special Education	SPED 466
Prerequisite	Completion of the application for student teaching. Senior standing. Minimum scores on Praxis licensure tests (subject to change): Principles of Learning, 161; Content Area, varies according to area. Minimum grade of "C" on all professional education and content major and minor courses. Completion of all required methods courses. Application for student teaching field with and approved by the ST/PES director. Student teaching assignment from the ST/PES director.
Privilege	Student teaching assignment.* <i>*Note: Students enrolled in ARED 445, EDUC 468E, EDUC 468P, EDUC 468S, EDUC 483E, EDUC 483P, EDUC 483S, EDUC 485E, EDUC 485P, EDUC 485S, EDUC 683, EDUC 685, HHP. 468, MUED 442, SPED 468, SPED 488, SPED 610, and SPED 611 are considered full-time students in the fall and spring semesters to prevent student loans from entering repayment status, for insurance purposes, and for Citizenship and Immigration Services reporting.</i>

PORTAL FOUR: Recommendation for Graduation and Certification	
A candidate who successfully completes student teaching should have completed all requirements for graduation and certification. The candidate's department will check all graduation requirements and recommend that candidate for graduation. At one of the meetings required for student teachers, the candidate will complete an application for certification and will submit that application to the MSU Certification Specialist who will check the application for completion of all requirements and will submit the application to the state of Louisiana with recommendation that the candidate be certified.	
Prerequisite	Successful completion of all certification/graduation requirements.
Privileges	Recommended for graduation and certification.

Alternate Path to Teacher Certification. Persons holding a baccalaureate degree can become certified to teach by completing alternate pathways to certification. Options such as the non-master's certification program may be available for initial certification. For additional information, contact the Office of Student Teaching and Professional Education Services (ST/PES) in the Burton College of Education.

Ann Rosteet Hurley Center for Economic Education

Martha C. Misik, Director

The Center seeks to encourage, promote, and provide a comprehensive program for increasing economic understanding at McNeese State University, in public and private schools throughout Southwest Louisiana, in the business community, and in all other interested sectors of the service area. Working with the Burton College of Education, the Center emphasizes the teaching of basic economic principles in the classroom by providing pre- and in- service training of teachers in courses, workshops, and seminars.

Reading Clinic

The McNeese Reading Clinic (held during the summer session) accepts a limited number of school children who need assistance in increasing their reading proficiency. Persons desiring the services of the Clinic for instruction should apply to the Department of Teacher Education for an appointment or for further information. The bases for selection are the results of testing and conferences with parents and school personnel conducted during the spring semester. The schedule of fees is furnished upon request.

McNeese Summer Enrichment Program

The Summer Enrichment Program, held in June and July, operates on the belief that children learn best in a healthy, secure, stimulating environment which recognizes and meets the individual needs of each child through interaction with other children, technology, the community, parents, teachers, and support personnel. Children entering kindergarten or first grade are instructed through the use of developmentally appropriate materials, which lead to creative play and higher order thinking. This program believes that cooperative learning leads to a better socialization with peers and a happier child. Academic remediation or enrichment is an integral part of the program. Registration and additional information can be obtained from the Department of Teacher Education.

Aerospace Camp

Students in grades four through seven learn fundamentals of aviation and space flight, and discover how the space program impacts our daily lives. Hands-on activities are provided in a week-long camp. Registration and additional information can be obtained from the Department of Teacher Education.

DEPARTMENT OF TEACHER EDUCATION

To Be Named, Head

Faculty: Calais, Cuevas, Duarte, Duhon, Faulk, Fetter,
Haj-Broussard, Henny, Howe, King, Leder, McLemore,
Misik, Mondy, Powers, Sesalem, White

Purpose

The purpose of the Department of Teacher Education is to prepare students to fulfill their role in the teaching profession; encourage the continued professional preparation of school personnel; assist school personnel through advisory and consultative services; encourage research and the development of new knowledge for the improvement of educational practice; and prepare special educators committed to developing the highest educational and quality of life potential of exceptional children and youth.

Philosophy

The development of an effective teacher involves the process of acquiring skills that will promote life-long learning. In keeping with the University's mission of providing learning opportunities, enhancing intellectual, civic, and cultural well-being, and improving the quality of life, the faculty strives to:

- Enable the candidate to prepare for the roles of leadership and participation in the community by developing appropriate knowledge, skills and dispositions;
- Assist the candidate in acquiring an enriched background, depth of specialization, and breadth of knowledge necessary for teaching all students;
- Help the candidate master techniques for adapting and applying instructional content, resources and strategies to respond to cultural, gender, linguistic, learning, and socioeconomic differences;
- Provide the candidate with knowledge of principles of human growth and development and how to apply these principles to student learning;
- Encourage the candidate to acquire a sense of loyalty and service to the profession;
- Develop within the candidate a desire for continuous self improvement;
- Model the belief that all students can learn and succeed regardless of his or her ethnic, racial, gender, socioeconomic, language and/or religious background; and
- Develop abilities to utilize state, professional and institutional standards related to assessment.

In all of these areas, the McNeese Teacher Education program is committed to "Excellence with a Personal Touch." The intent of the Department is to produce educators who participate in educational and community environments in a manner that contributes to the cultural and intellectual advancement of all members of the community.

Curricula

The Department offers the following degree programs:

1. A curriculum leading to the Bachelor of Science degree in Early Childhood Education—Grades PK-3 designed to meet the needs of students preparing to teach nursery through grade three.
2. A curriculum leading to the Bachelor of Science degree in Elementary Education—Grades 1-5 designed to meet the needs of students preparing to teach grades one to six.
3. A curriculum leading to the Bachelor of Arts in Special Education (General) with concentrations in ¹Early Interventionist, ²Early Interventionist/Elementary/Early Childhood Education, ³Mild-Moderate Impairments, ⁴Mild-Moderate Impairments/Elementary Education, and ⁵Mild-Moderate Impairments/Secondary Education.

The department head will assign faculty advisors to assist interested students in developing individual degree plans.

Special Education majors selecting the ¹Early Interventionist Concentration (single major) will be certified to teach exceptional children, birth to age nine.

Special Education majors selecting the ²Early Interventionist/Elementary/Early Childhood Education Concentration (double major) will be certified to teach exceptional children, birth to age five and regular education kindergarten through 8th grade. Education 419 must be taken to add nursery school certification.

Special Education majors selecting the ³Mild-Moderate Impairments Concentration (single major) will be certified to teach exceptional children, kindergarten through 12th grade.

Special Education majors selecting the ⁴Mild-Moderate Impairments/Elementary Education Concentration (double major) will be certified to teach the mild/moderate

impaired elementary student (behavior disordered/emotionally disturbed, learning disabled, mentally disabled and orthopedically disabled) and regular education 1st through 8th grade.

Special Education majors selecting the ⁵Mild-Moderate Impairments/Secondary Education Concentration (double major) will be certified to teach the mild-moderate impaired secondary student (behavior disordered/emotionally disturbed, learning disabled, mentally disabled, and orthopedically disabled) and regular education content area grades 7 through 12 (see requirements for a second teaching area under Secondary Education).

In selecting electives, a student must take into consideration the degree requirements which state that at least 40 semester hours must be earned in courses numbered above 300, and at least 12 of these hours must be in the major subject.

Students may not present a grade below “C” in their major field.

In general, freshman courses are numbered in the 100 series, sophomore courses in the 200 series, junior courses in the 300 series, and senior courses in the 400 series. Courses in the 500 and 600 series are open to graduate students only.

Students must consult their advisor regarding graduation requirements.

Note: Students interested in teacher education programs should see the department for advising. The Special Education degree is subject to redesign.

Library Science. A student majoring in education may be certified as a school librarian by completing the twenty-one (21) semester hour certification requirement in library science. For students in disciplines other than education, the prescribed courses in library science may meet requirements for other library-related occupations. Students should consult the Department of Teacher Education for information.

**EARLY CHILDHOOD EDUCATION—GRADES PK-3
Bachelor of Science**

All Teacher Education Preparation requirements must be satisfied for this degree.

General Education Course Work	<i>Sem. Hrs.</i>
Orientation	1
ARED 331	3
ENGL 101, ENGL 102, ENGL 351	9
ENGL 201, ENGL 202, ENGL 221, ENGL 333 or ENGL 495	3
MAAP	0
MATH 113, MATH 122, MATH 223, MATH 114	12
BIOL 105, BIOL 106	6
GEOG 111	3
GOVT 201	3
PHSC 235	3
HIST 122, HIST 202, HIST 301	<u>9</u>
<i>Total Hours in General Education.....</i>	<i>52</i>

Grades PK-3 Requirements	<i>Sem. Hrs.</i>
EDTC 100	1
EDTC 245	3
EDUC 200	0
EDUC 202, EDUC 203, EDUC 216, EDUC 316, EDUC 321, EDUC 334, EDUC 335, EDUC 329, EDUC 351, EDUC 409, EDUC 416, EDUC 419, EDUC 420	39
EDUC 468P	9
FACS 200, FACS 363, FACS 422	9
HHP. 111	2
HHP. 446	3
MUED 303	3
PSYC 310 or FACS 321	3
SPED 204	<u>3</u>
<i>Total Hours in PK-3 Requirements</i>	<i>75</i>
<i>Total Hours for Major: 49</i>	<i>Total Hours for Degree: 127</i>

ELEMENTARY EDUCATION—GRADES 1-5
Bachelor of Science

All Teacher Education Preparation requirements must be satisfied for this degree.

General Education Course Work	<i>Sem. Hrs.</i>
Orientation	1
ARED 331	3
ENGL 101, ENGL 102, ENGL 351	9
ENGL 201, ENGL 202, ENGL 221, ENGL 333 or ENGL 495	3
MAAP	0
MATH 113, MATH 122, MATH 223	9
MATH 130, MATH 231, or MATH 114	6
BIOL 105, BIOL 106	6
GEOL 101	3
PHSC 235/236, ENSC 101/102, or CHEM 135/136	6
GEOG 111	3
HIST 122, HIST 201, HIST 202, HIST 301	<u>12</u>
<i>Total Hours in General Education</i>	<i>61</i>

Grades 1-5 Requirements	
EDTC 245	3
EDTC 100	1
EDUC 200	0
EDUC 203, 216, 316, 321, 322, 324, 334, 335, 410, 416	30
EDUC 468E	9
PSYC 310	3
SPED 204, 336, 403 424, 442, 445	18
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<i>Total Hours in Grades 1-5</i>	<i>67</i>
<i>Total Hours for Major: 40</i>	
<i>Total Hours for Degree: 128</i>	

**SPECIAL EDUCATION, GENERAL
Bachelor of Arts**

This program is subject to redesign. See the department for advising.

All Teacher Education Preparation requirements must be satisfied for this degree.

The major in Special Education (General) leading to the Bachelor of Arts offers five concentrations: ¹Early Interventionist, ²Early Interventionist/Elementary/Early Childhood Education, ³Mild-Moderate Impairments, ⁴Mild-Moderate Impairments/Elementary Education, and ⁵Mild-Moderate Impairments/Secondary Education.

	<i>Sem. Hrs.</i>
Education 200	0
Art Education 331	3
Education 201 or SPED 204	3
Education 216	3
Education 323	3
Educational Technology 245	3
English 101, 102	6
English 351	3
English (Literature)	3
^a Geography Elective	3
HHP. 111	2
History 201 or 202	3
History 301	3
Mathematics 113, 122	6
MAAP 200	0
Orientation 101	1
Physical Science 236	3
Psychology 211	3
Special Education 201	3
Special Education 338	3
Special Education 403	3
Special Education 466	3
Special Education 468 (Student Teaching)	12
Speech 205	3
Courses required for concentration	45-58

Total Hours in Special Education Degree..... 123-136

¹Early Interventionist Concentration: 124

²Early Interventionist/Elementary/Early Childhood Educ. Concentration: 136

³Mild-Moderate Impairments Concentration: 123

⁴Mild-Moderate Impairments/Elementary Education Concentration: 129

⁵Mild-Moderate Impairments/Secondary Education Concentration: 126^b

^aOther than GEOG 221. ^bTotal may exceed, depending on second teaching area selected.

This concentration will not be available after July 1, 2007.

¹Early Interventionist Concentration *Sem. Hrs.*

Biology 101	3
Biology 225	4
Education 202	3
Education 321	3
Education 420	3
HHP. 122	3
Library Science 401	3
Physical Science 235	3
Psychology 310	3
Special Education 206	3
Special Education 207	3
Special Education 352	3
Special Education 404	3
^a Special Education 452	3
^a Special Education 453	3
Total Hours in ¹ Early Interventionist Concentration:	46

Total hours in major: 39

Total hours in degree: 124

^aThese courses are corequisites (undergraduates only).

This concentration will not be available after July 1, 2007.

²Early Interventionist/Elementary/Early Childhood Education Concentration *Sem. Hrs.*

Biology 101	3
Biology 225	4
Education 202	3
Education 316	3
Education 321	3
Education 416	3
Education 419	3
Education 420	3
HHP. 122	3
Library Science 401	3
Mathematics 223	3
Physical Science 235	3
Psychology 310	3
Special Education 207	3
Special Education 352	3
Special Education 455	3
Special Education 404	3
^a Special Education 452	3
^a Special Education 453	3

Total Hours in ²Early Interventionist/Elementary and
Early Childhood Education Concentration..... 58

Total hours in major: 39

Total hours in degree: 136

³Mild-Moderate Impairments Concentration

	<i>Sem. Hrs.</i>
Education 316	3
Education 321	3
Education 416	3
Geography 221 or Sociology 201	3
HHP. 444 or 454	3
Psychology 310	3
Science (Biological).....	3
Science Sequence.....	6
Special Education 336	3
Special Education 424	3
Special Education 442	6
Special Education 445	3
Special Education 455	3
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Total Hours in ³ Mild-Moderate Impairments Concentration.....	45
<i>Total hours in major: 42</i>	
<i>Total hours in degree: 123</i>	

**⁴Mild-Moderate Impairments
Elementary Education Concentration**

	<i>Sem. Hrs.</i>
Physical Science 235	3
Education 316	3
Education 321	3
Education 416	3
Geography 221 or Sociology 201	3
HHP. 122	3
HHP. 444 or 454	3
Mathematics 223.....	3
Psychology 310.....	3
Science (Biological)	3
Science	3
Special Education 336	3
Special Education 424	3
Special Education 442	6
Special Education 445	3
Special Education 455	3
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Total Hours in the ⁴ Mild-Moderate Impairments/ Elementary Education Concentration.....	51
<i>Total hours in major: 42</i>	
<i>Total hours in degree: 129</i>	

⁵Mild-Moderate Impairments/Secondary Education Concentration

A student seeking a Mild-Moderate Impairments/Secondary Education Concentration must meet the requirements in special education, as outlined below, plus the requirements for the content area option. The student should work closely with his or her advisor to ensure that all requirements are met.

	<i>Sem. Hrs.</i>
Education 312	3
Education 316	3
Education 333	3
Education 416	3
Geography 221 or Sociology 201	3
HHP. 444 or 454	3
Psychology 311	3
Science (Biological).....	3
Science Sequence.....	6
Special Education 336	3
Special Education 424	3
Special Education 442	6
Special Education 445	3
Special Education 455	<u>3</u>
Total Hours in ⁵ Mild-Moderate Impairments/ Secondary Education Concentration.....	48
<i>Total hours in major: 42</i>	<i>Total hours in degree: 126^a</i>

^aTotal hours will exceed this depending upon second teaching area selected.

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND
INSTRUCTIONAL TECHNOLOGY**

Sharon VanMetre, Head

Faculty: Farris, Hebert, Javed, Larson, Pearce, Reed, Savoie, Wilfert, Zhang

Purpose

The purposes of the Department of Educational Leadership and Instructional Technology are:

1. To meet the educational needs of:
 - a. Educators who are interested in becoming administrators;
 - b. Educational administrators and supervisors who wish to enhance their skills;
 - c. Educators and community leaders who wish to learn more applications of instructional technology.
2. To provide an atmosphere conducive to the development of educational leaders in the community.
3. To provide research facilities and opportunities for expansion of knowledge.
4. To prepare students for successful entry into the office work force or into education as a business teacher.
5. To prepare candidates to use technology in teaching and professional development experiences.

Curricula

The Department of Educational Leadership and Instructional Technology offers programs leading to the following degrees:

1. Master of Education in Educational Leadership. (Candidates must have a minimum of three years of successful teaching experience.)
2. Master of Education in Educational Technology Leadership.
3. Master of Science in Instructional Technology.

4. Education Specialist in Educational Leadership with concentrations in Educational Leadership and Educational Technology Leadership.
 5. Bachelor of Science in Business Education—Grades 6-12.

Note: Students interested in teacher education programs should see the department for advising. Information concerning graduate work in the Department of Educational Leadership and Instructional Technology can be found in the Graduate School section of this catalog.

BUSINESS EDUCATION—Grades 6-12

Bachelor of Science

All Teacher Education Preparation requirements must be satisfied for this degree.

Freshman Year

<i>First Semester</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Sem. Hrs.</i>
ENGL 101	3	EDTC 100	1
HIST 201	3	ENGL 102	3
MATH 113	3	HIST 202	3
ORIN 101	1	MATH 114	3
OSBC 102	3	OSBC 106	3
Science elective ¹	3	OSBC 222	3
		Science elective ¹	<u>3</u>
<i>Total</i>	<u>16</u>	<i>Total</i>	<u>19</u>

Sophomore Year

<i>First Semester</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Sem. Hrs.</i>
ACCT 208	3	ACCT 305 or ACCT 341	3
ECON or ECED elective ²	3	BADM 201	3
OSBC 201	3	EDTC 245	3
OSBC 215	3	EDUC 200	0
PSYC 211	3	MAAP 200	0
SPED 204	3	OSBC 231	3
		Science elective ¹	3
		Secondary Teaching Area ³	<u>3</u>
<i>Total</i>	<u>18</u>	<i>Total</i>	<u>18</u>

Junior Year

<i>First Semester</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Sem. Hrs.</i>
EDUC 312	3	EDUC 351	3
EDUC 333	3	OSBC 307	3
OSBC 341	3	OSBC 310	3
PSYC 311	3	OSBC 361	3
Secondary Teaching Area ³	<u>3</u>	Secondary Teaching Area ³	<u>3</u>
<i>Total</i>	<u>15</u>	<i>Total</i>	<u>15</u>

Senior Year

<i>First Semester</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Sem. Hrs.</i>
EDUC 412	3	EDUC 468S	9
EDUC 440	3	Fine Arts elective ⁴	3
OSBC 209 or OSBC 300	3		
Secondary Teaching Area ³	<u>6</u>		
<i>Total</i>	<u>15</u>	<i>Total</i>	<u>12</u>
<i>Total hours for major: 33</i>		<i>Total hours for degree: 128</i>	

¹Must include both biological and physical sciences of which 6 hrs must be in a two-semester sequence, to be selected from among the following: Biological Sciences: BIOL 101-102, BIOL 105-106, ENSC 101-102; Physical Sciences: CHEM 101, CHEM 121-122, CHEM 135-136, GEOL 101-102, PHSC 101-102, PHSC 101-111, ENSC 101-102.

²Select from ECON 203, ECON 204, or ECED 404.

³Secondary Teaching Area courses: English (all 3 hr): ENGL 201, 221, 301, 351, 361. Social Studies (all 3 hr): HIST 121, 122, 301; GEOG 111; GOVT 201.

⁴Select from ART. 351, 352, 355H, 361, 362, 363; MUSC 315, 318; or THEA 161.

DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE

Mike Soileau, Head

Faculty: Allen, Boudreaux, Dardeau, Denson, Klumpp, McBride,
Northam, Pickett, Scott, VanGossen, Voight

Purpose

The Department of Health and Human Performance purpose is threefold:

1. Prepare teachers and coaches in the areas of health, physical, safety, driver, and recreation education.
2. Promote proper health habits and physical fitness of University students.
3. Provide and promote leadership in activities related to the profession.

Curricula

The majors in Health and Physical Education—Grades K-12 and Health and Human Performance, General lead to a Bachelor of Science degree. Students who want to teach and/or coach should pursue the Health and Physical Education—Grades K-12 degree. This degree leads to teacher certification in Health and Physical Education. Health and Human Performance, General offers concentrations in ¹Athletic Training, ²Exercise Science or ³Health Promotion. The Athletic Training Concentration is designed for those students wishing to become a certified athletic trainer. Exercise Science Concentration area is designed to serve those students primarily interested in entering physical therapy school. The Health Promotion Concentration area is designed for those students interested in pursuing careers in the wellness and fitness industry. Changing from one concentration to another requires a catalog change.

The department also offers course work leading to teacher certification in Adapted Physical Education and Driver Education.

Graduation Requirements

All students majoring in Health and Human Performance must meet all graduation requirements listed in the section titled “Graduation Requirements” in the General Information section of this catalog. Only Health and Human Performance courses with a grade of “C” or higher may be applied toward the degree. Students pursuing the Health and Physical Education—Grades K-12 degree should also refer to requirements for student teaching and teacher certification in the Burton College of Education. Students pursuing teacher certification should obtain certification in a second teaching area. Certification requirements for a second teaching area may be obtained from the advisor.

Students pursuing Athletic Training, Exercise Science or Health Promotion concentrations must meet the following requirements for internship candidacy: (1) Completed course work of at least 90 hours with 2.5 overall GPA; (2) “C” or better in required English Composition (101-102) and grammar (351) classes; (3) Completed course work in HHP. 111, 331, 341, 345, 435 and 448 or permission of Concentration Coordinator.

HEALTH AND PHYSICAL EDUCATION—GRADES K-12
Bachelor of Science

All requirements pertaining to Teacher Education Preparation must be satisfied for this degree.

Freshman Year

<i>First Semester</i>	<i>Sem Hrs.</i>	<i>Second Semester</i>	<i>Sem Hrs</i>
BIOL 101	3	ENGL 102	4
EDTC 100	1	HHP. 105,122, 124	8
ENGL 101	3	MATH 122	3
HHP. 103, 104, 111	6	PHSC 101.....	3
MATH 113	3		
ORIN 101.....	<u>1</u>		
<i>Total</i>	<i>17</i>	<i>Total</i>	<i>17</i>

Sophomore Year

<i>First Semester</i>	<i>Sem Hrs.</i>	<i>Second Semester</i>	<i>Sem Hrs</i>
BIOL 210	3	EDTC 245	3
HHP. 200, 204.....	5	GEOG 201 or GEOG 211	3
PSYC 211.....	3	HHP. 168.....	2
SOCL 201 or SOCL 211	3	HHP. 244, HHP. 281 or HHP. 346.....	3
SPED 204.....	<u>3</u>	HIST 201 or HIST 202.....	3
		SPCH 201.....	<u>3</u>
<i>Total</i>	<i>17</i>	<i>Total</i>	<i>17</i>

Junior Year

<i>First Semester</i>	<i>Sem Hrs.</i>	<i>Second Semester</i>	<i>Sem Hrs</i>
EDUC 200.....	0	ART. 351	3
EDUC 333.....	3	ENGL 351	3
HHP. 331, HHP. 333, HHP. 340.....	9	HHP. 343, HHP. 345	6
MAAP 200	0	PSYC 310.....	3
PSYC 311.....	3		
	<hr/>		<hr/>
<i>Total</i>	<i>17</i>	<i>Total</i>	<i>17</i>

Senior Year

<i>First Semester</i>	<i>Sem Hrs.</i>	<i>Second Semester</i>	<i>Sem Hrs</i>
EDUC 410 or EDUC 412	3	ENGL (<i>Literature</i>)	3
HHP. 425, HHP. 443	6	HHP. 468.....	9
HHP. 448 and HHP. 454.....	6		
	<hr/>		<hr/>
<i>Total</i>	<i>15</i>	<i>Total</i>	<i>12</i>
<i>Total hours for major: 60</i>		<i>Total hours for degree: 125</i>	

Secondary Teaching Area recommended. See department for advising.

HEALTH AND HUMAN PERFORMANCE, GENERAL
Bachelor of Science

	<i>Sem. Hrs.</i>
Biology 101-101L.....	4
English 101-102.....	6
HHP. 111.....	2
HHP. 122, 124.....	6
Orientation 101.....	1
Art Elective.....	3
Biology 225-225L.....	4
English 201, 202, or 221.....	3
Speech 201.....	3
English 351 or 361.....	3
HHP. 331, 345.....	6
MAAP 200.....	0
<i>Courses required for general education core.....</i>	<i>41</i>
<i>Courses required for concentration.....</i>	<i>82-84</i>

Total Hours in Health and Human Performance degree 124-125

^aAthletic Training Concentration

	<i>Sem. Hrs</i>
PSYC 101.....	3
BIOL 102, 102L.....	4
FACS 131/132.....	4
Math 113.....	3
Math 170.....	3
Physical Science Elective.....	3
CPST 101.....	3
SOCL 201.....	3
HHP 115.....	1
HHP 235.....	3
HHP 430.....	3
HHP 288.....	3
HHP 244.....	3
HHP 388.....	3
HHP 355.....	3
HHP 375.....	3
HHP 389.....	3
HHP 346.....	3
HHP 365.....	3
HHP 425.....	3
HHP 435.....	3
HHP 415.....	3
HHP 488.....	3
HHP 489.....	3
History 201 or 202.....	3
BADM 201.....	3
PSYC 454.....	3
MGMT 300.....	3
<i>Total Hours in Athletic Training Concentration.....</i>	<i>83</i>
<i>Total Hours for degree: 124</i>	<i>Total Hours for major: 41</i>

^aSee University Social Sciences Core Requirements

^bElectives approved by advisor

²Exercise Science Concentration	<i>Sem. Hrs</i>
Biology 102, 102L	4
Biology 226	4
Chemistry 101, 102.....	8
Computer Science 102.....	3
HHP. 160, 161, 173, 176 or 178	2
HHP. 164.....	2
Approved HHP. Elective (300 level or above)	3
HHP. 333.....	3
HHP. 430, 435, 448.....	9
HHP. 459.....	6
Philosophy 331	3
Mathematics 170.....	3
Mathematics 175.....	3
Microbiology 201	4
Physics 201, 202	8
Psychology 101, 233, 431.....	9
^a Social Science Elective (300 or above)	3
Statistics 231.....	3
^b Approved Elective (300 level or above).....	<u>3</u>
<i>Total Hours in Exercise Science Concentration</i>	83

³Health Promotion Concentration	
Computer Studies 101.....	3
HHP. 112.....	2
HHP. 160, 161, 173, 176, or 178	2
HHP. 110, 159 or 208.....	2
HHP. 164.....	2
HHP. 168.....	2
HHP. 244.....	3
HHP. 281.....	3
HHP. 333.....	3
HHP. 341.....	3
HHP. 346.....	3
HHP. 351.....	3
HHP. 425.....	3
HHP. 435.....	3
HHP. 448.....	3
HHP. 458.....	6
HIST 201 or 202	3
FACS 132.....	3
Marketing 320.....	3
Management 300.....	3
Mathematics 113.....	3
Mathematics 130.....	3
Microbiology 201	4
Psychology 101.....	3
Psychology 454.....	3
Physical Science Elective	3
Sociology 201	3
Approved Electives.....	<u>4</u>
<i>Total Hours for Health Promotion Concentration</i>	84
<i>Total hours for degree: 125</i>	<i>Total hours for major: 51</i>

DEPARTMENT OF PSYCHOLOGY

Dena Matzenbacher, Head

Faculty: Bartling, Brannon, Dilks, Disney, Melville, Whiteman

Purpose

The purpose of the Department of Psychology is fivefold:

- 1) to prepare students to enter the work force;
- 2) to prepare undergraduates for additional training leading to professional careers;
- 3) to enhance the knowledge, skills, and understanding of graduate students;
- 4) to provide service courses to non-majors; and
- 5) to encourage scholarly production.

Curriculum

The Department of Psychology offers a major in Psychology leading to the Bachelor of Science degree. Students majoring in Psychology may take a minor in the College of Liberal Arts or in the College of Science; or they may fulfill their elective requirements with 15 hours of courses in an academic discipline or field, which must be approved by their academic advisor. In selecting electives, a student must take into consideration the degree requirements which state that at least 40 semester hours must be earned in courses numbered above 300, and at least 12 must be in the major subject. Also, students may not present a grade below “C” in their major field. In general, freshman courses are numbered in the 100 series; sophomore courses in the 200; junior courses in the 300; and senior courses in the 400. Courses in the 500 and 600 series are open to graduate students only. See your advisor regarding graduation requirements.

PSYCHOLOGY

Bachelor of Science

	<i>Sem. Hrs.</i>
Anthropology, Criminal Justice, or Sociology Elective	3
Biology 101-101L, 102-102L	8
Biology 225, 226, 315 or 458	4
Computer Science or Computer Studies Elective.....	3
English 101, 102, 351	9
English (Literature) Elective.....	3
Fine Art Elective	3
Government or Economics Elective	3
History 101 or 102 and History 202	6
Humanities Elective.....	3
MAAP 200	0
Mathematics 113 and 130 or 170 and 175	6
Orientation 101	1
Physical Sciences Electives	6
Psychology 101, 304, 431 or 451, 471	12
Psychology 310 or 311, 427, 428.....	9
Psychology Electives (300 or above).....	9
Psychology 499	3
Speech Communication	3
Statistics 231	3
Statistics 332.....	3
Minor Electives.....	15*
Electives.....	9

Total hours in major: 33

Total hours in degree: 124

*Hours for minors vary according to requirements of departments offering the minor.

Psychology minor. The Department of Psychology offers a minor in Psychology. Requirements for a minor are Psychology 101 and an additional 15 hours in Psychology, 12 of which must be chosen from courses numbered 300 or above.