

TEACHER EDUCATION PROGRAM

Director: Jewell Askins

Students planning to teach must be admitted to the College and Teacher Education Program (TEP) as described below.

Students pursuing programs leading to an initial teacher license at either the elementary, middle or secondary level must complete the appropriate curriculum for teacher education, including the general education requirements, requirements for one of the majors offered by the College, specific teaching endorsement requirements, professional studies requirements, and the teaching internship.

Students planning to teach at the Pre-K-6 level or special education must complete a major in Liberal Arts and Sciences as described on pages 144-149.

Those who possess a bachelor's degree from an accredited institution and wish to become eligible for an initial teacher license must complete all requirements for admission to the Teacher Education Program. Individuals possessing a master's degree from an accredited institution may be accepted into the Teacher Education Program after a review of their credentials by the Director of Teacher Education.

Students who do not meet all requirements of the State Approved Program at The University of Virginia's College at Wise, including a teaching internship, will fall under the guidelines of the Virginia Department of Education and additional coursework may be required when seeking licensure.

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ADMISSION TO THE TEACHER EDUCATION PROGRAM

Admission to UVa-Wise does not guarantee admission to the Teacher Education Program. Students seeking a license to teach in the public schools in Virginia must apply for and be granted admission to the TEP by the Teacher Education Admissions Committee.

Application forms may be obtained from the Office of the Director of Teacher Education and should be submitted to that office upon completion.

Students who have completed 30 or more semester hours of course work and students who have already completed a baccalaureate degree from a regionally accredited college or university and wish to be admitted to the TEP should apply immediately after their admission to UVa-Wise. Those students who have a grade point average of 2.50 (or higher) and a four-year college or university degree and have not been admitted to the TEP may be permitted to take courses requiring TEP admission during their first semester at UVa-Wise. During this first semester, these students must complete all requirements for admission to the TEP by the conclusion of the semester.

After initiating the application process, students should periodically contact the Director of Teacher Education to review the status of their candidacy.

The Teacher Education Admissions Committee will interview those students who have been identified as eligible for admission. To be considered eligible, students must present evidence of the following to the Director of Teacher Education:

1. Admission to The University of Virginia's College at Wise;
2. Completion of at least 30 semester hours of academic credit from an accredited college or university;
3. A cumulative grade point average of 2.5 or better for all course work completed at UVa-Wise and an overall cumulative grade point average of 2.5 or better from all colleges and universities attended;
4. Written recommendations from:
 - a. The chair of their major academic department at UVa-Wise and the department which offers an approved program of study appropriate for the teaching licensure being sought. A recommendation from the appropriate department is also required for students seeking licensures in additional teaching areas.
 - b. Four college instructors (including at least two members of the

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UVA-Wise faculty) who have observed and assessed the candidate's performance as a student;

5. Completion of EDUC 251, Foundations and Development of American Education, with a recorded grade of "C-" or better;
6. Passing scores on the PRAXIS I (PPST) by the end of the candidates' sophomore (or second) year at UVA-Wise. Appeals for exceptions to this requirement may be made to the Director of the Teacher Education Program.* Transfer students seeking admission to the TEP will have one year from the date of admission to the College to submit passing scores on the PRAXIS I. Students must either pass all three tests (reading, writing, mathematics) individually or achieve a composite passing score for the tests, which must include a passing score on the writing test. However, if a student achieves a composite passing score but does not achieve a passing score in writing, the student may submit an essay on an assigned topic to the Director of the TEP and the Chair of the Teacher Education Admissions Committee for evaluation. Students who have taken the SAT before April 1, 1995, and achieved a score of 1,000 (450 minimum verbal and 510 minimum math) or students who have taken the SAT after April 1, 1995, and achieved a score of 1,100 (530 minimum verbal and 530 minimum math) are not required to take the PRAXIS I. However, those students who submit appropriate SAT substitute scores and who did not write an essay as part of the SAT examination must write an acceptable essay as judged by the TEP Admissions Committee.

The purpose of the Teacher Education Admissions Committee is to assure that students who are admitted and remain in the Teacher Education Program possess the personal, social, and intellectual characteristics required to successfully complete their academic and professional studies and to become effective teachers.

The Teacher Education Admissions Committee then recommends, defers or denies admission to the Teacher Education Program. If the Teacher Education Admissions Committee determines that a candidate exhibits any deficiencies with regard to the above criteria, it may prescribe specific conditions that must be met before full admission is granted. Students who have been denied full admission to the TEP cannot take classes that require TEP admission nor enroll in the teaching internship.

After receiving full admission to the Teacher Education Program, each

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student's academic progress, personal conduct and professional development will be monitored. Additionally, All TEP candidates and members will be expected to maintain acceptable *professional dispositions for teaching* in coursework, including required field experiences. Such dispositions are described, and procedures for monitoring detailed, in both the application packet for TEP admission and the intern teaching handbook.

** Students with identified disabilities, who may need additional time to achieve passing scores on the PRAXIS I, are eligible to apply for probationary admission to the Teacher Education Program. All students must be fully admitted to the Teacher Education Program to be eligible to enroll in Intern Teaching.*

ADMISSION TO THE TEACHING INTERNSHIP

Students will be permitted to enroll in the teaching internship course after meeting the following requirements:

1. Full admission to UVa-Wise Teacher Education Program;
2. A cumulative grade point average of 2.5 or better in all course work completed at UVa-Wise and an overall cumulative grade point average of 2.5 or better from all colleges and universities attended;
3. Satisfactory completion of the professional education courses which are requirements for the prerequisite to the teaching internship.
4. Satisfactory completion of at least six semester hours of course work on the main campus at UVa-Wise;
5. Completion of all general education requirements prescribed by UVa-Wise;
6. Receive the tuberculin test, which can be administered by the College's Health Services nurse or physician. The TB test must be completed less than one year prior to the date on which the internship experience will begin;
7. Demonstration of interpersonal skills required to establish and maintain successful professional relationships with the pupils, parents, teachers and supervisors in the school community;
8. Earn a grade of "C-" or better in all professional education courses.
9. Submit passing scores for the appropriate PRAXIS II Specialty Area Test.

Students who have appropriate professional work experience and have

completed the prescribed course of study may apply for a waiver of the teaching internship. Each application will be considered on an individual basis.

Upon successful completion of the teaching internship and all other requirements for the degree and teaching license, students are advised to complete an application for a teaching license. The licensure application, when completed, must be returned to the Director of Teacher Education and submitted on behalf of the student from UVa-Wise. Applications are available in the Office of the Director of Teacher Education.

APPEAL

A student who is denied admission to the Teacher Education Program or whose full admission status has been rescinded by the Teacher Education Admissions Committee may submit a written appeal to the Academic Dean.

PROFESSIONAL TEACHER'S ASSESSMENT FOR LICENSURE

All prospective teachers seeking initial licensure in Virginia are required to take and submit passing test scores on the PRAXIS I (PPST) and PRAXIS II: Specialty Area test. After January 1, 2007, all TEP completers must also pass the Virginia Communication and Literacy Assessment (VCLA) for Virginia licensure. Scores on all tests must be sent to UVa-Wise and be on file with the Director of Teacher Education before a recommendation for licensure can be transmitted to the Virginia Department of Education. In 2004-05, the aggregate pass rate of the Educational Testing Service PRAXIS I basic skills assessment for UVa-Wise students who have completed the TEP was 99 percent as compared to the statewide pass rate of 99 percent, and the aggregate pass rate of the PRAXIS II academic content areas assessment for UVa-Wise students who have completed the TEP was 100 percent as compared to the statewide pass rate of 98 percent.

The UVa-Wise teacher education program is approved by the Commonwealth of Virginia and by the Commission on Colleges of the Southern Association of Colleges and Schools.

LICENSURE ONLY PROGRAM

This program is for students who have a bachelor's degree and who are seeking an initial license to teach without getting a master's degree. Students entering this program must have a degree from a regionally accredited college or university and be admitted as a non-degree status student. Non-degree status students must complete the professional

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studies requirements including admission to the Teacher Education Program, Intern Teaching, and required assessments. Students who do not have a degree in the area of intended endorsement may need to take additional academic course work to meet the Virginia standards. An advisor in the Education Department will meet with prospective students to evaluate their course work and to determine any academic content courses which may be required.

TEACHING ENDORSEMENT AREAS

ENDORSEMENTS	GRADE LEVELS
Driver Education (add-on endorsement)	6-12
Elementary Education	Pre-K-6
English	6-12
Foreign Language (French, Spanish)	Pre-K-12
Health and Physical Education	Pre-K-12
History and Social Science	6-12
Library Media	Pre-K-12
Mathematics	6-12
Mathematics - Algebra I (add on endorsement)	6-12
Science	6-12
Biology	
Chemistry	
Earth Science (add-on endorsement)	
Special Education	K-12
Emotional Disturbance	
Learning Disabilities	
Mental Retardation	
Vocational Education	6-12
Business Education	

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DEPARTMENT OF EDUCATION

Chair: R. Jeffrey Cantrell

Education Faculty: Jewell Askins, Lee Clark, Feng S. Din, Randy Gilmer, Sandra Richardson, Catana Turner, Wayne Wheatley, Brian Ward

Library Media Faculty: Robin Benke, Daniela Kroon, Shannon Steffey, Amelia VanGundy, Angela Widener

Physical Education Faculty: William Banner, Dennis Compston, Christopher Davis, James Edward Holbrook, Sue Geesey-Jean, Dewey Lusk, Nicholas Perlozzo, Tori Raby-Gentry, Ray Spenilla, Bruce Wasem

Director of Reading Clinic: Catana Turner

State approved programs leading to licensure to teach in the elementary, middle and secondary schools in Virginia are offered at The
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University of Virginia's College at Wise. A complete listing of the licensure areas available may be found on the preceding pages.

Students enrolled at UVa-Wise who elect to meet requirements for teacher licensure must be admitted to the Teacher Education Program and must complete the appropriate program of study. The students should contact the Director of Teacher Education for assistance in determining their appropriate program. Students are advised to contact their academic department concerning departmental regulations relative to teacher education. Students desiring a Liberal Arts and Science major (Pre-K-6 or Special Education) should consult with the Chair of the Department of Education for assignment of an advisor in the Department of Education.

**BACHELOR OF ARTS IN LIBERAL ARTS AND SCIENCES
LICENSURE REQUIREMENTS**

ELEMENTARY EDUCATION, PRE-K-6

SPECIAL EDUCATION, K-12

HEALTH AND PHYSICAL EDUCATION, PRE-K-12

The major is designed for students seeking an elementary education endorsement to teach at the Pre-K-6 and Pre-K-12 levels.

Students are required to complete the 73 semester hour core requirement, at least one concentration selected from general language and literature, general mathematics, general science, history/social science and the professional education component. The core requirements for this program also satisfy the general education requirements described previously in this catalog.

The Department of Education is supported in the administration of the Liberal Arts and Sciences major by the chairs of the Departments of Language and Literature, History and Philosophy, Mathematics and Computer Science, Natural Science, and Social and Behavioral Sciences.

CORE REQUIREMENTS

The completion of the following core requirements will satisfy the general education requirements.

		<i>semester hours</i>	
<u>LANGUAGE ARTS</u>			15
ENGL 101/102	Composition	6	
	Literature	3*	

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(*Students may select literature options from English courses numbered 212 through 326, and literature courses taught by foreign language faculty. Non-literature courses may not be used to satisfy this requirement.)

COMM 100	Public Speaking	3	
EDUC 347	Exploring the Language Arts through Children's Literature		3

COMPUTER LITERACY 3

COSC 110	Computer Literacy (<i>may test out</i>)	3	
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HISTORY 9

HIST 101/102	Western Civilization	6	
HIST 107 or 108	American History	3	

MATHEMATICS 12-13

MATH 100	Introduction to Algebra and Trigonometry, <i>or</i>	4	
MATH 101	College Algebra, <i>or</i>	3	
MATH 111	Pre-Calculus I <i>or</i>		
MATH 112	Pre-Calculus II <i>or</i>		
MATH 115	Applications of Mathematics	3	
MATH 102	Finite Mathematics	3	
MATH 301	Euclidean Geometry	3	
MATH 302	Problem Solving	3	

SCIENCE 14

SCIE 300	Intro to Science Education	2	
SCIE 310	Physical Science	4	
SCIE 320	Earth Science	4	
SCIE 330	Life Science	4	

FOREIGN LANGUAGE 6

Students must complete a 6-semester-hour introductory sequence in a foreign language. Exemption from this requirement may be made by demonstrating on a placement test a proficiency equivalent to one year of college language study and/or by successful completion of LANG 103H.

ARTS 3

Art, Music or Theatre 3
 Three semester hours are to be selected from art, dance, music and

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theatre. Students may select any combination of three hours (i.e., three 1-semester-hour courses, one 3-semester-hour course, etc.) to meet this requirement.

<u>SOCIAL SCIENCES</u>			9
ECON 255	Basic Economics and Financial Concepts	3	
GEOG 202	Cultural Geography	3	
POLS 101	American National Politics and Political Systems	3	
PSYC 360*	Human Growth and Development	3	

*PSYC 360 is required only for those students seeking an endorsement in an area of Special Education.

<u>PHYSICAL EDUCATION</u>			1
Two, 0.5-semester-hour courses or one, 1-semester-hour credit course, to be selected from Physical Education Activity Courses (Basic Skills.)			

<u>FRESHMAN SEMINAR</u>			1
(SEMR 101-102)			
TOTAL			76-77

CONCENTRATION

The student must complete one of the following four concentrations:

LANGUAGE AND LITERATURE CONCENTRATION

		<i>semester hours</i>	
		24	
ENGL 300	How to Read Literature	3	
ENGL 305	Western Literary Tradition	3*	
ENGL 325	English Literature I	3	
EDUC 340	Young Adult Literature	3	
ENGL 341	Study of the English Language	3	
ENGL 342	History of the English Language	3	
<i>Two courses selected from the following:</i>		6	
ENGL 326	English Literature (3)		
ENGL 381	American Prose and Poetry I (3)		
ENGL 382	American Prose and Poetry II (3)		

*Will satisfy the literature requirement in the core.

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MATHEMATICS CONCENTRATION

		<i>semester hours</i>	
MATH 102	Finite Mathematics	3*	26
MATH 112	Pre-Calculus II	3*	
MATH 118	Elementary Probability and Statistics	4	
MATH 303	Linear Algebra for Teachers	3	
MATH 305	History of Mathematics for Teachers	3	
MATH 204	Calculus I	4	
<i>At least 6 hours selected from the following:</i>		6	
MATH 205	Calculus II (4)		
MATH 306	Calculus III (4)		
MATH 312	Introduction to Geometry (3)		
MATH 320	Introduction to Number Theory (3)		
MATH 325	Probability and Statistic I (3)		
MATH 331	Introduction to Mathematical Proofs (3)		
MATH 410	Set Theory (3)		
COSC 181	Fundamentals of Computer Programming in C/C++ (4)		
COSC 281	Data Structures (3)		
COSC 330	Fundamentals of Computer Science (3)		
COSC 360	Operations Research (3)		
COSC 371	Discrete Structures (3)		

**Will partially satisfy the mathematics requirement in the core*

GENERAL SCIENCE CONCENTRATION

		<i>semester hours</i>	
SCIE 300	Introductio to Sci. Educ.	2*	34
SCIE 310	Physical Sci	4*	
SCIE 320	Earth Science	4*	
SCIE 330	Life Science	4*	
ASTR 101	Introduction to Astronomy	3	
ASTR 111	Introduction to Astronomy Lab	1	
BIOL 103	Principles of Biology	3	
BIOL 103	Principles of Biology Lab	1	
CHEM 101	College Chemistry I	3	

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CHEM 101	College Chemistry I Lab	1
GEOL 101	Physical Geology	4
PHYS 101	Introduction to Physics I	3
PHYS 211	General Physics Lab I	1

**Will satisfy the natural science requirements in the core.*

HISTORY/SOCIAL SCIENCE CONCENTRATION

		<i>semester hours</i>
		30
HIST 101	Western Civilization I	3*
HIST 102	Western Civilization II	3*
		3
HIST 107	American History I	3*
HIST 108	American History II	3
<i>Cross-cultural history course selected from the following:</i>		3
HIST 312, 316, 317, 323, 326, 337		
History elective at the 300 level or higher		3
POLS 101 <i>or</i> POLS 102		3
<i>At least two courses selected from the following:</i>		6
POLS 305, 306, 322, 361, 381		
Upper-level selection from History, Political Science, Psychology, <i>or</i> Sociology		3

**Will satisfy History requirement in the core*

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The professional education component must be completed by all students earning a degree in Liberal Arts and Sciences.

		<i>semester hours</i>
		24
EDUC 251	Foundations and Development of American Education	2
EDUC 330	Educational Technology	3
EDUC 345	Foundations of Reading Instruction	3
EDUC 360	Human Growth and Development	3
EDUC 369	Exceptional Children in the Regular Classroom	3
EDUC 408	Classroom Management and Discipline	3
EDUC 409	Tests and Measurements	1
EDUC 410	Diagnosis and Correction of Reading Problems	3
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EDUC 446	Organizational and Instructional Procedures for Pre-K-6	3
EDUC 498	Teaching Internship: Elementary Education, Pre-K-6	12

TOTAL HOURS OF PROFESSIONAL EDUCATION 36

Suggested Semester Schedule for Liberal and Arts and Science Major: Elementary Education

First Year: Fall Semester (16)

Engl 101: English Composition (3)
 Math 100, 101, or 103 (3)
 Foreign Language (3)
 Freshman Seminar (1)
 Art/Music/Theater (3)
 Hist 101 (3)

Spring Semester (15.5)

Engl 102: English Composition (3)
 Math 102 (3)
 Foreign Language (3)
 Comm 100 (3)
 PE (.5)
 Hist 102 (3)

Sophomore Year: Fall (16)

Educ 251 (2)
 Literature (3)
 Cosc 110 (3)
 Sci 300 (2)
 Hist 107 or 108 (3)
 Concentration (3)

Spring Semester (16.5)

Educ 369 (3)
 Geog 202 (3)
 Econ 255 (3)
 Science 310 (4)
 Concentration (3)
 PE (.5)

Junior Year: Fall (16)

Educ 347 (3)
 Educ 360 (3)
 Educ 330 (3)
 Educ 408 (3)
 Sci 320 (4)

Spring Semester (17)

Educ 345 (3)
 Sci 330 (4)
 Educ 409 (1)
 Math 301 (3)
 Concentration
 Concentration (3)

Senior Year: Fall (18)

Educ 410 (3)
 Educ 446 (3)

Spring Semester (12)

Educ 498 (12)

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Math 302 (3)
 Concentration (3)
 Concentration (3)
 Concentration (3)

Total Semester Hours: 127

Concentration hours may vary depending upon area of concentration.

**TEACHING ENDORSEMENT FOR
 SECONDARY EDUCATION, 6-12**

LICENSURE REQUIREMENTS

Individuals seeking licensure with secondary grades 6-12 endorsements may meet requirements through the completion of an approved program. Components of the licensure program include an appropriate major, professional teacher's assessment requirement (Praxis I and II) prescribed by the Commonwealth of Virginia Board of Education, professional studies requirements, and any specific endorsement requirements.

PROFESSIONAL STUDIES REQUIREMENTS

The professional studies requirements for students seeking licensure at secondary grades 6-12 consist of the following courses unless otherwise specified under the individual endorsement area.

	<i>semester hours</i>
EDUC 251 Foundations and Development of American Education	2
EDUC 358 Reading in the Content Areas, 6-12	3
EDUC 369 Exceptional Children in the Regular Classroom	3
EDUC 408 Classroom Management and Discipline	3
EDUC 409 Tests and Measurements	1
EDUC 482* Design and Development of Instruction in Grades 6-12	3
PSYC 474 Adolescent Psychology	3
EDUC 499 Teaching Internship: Middle and Secondary Grades 6-12	12
TOTAL	30

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*Those TEP candidates seeking a license in mathematics are required to take EDUC 482, but those candidates seeking a license in the areas of business education, history and social sciences, the sciences, English, foreign language, or Health and PE are required instead to take one of the following respective methods courses: Business education candidates are required to take EDUC 480: Methods of Teaching Business Subjects; history and social sciences candidates are required to take HIST 302: Social Studies Teaching; biology, chemistry, or earth science candidates are required to take SCIE 440: Methods for the Secondary Science Teacher; English candidates are required to take ENGL 343/EDUC 359: Teaching Writing; foreign language candidates are required to take FREN 415: Foreign Language Teaching or SPAN 415: Methodology of Teaching Spanish; and Health and PE candidates are required to take HLED 471: Methods of Teaching Health.

SECONDARY EDUCATION MINOR

Each student admitted to the Teacher Education Program at the secondary level may earn a minor in secondary education by completing the professional studies requirements for secondary grades 6-12.

LICENSURE REQUIREMENTS, Pre-K–12

Licensure at the Pre-K–12 level may be obtained in library media, health and physical education, and special education. Students must be accepted into the Teacher Education Program and complete general education requirements, an appropriate major offered by the College, and the professional studies and teaching internship requirements.

SPECIAL EDUCATION LICENSURE PROGRAM, Pre-K-12

Students wishing to obtain initial licensure (Pre-K–12) in Special Education with endorsements in Mental Retardation, Learning Disabilities, and Emotional Disturbance must complete the requirements for the Liberal Arts and Sciences Degree Program.

The core requirements of the Liberal Arts and Sciences degree, which include the General Education Requirements, one of the four concentrations of the Liberal Arts and Sciences Program (General Language and Literature, General Mathematics, General Science, and History/Social Science), and the professional studies requirements for special education certification must be completed.

**SPECIAL EDUCATION PRE-K–12
EMOTIONAL DISTURBANCE**

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	<i>semester hours</i>
General Education Core Requirements	73
Concentration	17-21
Professional Studies Requirement:	23
EDUC 345 Foundations of Reading Instruction	3
EDUC 251 Foundations & Development of American Education	2
EDUC 369 Inclusion of Exceptional Children in the Regular Classroom	3
EDUC 375 Psychoeducational Diagnosis	3
EDUC 379 Characteristics of the Behaviorally Disordered	3
EDUC 381 Instructional Procedures for Students with Learning and Behavior Disorders: Elementary Level	2
EDUC 382 Instructional Procedures for Students with Learning and Behavior Disorders: Secondary Level	2
EDUC 383 Current Trends and Legal Issues in Special Education	2
EDUC 408 Classroom Management and Discipline	3
EDUC 494 Teaching Internship in Special Education	12
TOTAL	125-129

Suggested Semester Schedule for Liberal and Arts and Science Major: Special Education (ED)

First Year: Fall Semester (16.5)

Engl 101: English Composition (3)
 Math 100, 101, or 103 (3)
 Foreign Language (3)
 Freshman Seminar (1)
 Art/Music/Theater (3)
 Hist 101 (3)
 PE (.5)

Spring Semester (15)

Engl 102: English Composition (3)
 Math 102 (3)
 Foreign Language (3)
 Comm 100 (3)
 Hist 102 (3)

Sophomore Year: Fall (16)

Educ 251 (2)
 Literature (3)
 Educ 369 (3)

Spring Semester (16.5)

Psyc 360 (3)
 Educ 347 (3)
 Econ 255 (3)

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Sci 300 (2)
 Hist 107 or 108 (3)
 Concentration (3)

Science 310 (4)
 Concentration (3)
 PE (.5)

Junior Year: Fall (18)

Spring Semester (17)

Concentration (3)
 Educ 381 (2)
 Educ 408 (3)
 Sci 320 (4)
 Educ 345 (3)
 Cosc 110 (3)

Educ 382 (2)
 Sci 330 (4)
 Math 301 (3)
 Educ 379 (3)
 Concentration (3)
 Educ 383 (2)

Senior Year: Fall (18)

Spring Semester (12)

Educ 375 (3)
 Geog 202 (3)
 Math 302 (3)
 Concentration (3)
 Concentration (3)
 Concentration (3)

Educ 494 (12)

Total Semester Hours: 129

Concentration hours may vary depending upon area of concentration.

**SPECIAL EDUCATION PRE-K-12
 LEARNING DISABILITIES**

	<i>semester hours</i>
General Education Core Requirements	73
Major Requirements	17-21
Professional Studies Requirements	23
EDUC 251 Foundations and Development of American Education	2
EDUC 345 Foundations of Reading Instruction	3
EDUC 369 Exceptional Children in the Regular Classroom	3
EDUC 370 Characteristics of the Learning Disabled	3
EDUC 375 Psychoeducational Diagnosis	3

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EDUC 381	Diagnostic-Remedial Instruction for Students with Learning and Behavior Disorders: Elementary Level	2	
EDUC 382	Diagnostic-Remedial Instruction for Students with Learning and Behavior Disorders: Secondary Level	2	
EDUC 383	Current Trends and Legal Issues in Special Education	2	
EDUC 408	Classroom Management and Discipline	3	
EDUC 494	Teaching Internship in Special Education	12	
TOTAL			120-124

Suggested Semester Schedule for Liberal and Arts and Science Major: Special Education (LD)

First Year: Fall Semester (16.5)

Engl 101: English Composition (3)
 Math 100, 101, or 103 (3)
 Foreign Language (3)
 Freshman Seminar (1)
 Art/Music/Theater (3)
 Hist 101 (3)
 PE (.5)

Spring Semester (15)

Engl 102: English Composition (3)
 Math 102 (3)
 Foreign Language (3)
 Comm 100 (3)
 Hist 102 (3)

Sophomore Year: Fall (16)

Educ 251 (2)
 Literature (3)
 Educ 369 (3)
 Sci 300 (2)
 Hist 107 or 108 (3)
 Concentration (3)

Spring Semester (16.5)

Psyc 360 (3)
 Educ 347 (3)
 Econ 255 (3)
 Science 310 (4)
 Concentration (3)
 PE (.5)

Junior Year: Fall (18)

Spring Semester (17)

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- | | |
|--------------|-------------------|
| Educ 370 (3) | Educ 382 (2) |
| Educ 381 (2) | Sci 330 (4) |
| Educ 408 (3) | Math 301 (3) |
| Sci 320 (4) | Concentration (3) |
| Educ 345 (3) | Concentration (3) |
| Cosc 110 (3) | Educ 383 (2) |

Senior Year: Fall (18)

Spring Semester (12)

- | | |
|-------------------|---------------|
| Educ 375 (3) | Educ 494 (12) |
| Geog 202 (3) | |
| Math 302 (3) | |
| Concentration (3) | |
| Concentration (3) | |
| Concentration (3) | |

Total Semester Hours: 129

Concentration hours may vary depending upon area of concentration.

**SPECIAL EDUCATION PRE-K-12
MENTAL RETARDATION**

	<i>semester hours</i>
General Education Core Requirements	73
Concentration	17-21
Professional Studies Requirements:	23
EDUC 251 Foundations & Development of American Education	2
EDUC 345 Foundations of Reading Instruction	3
EDUC 369 Exceptional Children in the Regular Classroom	3
EDUC 372 Characteristics of the Mentally Retarded	3
EDUC 375 Psychoeducational Diagnosis	3
EDUC 381 Instructional Procedures for Students with Learning and Behavior Disorders: Elementary Level	2
EDUC 382 Instructional Procedures for Students with Learning and Behavior Disorders: Secondary Level	2

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EDUC 383	Current Trends and Legal Issues in Special Education	2	
EDUC 408	Classroom Management and Discipline	3	
EDUC 494	Teaching Internship in Special Education	12	
	TOTALS		125-129

Suggested Semester Schedule for Liberal and Arts and Science Major: Special Education (MR)

First Year: Fall Semester (16.5) Spring Semester (15)

Engl 101: English Composition (3)	Engl 102: English Composition (3)
Math 100, 101, or 103 (3)	Math 102 (3)
Foreign Language (3)	Foreign Language (3)
Freshman Seminar (1)	Comm 100 (3)
Art/Music/Theater (3)	Hist 102 (3)
Hist 101 (3)	

Sophomore Year: Fall (16) Spring Semester (16.5)

Educ 251 (2)	Psyc 360 (3)
Literature (3)	Educ 347 (3)
Educ 369 (3)	Econ 255 (3)
Sci 300 (2)	Science 310 (4)
Hist 107 or 108 (3)	Concentration (3)
Concentration (3)	PE (.5)

Junior Year: Fall (18) Spring Semester (17)

Concentration (3)	Educ 382 (2)
Educ 381 (2)	Sci 330 (4)
Educ 408 (3)	Math 301 (3)
Sci 320 (4)	Educ 372 (3)

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(At least 4 activities chosen from those listed below)

PHYE 103, 113, 123, 133, 173, 183, 193, 243, 253	2
PHYE 300 Safety Education and First Aid	3
PHYE 311 Motor Learning	3
PHYE 312 Skills/Techniques of Teaching Team and Individual Sports	3
PHYE 324 Foundations and Trends in Physical Education	3
PHYE 350 Human Anatomy for the Physical Educator	3
PHYE 351 Evaluations in Physical Education	3
PHYE 360 Exercise Physiology	3
PHYE 365 Kinesiology	3
PHYE 411 Organization and Administration of Physical Education Programs	3

TOTAL 40
CONCENTRATION LEADING TO TEACHER LICENSURE

PHYE 143 Backpacking <i>or</i>	
PHYE 153 Camping	.5
PHYE 281, 282 Aerobics <i>or</i>	
PHYE 283 Dance	.5
PHYE 303, 313, 333 Aquatics (at least one hour)	1
EDUC 251 Foundations and Development of American Education	2
EDUC 330 Educational Technology	3
EDUC 358 Reading and Language Arts in the Content Areas, 6-12	3
EDUC 369 Exceptional Children in the Regular Classroom	3
EDUC 408 Classroom Management and Discipline	3
EDUC 409 Tests and Measurements	1
PHYE 320 Physical Education Activities for the Elementary School	3
PHYE 400 Adaptive Physical Education	3
PSYC 472 Child Development <i>or</i>	
PSYC 474 Adolescent Development	3
HLED 471 Methods of Teaching Health	3
PHYE 470 Teaching Internship in Physical Education	12

TOTAL 41 semester hours

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TOTAL HOURS FOR MAJOR 125

SPORTS MANAGEMENT CONCENTRATION

	<i>semester hours</i>
PHYE 341 Sport in Society	3
PHYE 342 Sport Information Management	3
PHYE 343 Sport Ethics	3
PHYE 344 Event and Facility Management	3
PHYE 345 Sport Marketing	3
PHYE 346 Sport Entrepreneurship	3
PHYE 347 Sport Law	3
PHYE 348 The Sport Enterprise	3
PHYE 349 Sport Governance	3
PHYE 490 Internship	8
Electives Recommended electives: Management, Economics, Marketing, Accounting, Communications	3

**Four-year Semester Schedule
Health and Physical Education-Teacher Education**

Fall Semester

Spring Semester

FRESHMAN - 33 hours

Gen Ed (Bio)
Gen Ed
Gen Ed
Gen Ed
Gen Ed
Seminar

Phye 324
Gen Ed
Gen Ed
Gen Ed
Gen Ed
Seminar

SOPHOMORE - 31 hours

PHYE 350
PHYE 300
EDUC 358
HLED 221/222
PHYE activities
EDUC 251

PHYE 311
PHYE 312
PHYE 320
PHYE 365
GEN ED
PHYE activities

JUNIOR - 32 hours

PHYE 351
PSCH 472 or 474

PHYE 360
Hled 471

EDUCATION

EDUC 369	PHYE 400
Gen Ed (NS)	Gen Ed
Gen Ed	Gen Ed
PHYE activities	PHYE Aquatics

SENIOR - 27 hours
(Take Praxix II, and VCLA)

PHYE 411	EDUC 494
EDUC 408	
EDUC 409	
Gen Ed	
Gen Ed	
Total:	122 hours

**Four-year Schedule
Health and Physical Education - Sport Management**

Fall Semester

FRESHMAN - 32 hours
GEN ED (Bio)
GEN ED
GEN ED
GEN ED
GEN ED
Seminar

Spring Semester

PHYE 324
GEN ED
GEN ED (NS)
GEN ED
PHYE activities

SOPHOMORE - 30 hours

PHYE 341
PHYE 350
PHYE 300
Sport Mngt. Elective
HLED 221/222

PHYE 311
PHYE 312
PHYE 365
PHYE 342
GEN ED

Fall Semester

JUNIOR - 31 hours
PHYE 343
PHYE 345

Spring Semester

PHYE 344
PHYE 360

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PHYE 347 GEN ED
 PHYE 351 GEN ED
 GEN ED GEN ED
 PHYE activities

SENIOR - 29 hours
 PHYE 411 PHYE 346
 PHYE 349 PHYE 348
 GEN ED PHYE 490
 GEN ED
 GEN ED

OR
 SUMMER: PHYE 490 (8)

TOTAL:120-121 HOURS

**LIBRARY MEDIA - PRE-K-12
 (ANY UVA'S COLLEGE AT WISE MAJOR)**

Library media licensure may be added to any major by completing the requirements outlined below:

	<i>semester hours</i>
General Education Requirements	53
Major Requirements	36-67
Additional requirements for Library Media licensure:	27
EDUC 326 Design, Production, and Evaluation of Instructional Media (3)	
EDUC 330 Educational Technology (3)	
EDUC 340 Young Adult Literature (3)	
EDUC 361 Children's Literature (3)	
LIBR 310 Reference and Bibliography (3)	
LIBR 320 Technical Services (3)	
LIBR 330 School Library Administration (3)	
LIBR 340 Internship in School Library Service (6)	
Professional Studies Requirements	11
EDUC 251 Foundations and Development of American Education (2)	
EDUC 360 Human Growth and Development (3)	
EDUC 369 Exceptional Children in the Regular Classroom (3)	

EDUCATION

EDUC 408 Classroom Management and Discipline (3)
TOTAL 126-157

MINOR IN LIBRARY MEDIA

Students who are seeking a non-teaching minor in library media must complete the following courses:

	<i>semester hours</i>
LIBR 310 Reference and Bibliography	3
LIBR 320 Technical Services	3
LIBR 330 School Library Administration	3
EDUC 326 Design, Production, and Evaluation of Instructional Media <i>or</i>	
EDUC 330 Educational Technology	3
EDUC 340 Young Adult Literature	3
EDUC 361 Children's Literature	3
TOTAL	18
	160-192

DRIVER EDUCATION

A student seeking an add-on endorsement in driver education shall complete the following:

	<i>semester hours</i>
General education requirements	53
Major requirements <i>(Total hours dependent on major selected)</i>	36-67
An endorsement in a secondary or Pre-K-12 subject area <i>(includes professional education requirements)</i>	26-30
EDUC 304 Introduction to Driver Education: Driver Task Analysis	3
EDUC 306 Driver Education Instructional Principles	3
TOTAL	120-155

COURSES IN EDUCATION

EDUC 251: Foundations and Development of American Education (2)
 A study of American education including the history of education and the major philosophical and sociological forces affecting education, with emphasis on contemporary issues, problems, and patterns relative to curriculum design and development in American schools, as well as an introduction to a teacher's role in understanding and developing collaborative relationships with their students' families to support students' physical, cognitive, and social development. Attention is also

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given to the legal status of teachers and students with respect to federal and state regulations. Requires 20 logged hours of observation in an elementary and/or secondary school setting.

EDUC 302: Workshop in Education (1, 2, 3)

May not be counted toward a major at The University of Virginia's College at Wise.

EDUC 304: Introduction to Driver Education: Driver Task**Analysis (3)**

Identification and application of knowledge and skills for traffic safety decision making. Under the supervision of a certified driver education instructor, the student will demonstrate the knowledge and skills required to provide effective instruction in the safe operation of a vehicle. May not be used to meet degree requirements except for students seeking licensure to teach Driver's Education.

EDUC 306: Driver Education Instructional Principles (3)

Prerequisite: Admission to the Teacher Education Program

Theory and practice of methods, knowledge, and materials for teaching and evaluating classroom and laboratory instruction in driver education. Topics are the legal aspects for operating a motor vehicle, safety and first aid principles, and the demonstration of the knowledge and skills required to provide effective instruction in the safe operation of a vehicle. May not be used to meet degree requirements except for students seeking certification to teach Driver Education.

EDUC 326: Design, Production and Evaluation of Instructional Media (3)

Identification and rationale for using media in education. Key sections include message design, media design, production and validation, including setting up and operating the video tape recorder, audio tape recorder, and slide, filmstrip, overhead and 16 mm projectors; demonstrating simple production processes and learning to write behavioral outcome objectives; use of computers in education; and utilization of distance learning technology.

EDUC 330: Educational Technology (3)

Prerequisite: COSC 110, EDUC 251

An introduction to educational and computer technologies, this course is required of all students seeking a license to teach. Students taking this

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course will develop an understanding and familiarity with computers. This course will rapidly cover advanced computer topics. Students will explore the State Standards of Learning (SOL) and demonstrate computer competencies in their respective educational discipline. A number of required projects will be assigned; however, individual exploration will also be incorporated into the course.

EDUC 340: Young Adult Literature (3)

Prerequisite: Upper division status

A study of literature for readers from grades six through twelve with presentation of appropriate bibliographies, indexes, review sources, and teaching methods. The course is required for English majors seeking licensure for teaching in grades 6-12 and for all students seeking licensure for teaching in grades 6-12 and for all students seeking licensure in library science. The course may not be used to satisfy general education requirements.

EDUC 345: Foundations of Reading Instruction (3)

Prerequisite: Upper division status

This course is designed to provide information on balanced reading instruction in grades Pre-K-6. Specific topics addressed will include: theories/models of the reading process, language acquisition, phonemic awareness, word identification strategies (sight vocabulary, phonics knowledge, structural analysis, and contextual analysis), vocabulary development strategies, comprehension strategies, reading-writing connections, and assessments (formal and informal). Students enrolled in this course are required to complete 30 hours of field experience in a K-6 classroom setting.

EDUC 347: Exploring the Language Arts through Children's Literature (3)

Prerequisite: Upper Division Status

This course is designed to provide information for integrating the study of the language arts (listening, speaking, reading, and writing) with the study of children's literature in a K-6 classroom setting. Specific topics addressed will include: understanding the theoretical foundations for integration, selecting and evaluating children's literature, identifying categories of children's literature, utilizing children's literature across the curriculum, constructing thematic units, conducting activities for sharing and responding to literature (through read-alouds, shared reading, and guided reading activities, etc.), guiding children through the writing process, constructing listening and speaking activities, and assessing

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children's success with the language arts.

EDUC 358: Reading and the Language Arts in the Content Areas, 6-12 (3)

Prerequisite: Upper division status

The content of this course is designed to provide information on various approaches and techniques for utilizing and teaching reading/writing strategies within grades 6-12 content areas (i.e. literature, history/social science, mathematics, science, etc.). Emphasis is placed on procedures for evaluating textbooks, strategies to help students develop comprehension and study skills, and methods for teaching vocabulary and concepts. This course requires 30 hours of field experience in a 6-12 school setting.

EDUC 359: Teaching Writing (3)

Prerequisite: Upper division status

Provides an overview of current writing theory and practices in multicultural, public educational settings. Course themes include: culture (including issues in ESL and nonstandard dialects), literacy, writing pedagogy (process, expressive, narrative, collaborative, student-sponsored), conferencing, assessment, and technology. Students will develop demonstrations of teaching practices, as well as a portfolio that will include teaching philosophy, a dialogic learning log, a strategy for assessment, and a final paper addressing one of the class themes.

Students will work with Appalachian Writing Project teacher consultants, who will model cutting-edge practices in teaching writing K-12. This course is cross-referenced because it is appropriate both to students who plan to become K-12 teachers, and English students who plan to attend graduate school and may be teaching composition. (Dual listing with ENGL 343.)

EDUC 360: Human Growth and Development (3)

A study of the development of the whole child: physical traits, learning and intelligence, social and emotional behavior, and personality adjustment. Emphasis on birth to adolescence. (Dual listing with PSYC 360.)

EDUC 361: Children's Literature (3)

Prerequisite: Upper division status

Instruction in this course focuses on the various forms of children's literature (prose and poetry) and how to evaluate and effectively utilize and present (i.e. read-alouds, shared readings, choral readings, etc.) this literature in a PreK-6 setting. This course should be considered as "writing intensive" since students are required to turn in numerous critiques/reviews of children's literature plus a formal thematic unit.

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EDUC 369: Inclusion of Exceptional Children in the Regular Classroom (3)

Prerequisite: Upper division status

A survey of the field of special education. Emphasis is on techniques for integrating students with intellectual, emotional, social and physical handicaps into the least restrictive educational environment. Requires 30 hours of observation/participation in the elementary and/or secondary school classroom.

EDUC 370: Characteristics of the Learning Disabled (3)

Prerequisite: EDUC 369

An introduction to learning disabilities including characteristics of etiology, diagnostic criteria and an overview of the major theoretical and conceptual approaches to remediation.

EDUC 372: Characteristics of the Mentally Retarded (3)

Prerequisite: EDUC 369

An introduction to the complexities and characteristics of mental retardation. Physiological, psychological, and educational implications are considered. Diagnosis and planning are stressed.

EDUC 375: Psychoeducational Diagnosis (3)

Prerequisite: EDUC 369

Study of the basic principles and techniques of evaluation. Emphasizes concepts and methods for oral and written reporting of educational, diagnostic and prescriptive information concerning students with various handicaps.

EDUC 379: Characteristics of the Behaviorally Disordered (3)

Prerequisite: EDUC 369

An introduction to emotional handicaps including characteristics, etiology, diagnostic criteria, and an overview of the major theoretical and conceptual approaches to remediation.

EDUC 381: Instructional Procedures for Students with Learning and Behavior Disorders: Elementary Level (2)

Prerequisites: EDUC 370 or 372 or 379

Techniques for assessing and remediating specific learning and behavior problems of elementary age learning disabled students. Specific attention is given to teaching basic academic subjects and methods of classroom management.

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EDUC 382: Instructional Procedures for Students with Learning and Behavior Disorders: Secondary Level (2)

Prerequisites: EDUC 370 or 372 or 379

Needs of learning disabled students at the secondary level, with specific attention directed toward behavioral and metacognitive strategies for the remediation of academic and social skill development. Tutorial instruction, consultation with regular class teachers, study skills and vocational education are emphasized.

EDUC 383: Current Trends and Legal Issues in Special Education (2)

Prerequisite: EDUC 370, 372, or 379

State and federal legislation as it pertains to the education of exceptional children is investigated. Attention is directed to current trends and contemporary issues. Specific topics change periodically to reflect the problems and needs of the field.

EDUC 408: Classroom Management and Discipline (3)

Prerequisite: Admission to the Teacher Education Program

A review of research on the effectiveness of various alternatives for classroom management with discussion of the consequences of applying various strategies.

EDUC 409: Tests and Measurements (1)

Prerequisite: Admission to the Teacher Education Program

An overview of tests and testing concepts. Attention is directed to both norm-referenced and criterion-referenced tests. Students are taught to construct criterion-referenced tests and interpret norm-referenced tests.

EDUC 410: Diagnosis and Correction of Reading Problems (3)

Prerequisites: EDUC 345, Admission to the Teacher Education Program

Instruction in this course focuses on the techniques, methods, and materials that can be used in effectively diagnosing reading difficulties/deficiencies and strengths in children in the PreK-6 setting. Course content will include a study of both formal and informal assessment measures with emphasis placed on the procedures for administering and interpreting an Informal Reading Inventory (IRI) and how to use results from this inventory to prescribe and then deliver reading instruction to a PreK-6 child. As part of the service learning component for the course, students will be required to serve as a tutor for a K-6 grade child enrolled in the College's Reading Clinic. A formal case

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study must be completed by students based upon this clinical experience.

EDUC 446: Organizational and Instructional Procedures for Pre-K-6 (3)

Prerequisite: Admission to the Teacher Education Program

Principles and techniques of planning and teaching at the kindergarten and primary levels. Requires 30 logged hours of observation and participation in kindergarten and primary classrooms. Required for students seeking Pre-K-6 teaching certification.

EDUC 448: Teaching in the Middle School (3)

Prerequisite: Admission to the Teacher Education Program

Development of knowledge and skills required for planning, implementing and evaluating instructional procedures in middle school education, grades 5-8.

EDUC 480: Methods of Teaching Business Subjects (3)

Prerequisite: Admission to the Teacher Education Program

Development of classroom teaching skills in designing, implementing and evaluating instructional materials in the business curriculum.

EDUC 482: Design and Development of Instruction in Grades 6-12 (3)

Prerequisite: Admission to the Teacher Education Program

Development of knowledge and skills for designing, implementing, and evaluating instruction in middle and secondary education. Requires 20 hours observation in middle or secondary education setting.

EDUC 492, 493: Teaching Internship-Special Topics (6)

EDUC 494: Teaching Internship in PK-12 (12)

Prerequisites: Admission to the Teacher Education Program and the Teaching Internship Program

Under the direction of cooperating teachers and college supervisors, students assume full-time teaching responsibilities in public school classrooms appropriate to the endorsement, grades PK-12 for one semester. Demonstration of academic and pedagogical skills is required.

EDUC 495, 496: Problems in Education (1, 2 or 3)

Selected problems in modern education.

EDUC 497: Independent Study (1-3)

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EDUC 498: Teaching Internship: Elementary Education, Pre-K-6 (12)*Prerequisite: Admission to the TEP and the Teaching Internship Program*

Under the direction of cooperating teachers and College supervisors, students assume full-time teaching responsibilities in public school classrooms, Pre-K-6, for one semester. Demonstration of academic and pedagogical skills is required.

EDUC 499: Teaching Internship: Middle and Secondary Grades, 6-12 (12)*Prerequisite: Admission to the TEP and the Teaching Internship Program*

Under the direction of cooperating teachers and college supervisors, students assume full-time teaching responsibilities in public school classrooms, grades 6-8 and/or grades 6-12, for one semester. Demonstration of academic and pedagogical skills is required.

COURSES IN HEALTH EDUCATION**HLED 202: Emergency Medical Training (3)**

Instruction, demonstrations and practical work regarding safe and unsafe practices with a view to reducing accidents as well as learning the correct emergency aid of injured persons until medical help can be obtained.

HLED 221: Personal Health (2)

Designed to meet the health needs and interests of college students in their present environments and prepare them for future responsibilities.

HLED 222: School and Community Health (1)

An overview of the problems and practices associated with school and community health care programs.

HLED 471: Methods of Teaching Health (3)

Development of knowledge and skill for designing, implementing, and evaluating health instruction in the public school curricula.

HLED 495, 496: Special Topics in Health Education (1-3, 1-3)**COURSES IN LIBRARY MEDIA****LIBR 200: Basic Library Research (1)**

Not for students pursuing the library media program of study. Study of

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basic bibliographies and reference tools. Includes the development of efficient search strategies and skills in the use of the library.

LIBR 201: Literature of the Sciences (1)

Prerequisite: LIBR 200

Not for students pursuing the library media program of study. Study of materials which will help students use the library more effectively in their undergraduate work. Includes chemistry, physics, biology, and mathematics.

LIBR 202: Literature of the Humanities (1)

Prerequisite: LIBR 200

Not for students pursuing the library media program of study. Study of materials which will help students use the library more effectively in their undergraduate work. Includes art, history, language, literature, music, philosophy, religion, and theatre.

LIBR 203: Literature of the Social Sciences (1)

Prerequisite: LIBR 200

Not for students pursuing the library media program of study. Study of materials which will help students use the library more effectively in their undergraduate work. Includes anthropology, business, economics, education, political science, psychology, and sociology.

LIBR 206: Medical Libraries (1)

Not for students pursuing the library media program of study. An introduction to the basic bibliographies, reference works, and routines used in medical libraries.

LIBR 310: Reference and Bibliography (3)

Prerequisite: ENGL 102

An introduction to standard bibliographies and reference works in various subject fields.

LIBR 320: Technical Services (3)

Prerequisite: ENGL 102

An introduction to the basic principles and methods of library technical processes, including acquisitions, serials, classification and cataloging, and circulation routines.

LIBR 326-327-328: Library Laboratory (1-1-1)

Prerequisite: LIBR 310 or 320

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Supervised work experience in the College's library.

LIBR 330: School Library Administration (3)

Prerequisites: ENGL 102, LIBR 310 or 320

An introduction to school librarianship with emphasis on the historical development, philosophy, objectives, and place of the library in the instructional program of the school. Includes book selection and collection development.

LIBR 335: Library Field Experience (1-3)

Prerequisite: LIBR 310 or 320

Supervised work experience in libraries other than the College's library. Written analysis of experience required.

LIBR 340: Internship in School Library Service (6)

Prerequisites: LIBR 310, 320, 330, and admission to the TEP

Participation in the routines and procedures of the school library. Fulfills internship requirement for licensure as a school librarian and may be used to meet part of the professional education requirements.

LIBR 495, 496: Special Topics in Library Media (1-3, 1-3)**LIBR 497: Independent Study (1-3)****COURSES IN PHYSICAL EDUCATION****PHYE 300: Safety Education and First Aid (3)**

A study of safety and first aid designed to prepare students to teach safety education and to administer first aid.

PHYE 305: Officiating (3)

This course provides the student the opportunity to gain knowledge and experience in officiating athletic contests through lectures, clinics and applications. Students will learn the philosophies and fundamentals of officiating, the mechanics, rules and interpretations of different sports and apply the classroom knowledge by officiating intramural contests.

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PHYE 311: Motor Learning (3)

Current theories and principles explaining motor behavior and the psychological factors related to and effecting motor skill acquisition and performance.

PHYE 312: Skills and Techniques in Teaching Team and Individual Sports (3)

Instruction in the methods of teaching the skills and techniques of physical education and athletic activities.

PHYE 320: Physical Education Activities for the Elementary School (3)

The philosophy, content, and methods appropriate for teaching physical education in elementary school. Two hours lecture and three hours laboratory (physical education activities).

PHYE 324: Foundations and Trends in Physical Education (3)

History, principles, philosophies, and trends in the fields of physical education.

PHYE 340: Basic Athletic Training (3)

This course will describe what an athletic trainer is and does, how to become certified and the basic anatomy needed to evaluate and treat injuries. Special consideration will be given to taping and bracing for injury prevention.

PHYE 341: Sport in Society (3)

Prerequisite: PHE 324

Study of sociological factors related to sport and physical activity. Emphasis on the role and impact of sport in society. Topics include ethnic cultures, technology, politics, economics, and the social processes of sport and athletics.

PHYE 342: Sport Information Management (3)

Prerequisite: PHE 324

Theoretical and practical elements concerning operation, design, and production systems, demand forecasting and resource management. This course covers issues such as sport brochures, press releases, sponsorship, event management, statistical analysis and public relations.

PHYE 343: Sport Ethics (3)

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Prerequisite: PHYE 324

A study of issues that effect ethical expectations of sport. Issues include philosophy of sport, sportsmanship, and the importance of a code of ethics.

PHYE 344: Event and Facility Management (3)

Prerequisite: PHYE 324

A study of current issues and trends that concern the management of sport events and the facilities that host them. Issues include an analysis of each segment in the process of managing events, site maintenance, facility planning, renovation of the master plan, and the marketing management of events.

PHYE 345: Sport Marketing (3)

Prerequisite: PHYE 324

A study of basic marketing concepts with applications to sports organizations, both amateur and professional. Topics include promotions and public relations, sport consumer behavior, strategic market planning, technology applications and sponsorship.

PHYE 346: Sport Entrepreneurship (3)

Prerequisite: PHYE 324

A study of the basic financial and accounting principles and budgeting of sport and sport institutions. Issues include break-even point analysis, budget development and control, and spreadsheet utilization.

PHYE 347: Sport Law (3)

Prerequisite: PHYE 324

The study of legal issues as they apply to personnel and institutions in the sport industry. Issues include an analysis of contract law, civil law, torts, and waivers, as they apply to sport.

PHYE 348: The Sport Enterprise

Prerequisite: PHYE 324

A study of the sport industry, and the economic principles as they apply to sport. Issues will include the economic impact of sport on an institution, the community and society.

PHYE 349: Governance in Sport (3)

Prerequisite: PHYE 324

A study of the governing bodies in sport and how they effect its

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community colleges.

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organization, rules, and prescribed administration of the program. Issues will include the evolution of the rules in sport and the parameters of their administration.

PHYE 350: Human Anatomy for the Physical Educator (3)

A study of the structure of the human body and its role in physical activity.

PHYE 351: Evaluations in Physical Education (3)

Prerequisite: PHE 324

Analysis of tests and measurements in physical education. Emphasis on the selection, administration, evaluation, and methods of using results of various tests.

PHYE 360: Exercise Physiology (3)

Prerequisites: BIOL 103/113, BIOL 104/114, and PHE 350

The scientific study of human functions, cellular response, and tissue adaptations under the stress of muscular activity.

PHYE 365: Kinesiology (3)

Prerequisites: BIOL 103/113, BIOL 104/114, and PHE 350

The study of the mechanics of the muscle-skeletal system and their application to sports and games.

PHYE 400: Adaptive Physical Education (3)

Examination of the concepts and organization of activities in physical education for the handicapped and atypical. The scope and function of therapeutic recreation service in the rehabilitation process will be studied.

PHYE 411: Organization and Administration of Physical Education Programs (3)

Prerequisite: PHE 324

Analysis and discussion of the various aspects of school programs of physical education, intramurals, and recreational activities.

PHYE 490: Sport Management Internship (8)

Prerequisite: Senior status

A senior level field experience required of all sport management majors. Students will consult with the Physical Education coordinator for placement. Site supervisors will be trained personnel in appropriate

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professional disciplines. Internships will be evaluated and graded by the site supervisor as well as the Sport Management Internship Supervisor.

PHYE 495, 496: Special Topics in Physical Education (1-3, 1-3)

PHYE: Physical Education Activity Courses (Basic Skills)

Offered for credit/no credit only. Most activities courses are taught for eight weeks and 0.5 semester hour credit is awarded for satisfactory completion of a course. Courses which meet for a full semester and carry a full semester hour of credit are followed by (1).

Aerobics 281, 282

Archery 103

Backpacking 143

Badminton 113

Basketball 261

Camping 153

Conditioning 243

Dance 283

Golf (Beginning) 123

Golf (Intermediate) 193

Gymnastics 183

General Recreation 263

Self-Defense 253, 254

Softball 273

Swimming (Beginning) 203

Swimming (Intermediate) 293

Prerequisite: Demonstration of swimming ability

Advanced Swimming and Diving 303

Prerequisite: Demonstration of swimming ability

Advanced Life Saving 313 (1)

Prerequisite: Demonstration of swimming ability

Water Safety Instructor 333 (1)

Prerequisite: PHEY 313 and demonstration of swimming ability. Entire semester required.

Tennis (Beginning) 133

Tennis (Intermediate) 173

Volleyball 223

Special Topics in Physical Education 195, 196 (0.5 or 1, 0.5 or 1)

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evidence sufficient to establish Virginia as domicile and that a previous domicile has been abandoned for at least one year prior to requesting a status change. Specific guidelines are available at the Cashier's Office.

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