

RU

**COLLEGE OF EDUCATION
AND
HUMAN DEVELOPMENT**



ACADEMIC ADVISING MANUAL

**2005 – 2006
Radford University
Radford, Virginia**

ACADEMIC ADVISING MANUAL

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Welcome to Radford University's College of Education and Human Development



Message from the Dean

The College of Education and Human Development has been helping to shape the future since Radford University's 1910 inception as a teacher preparation institution. Our innovative programs now prepare teachers, administrators, counselors, and others for professions in general education, special education, physical education, and other community settings. We are both privileged and proud to carry our long tradition of innovation into the new millennium. Our commitment to excellence in teaching and learning, superior professional contributions of faculty, staff, and alumni, and our on-going service are unsurpassed. We gladly embrace the public trust bestowed upon us by the citizens of the Commonwealth. Our mission is clear-serving the public by preparing exemplary professionals who are skillful, thoughtful, and knowledgeable. I invite you to join with us in this critical purpose.

Dr. R. Paul Sale, Dean

Taken from the College of Education and Human Development webpage at <http://www.radford.edu/~cehd-web/home.htm>.

OUR DEPARTMENTS

Counselor Education: Educating and Empowering Counselors and Advancing the Counseling Profession. In our academic community we affirm that counseling is a profession that fosters human growth and development and supports the worth, dignity, potential and uniqueness of others.

Educational Studies: Radford University has a long and proud tradition of teacher preparation. The Department of Educational Studies in the College of Education & Human Development offers undergraduate and graduate programs for educational licensure at the elementary, middle, and secondary levels.

Exercise, Sport and Health Education: The Department endeavors to provide equitable opportunities for all individuals to develop the skills, knowledge and attitudes to maintain optimal levels of lifelong personal health and physical activity. The department's academic programs prepare individuals for leadership roles in a wide variety of school, clinical, and community-based physical activity, sport, fitness, and health programs.

Special Education: The special education program at Radford University supports the need for teachers to have a broad liberal arts background, as well as professional studies and specialty area preparation. Our goal is to prepare knowledgeable, skillful, and thoughtful professionals who continue to reflect critically on their experiences to become effective practitioners, change agents, and leaders in education.

OUR VISION

Renowned for developing responsive and engaged professionals who teach, lead and serve.

VISION VALUES

- ❑ Our faculty, staff and graduates are dedicated to professional practices that are informed by an awareness of personal, social and multicultural assets and needs.
- ❑ Our distinct culture of collaboration across departments, fields of study and communities is anchored in research-based pedagogy and practice.
- ❑ We are energized by our passion for student- and community-centered scholarship, learning, and service.
- ❑ We are interconnected with the rich resources of our region and we cultivate national and international relationships.
- ❑ We utilize innovative applications of advanced technology in teaching and learning.
- ❑ Our work is characterized by the responsive touch of human caring and concern.
- ❑ Ambiguity is viewed as opportunity; change is embraced.



RADFORD UNIVERSITY

PROGRAM OF STUDY

All undergraduate students at Radford complete an essentially similar overall program of study. To earn an undergraduate degree from Radford University, all students must fulfill three sets of complementary requirements: general education requirements, major requirements, and requirements associated with the student's specific degree option. In addition, students must earn enough credit hours in elective courses to complete the minimum number of overall semester hours required for graduation. As part of their academic programs, many students take advantage of experiential learning opportunities that include study abroad, internships, clinical work, service learning, and many other ways to "learn while doing." Almost all programs in the College of Education and Human Development require practica, field work, internships, or student teaching.

In designing these requirements, the faculty at Radford have made every effort to develop an overall academic program that is cohesive and purposeful. In other words, the expectation is that students do more than successfully complete a collection of unrelated courses. Rather, faculty want students to graduate with carefully thought-out and well-integrated programs of study that will provide them with the skills, knowledge, and perspectives they will need to be successful in their careers and to live productive and meaningful lives.

General Education Requirements (50 hours)

Courses designated as fulfilling general education requirements provide the strong liberal arts foundation upon which the remainder of the student's academic program rests. While students are expected to complete course work in eight broad areas of study, they typically have considerable latitude in course selection within the majority of these areas. Some majors demonstrate the interrelatedness of the general education and major curricula by encouraging students to meet program requirements through passing specific general education courses. For example, elementary education students are required to take United States History, and they are advised to use this course to partially fulfill their general education social and behavioral science requirement.

Major Requirements (30-105 hours)

A major represents the student's principal field of study. Within each discipline, faculty have established a curriculum that must be successfully completed by majors. For example, students in exercise, sport, and health education complete a core curriculum identified as "ESHE Foundations."

Degree Requirements (6-12 hours)

A degree represents both the academic level of a program (e.g., Radford's undergraduate students

OVERVIEW OF THE RU GENERAL EDUCATION PROGRAM

Program Mission

Radford University is committed to the development of mature, responsible, well-educated citizens. In addition to acquiring a diverse body of knowledge, such persons must possess a love of learning and a range of intellectual skills that enable them to meet the challenges and realize the promises of our complex, multi-cultural, ever-changing world. The primary mission of Radford University's General Education Program is to provide undergraduates with a solid foundation for lifelong learning. This foundation includes knowledge, skills, and experiences necessary for advanced study in academic disciplines and for personal growth as responsible, productive members of society.

Program Goals

To fulfill the mission of the General Education Program, the university has designed a 50-hour curriculum with a number of general and specific goals to be met by all undergraduate students.

Upon completion of the General Education Program, students should be able to:

- Think critically and creatively about ideas, issues, problems, and texts both within and across academic disciplines.
- Construct logical and persuasive arguments.
- Employ a variety of research methods and styles of inquiry.
- Use appropriate computer technologies to gather and organize information, to solve problems, and to communicate ideas.
- Work with others in a shared process of inquiry and problem-solving.
- Identify the personal and cultural values that shape decisions in public, professional, and private life, and assess the ethical implications of those decisions.

Knowledge Area Goals

In addition to supporting the six broad program goals, the general education curriculum is designed to ensure that students gain knowledge, abilities, and experiences in eight important areas of study: communication, fine arts, health and wellness, humanities, international and intercultural studies, mathematical sciences, physical and natural sciences, and social and behavioral sciences.

Summary of General Education Requirements

Area 1	Communication	6-9 credit hours
Area 2	Fine Arts	3-6 credit hours
Area 3	Health and Wellness	3 credit hours
Area 4	Humanities	6-9 credit hours
Area 5	International and Intercultural Studies	3-6 credit hours
Area 6	Mathematical Sciences	6 credit hours
Area 7	Physical and Natural Sciences	8 credit hours
Area 8	Social and Behavioral Sciences	12-15 credit hours
Total Credit Hours Required		50 credit hours

Alternative Means of Fulfilling General Education Requirements

Recognizing the diverse backgrounds and educational experiences of its students, Radford University provides a number of alternatives for fulfilling the 50-hour General Education requirement.

Students achieving appropriate scores on College Level Examination Program (CLEP) subject exams or on College Board Advanced Placement (AP) Tests may receive credit toward completion of General Education requirements in specific Knowledge Areas.

Students who can demonstrate that their previous learning experiences are relevant to a particular course approved for General Education credit may choose to earn credit for that course by challenge examination. Individual departments are responsible for determining which courses may be challenged for credit by exam.

Students admitted to Radford University with an Associate's Degree from a Virginia Community College based on a baccalaureate-oriented sequence of courses will be considered to have satisfied the General Education requirement. Community college students completing the Transfer Module will receive credit toward completion of the requirement. For further information on the various options for fulfilling the General Education requirement, students should refer to the appropriate sections of the Undergraduate Catalog and should consult with their academic advisors.

For further information on the Radford University General Education Program, including a list of the courses approved for general education credit, students should consult the current Undergraduate Catalog. The list of approved courses, along with official course syllabi and other program information, is also available on the General Education Program web site at <http://www.runet.edu/~gened>.

Programs in the College of Education and Human Development have specific program requirements that students are encouraged to meet through their general education program. Please review the progress sheet for the specific program when choosing courses for general education. The following information will provide a list of all acceptable courses.

GENERAL EDUCATION PROGRAM

2005-2006 Academic Year

50 hours to include 47 required hours and 3 hours from an optional category**Area 1: Communication (6 hours required, 3 hours optional)****Required 6 hours:** ENGL 101 and ENGL 102**Optional 3 hours from:** One of the following courses: MSTD 146, COMM 114, COMM 250, COMM 240**Area 2: Fine Arts (3 hours required, 3 hours optional from any courses listed below)****Required 3 hours:** One of the following courses: ART 111, ART 215, ART 216, ART 366, ART 412, ART 422, ART 424, ART 427, ART 428, ART 462, ART 482, DNCE 111, DNCE 366, DNCE 480, DNCE 481, MUSC 100, MUSC 121, MUSC 123, MUSC 321, MUSC 322, MUSC 366, THEA 100, THEA 110, THEA 180, THEA 366, THEA 375, THEA 376**Optional 3 hours from:** Any of the courses listed above in Area 2**Area 3: Health and Wellness (3 hours required)****Required 3 hours:** One of the following courses: FDSN 214, HLTH 111, HLTH 200, RCPT 200, NURS 111**Area 4: Humanities (6 hours required, 3 hours optional)****Required 3 hours:** One of the following courses: CLSS 210, CLSS 220, ENGL 201, ENGL 202, ENGL 203, FORL 204**Required 3 hours:** One of the following courses: PHIL 111, PHIL 112, PHIL 113, PHIL 114, RELN 111, RELN 112, RELN 200, RELN 202, RELN 205, RELN 206**Optional 3 hours from:** One of the following courses: CLSS 110, CLSS 210, CLSS 220, ENGL 201, ENGL 202, ENGL 203, ENGL 314, ENGL 321, ENGL 322, ENGL 323, FORL 204, PHIL 111, PHIL 112, PHIL 113, PHIL 114, RELN 111, RELN 112, RELN 200, RELN 202, RELN 205, RELN 206**Area 5: International and Intercultural Studies (3 hours required, 3 hours optional from any courses listed below)****Required 3 hours:** One of the following courses: ANTH 121, CHNS 101, CHNS 102, CHNS 201, CHNS 202, ECON 340, FORL 100, FORL 109, FORL 200, FORL 209, FORL 210, FORL 309, FORL 409, FREN 100, FREN 101, FREN 200, FREN 210, FREN 300, FREN 320, GEOG 101, GEOG 102, GEOG 280, GRMN 100, GRMN 200, GRMN 210, GRMN 300, GRMN 304, HIST 101, HIST 102, INST 101, LATN 101, LATN 102, LATN 201, LATN 350, POSC 130, PEAC 200, RELN 112, SPAN 101, SPAN 102, SPAN 201, SPAN 202, SPAN 325, SPAN 326, SPAN 335, SPAN 336, THEA 180, WMST 101**Optional 3 hours from:** Any of the courses listed above in Area 5**Area 6: Mathematical Sciences (6 credit hours)****Required 6 hours:** Two of the following courses, *at least one of which must be in MATH or STAT*: MATH 104, MATH 111, MATH 112, MATH 114, MATH 116, MATH 121, MATH 138, MATH 140, MATH 145, MATH 151, MATH 152, MATH 155, MATH 260, STAT 200, ITEC 100, ITEC 109, ITEC 120**Area 7: Physical and Natural Sciences (8 credit hours)****Required 8 hours:** Any two of the following courses: ASTR 111, ASTR 112, BIOL 103, BIOL 104, BIOL 105, BIOL 111, BIOL 112, CHEM 101, CHEM 102, CHEM 103, CHEM 115, CHEM 120, GEOL 100, GEOL 105, GEOL 106, PHSC 121, PHSC 122, PHYS 111, PHYS 112, PHYS 221, PHYS 222**Area 8: Social and Behavioral Sciences (12 hours required, 3 hours optional from any courses listed below)****Required 3 hours:** One of the following courses: HIST 101, HIST 102, HIST 111, HIST 112**Required 9 hours:** At least three and no more than four of the following courses, *chosen from at least three different disciplines*: ANTH 121, ANTH 301, ANTH 332, ANTH 411, ANTH 430, ANTH 451, ANTH 471, ANTH 481, APST 200, ECON 101, ECON 105, ECON 106, ECON 295, ECON 309, ECON 311, ECON 340, GEOG 101, GEOG 102, GEOG 103, GEOG 140, GEOG 201, GEOG 202, GEOG 203, GEOG 280, POSC 110, POSC 120, POSC 130, POSC 140, PSYC 121, PSYC 218, PSYC 282, PSYC 317, PSYC 343, PSYC 361, PSYC 381, PSYC 391, SOCY 110, SOCY 210, SOCY 250, SOCY 331, SOCY 334, SOCY 446**Optional 3 hours from:** Any of courses listed above in Area 8

Students may use individual courses to meet only one General Education requirement. Some of the courses listed above have prerequisites. Some majors require specific courses that may also fulfill general education requirements. For additional information about General Education, consult the RU Catalog or the General Education web site, www.radford.edu/~gened/. To learn more about the specific courses listed here, see the Catalog or view official course syllabi at <http://www.radford.edu/~registra/syllabi/>.

College of Education and Human Development Summary of Programs

Athletic Training is offered through the Department of Exercise, Sport and Health Education and is designed to prepare students for careers as certified athletic trainers. Graduates work in positions in high schools, universities, professional and Olympic sports, clinics, hospitals and other sport and/or physical rehabilitation venues. This is a competitive program and requires outstanding academic work by students. We are pleased to announce that this program has recently received national accreditation. See page 13 for the progress sheet.

Commercial/Corporate Fitness is an option under the Sport and Wellness Leadership concentration in the Department of Exercise, Sport and Health Education. This program is designed for students planning to pursue careers of leadership in the fitness industry, primarily in commercial, corporate, community or clinical outlets. Students are encouraged to obtain external certifications and participate in a variety of experiential learning opportunities available at RU. See page 14 for the progress sheet.

Elementary Education (grades PK-6) is one of the teacher licensure programs offered through the Department of Educational Studies. Students enrolled in this licensure program major in Interdisciplinary Studies. Students receive a broad liberal arts background and develop strong interpersonal skills. The program provides the student with depth and breadth in the many subject areas that are required of elementary school teachers. Unique features of RU's program include the field-based emphasis and the use of small cohorts of students who focus on professional development. This program was awarded "the Innovative Teacher Preparation Program" award from the Southern Regional Association of Teacher Educators. See page 25 for the progress sheet.

Exercise and Sport Studies option is designed to provide students with a broad-based background in the exercise and sport sciences. The program, offered through the Exercise, Sport and Health Education Department, offers students an opportunity to target their studies toward an area of interest such as coaching, administration, or exercise leadership. Many students in this program intend to seek graduate studies in their specific area of interest. A program progress sheet can be found on pages 20 and 21. See department for more details about selecting cognates.

Health Education and Health Promotion concentration is designed for students who wish to work to promote, maintain, or improve the health of individuals, communities, and the nation. There is currently an increased demand for qualified health professionals to help individuals and communities improve their health. This degree will qualify students to take the Certified Health Education Specialist (C.H.E.S.) examination, the standard credentialing examination for health professionals. This concentration prepares students to become entry-level health professionals in a variety of settings. It also prepares students for graduate study in health education, health promotion, or public health. See page 15 for progress sheet.

High School teachers are prepared collaboratively through academic departments on campus and the Department of Educational Studies. The students major in the content area they wish to teach. Areas available through RU are biology, chemistry, English, mathematics, earth and space science,

and history/social science. In addition, RU offers K-12 licensure programs in art, music, physical/health education, and special education. See specific departments for details.

Physical and Health Education (teaching, grades K-12) is offered through the Department of Exercise, Sport and Health Education. Graduates obtain positions in public and private schools or community-based physical activity programs. The teaching license is often supplemented with positions in athletic coaching, driver's education, or intramural directors. See page 16 for the progress sheet.

Middle School Education is offered through the Department of Educational Studies. Students wishing to obtain teacher licensure for middle school education (grades 6-8) will major in Interdisciplinary Studies. Students receive a broad liberal arts background and develop strong interpersonal skills. The program provides the student with depth and breadth in many subject areas that are required of middle school teachers as well as two primary concentrations. Unique features of RU's program include the field-based emphasis and the use of small cohorts of students who focus on professional development. Students are actively involved in the classroom and in after school activities offered through the middle school. Some of the professional education courses are held at the middle school. See page 26 for the progress sheet.

Special Education offers three programs leading to a Virginia teaching license. Students wishing to work with very young children and exceptional young children can pursue a dual licensure program for Early Childhood Education (PreK-3)/Early Childhood Special Education (birth-Age 5). This program requires both a bachelor's and master's degree to complete licensure requirements. The program is a collaborative effort between the Educational Studies Department and the Special Education Department. See pages 27-29 for the progress sheets.

Another program available is special education/high incidence for grades K-12. Students completing this program must earn both a bachelor's and master's degree to complete licensure requirements. Graduates of the program will have three endorsements: emotional/behavioral disabilities, learning disabilities, and mental retardation.

Students can pursue a special education undergraduate program focusing on the deaf and hard of hearing. This is a collaborative program between the Special Education Department and the Waldron College of Health and Human Services' Communication Sciences and Disorders Department.

Sport Administration is offered through the Department of Exercise, Sport, and Health Education. This option, under the Sport and Wellness Leadership concentration, is designed for students pursuing careers of leadership in the sport industry. Management and administrative positions are currently high-growth areas. Graduates of this program find positions in private sport and fitness clubs, recreation departments, YMCA's, high schools, community, college, and professional sport organizations, sports promotions and marketing firms, sporting goods businesses, and sport camps. See page 17 for the progress sheet.

Sports Medicine, offered through the Department of Exercise, Sport, and Health Education through

the Exercise and Sport Science Concentration, prepares student to enter disciplines such as physical therapy, exercise physiology, cardiac rehabilitation, or other advanced programs in physical rehabilitation. Some students use this program as a springboard to advanced study in the exercise sciences (graduate degrees) or in specified career areas such as physical therapy, occupational therapy, or chiropractic schools. See page 18 for the progress sheet.

PROGRAMS OF STUDY

EXERCISE, SPORT, AND HEALTH EDUCATION

Building Physically Active and Healthy Lifestyles...One Person at a Time

The Department of Exercise, Sport, and Health Education at Radford University maintains that a physically active and healthy lifestyle is central to an institution's educational mission and an integral aspect of an individual's overall growth, health, development and well being. As scientific and empirical evidence mounts in support of the role of physical activity in personal health, the department considers a physically active lifestyle to be a person's best health insurance.

The Department of Exercise, Sport, and Health Education endeavors to provide equitable opportunities for all individuals to develop the skills, knowledge and attitudes to maintain optimal levels of lifelong personal health and physical activity. The department's academic programs prepare individuals for leadership roles in a wide variety of school, clinical, and community-based physical activity, sport, fitness, and health programs.

Through strong academic programs, community and school outreach, and applied research-to-practice, the Department of Exercise, Sport, and Health Education at Radford University strives to lead in the promotion of healthy lifestyles. The department aims to not only enhance the preparation of its future professionals, but also to benefit the entire student body at Radford University, the surrounding schools and community, and the Commonwealth. The Department's collective efforts provide strong leadership in the development and maintenance of physically active and healthy lifestyles...one person at a time.

Program progress sheets follow. Please review the program and use the website for the University catalog to learn more about the classes (<http://www.radford.edu/Catalog2003-2004/>) and learn details by looking at the individual course syllabi on the web at http://www.radford.edu/~registra/Course_Syllabi_Index.htm.

FALL 2005

EXERCISE, SPORT, AND HEALTH EDUCATION
ATHLETIC TRAINING (120 Semester Hours)
Program of Studies – Progress Sheet

STUDENT: _____ ID: _____

GENERAL EDUCATION: Required Courses (50 Semester Hours)

Area 1: Communication (9 hrs)

ENGL 101 _____ 3
ENGL 102 _____ 3
COMM 114 _____ 3

Area 4: Humanities (6 hrs)

ENGL _____ 3
PHIL/RELN _____ 3

Area 7: Physical & Natural
Science (8 hrs)

BIOL 105 _____ 4
CHEM 101 _____ 4

Area 2: Fine Arts (3 hrs)

_____ 3

Area 5: International &
Intercultural Studies (3 hrs)

_____ 3

Area 8: Social & Behavioral
Sciences (12 hrs)

HIST _____ 3
PSYC 121 _____ 3
_____ 3*
_____ 3*

Area 3: Health & Wellness
(3 hrs)

HLTH 200 _____ 3

Area 6: Mathematical Sciences
(6 hrs)

STAT 200 _____ 3
ITEC 100/120 _____ 3

*These 2 courses must come
from 2 other disciplines: ANTH,
APST, ECON, GEOG, POSC,
SOCY

ATHLETIC TRAINING

Concentration Requirements (70 Semester Hours)

ESHE FOUNDATIONS: (13 Hours) (Athletic Training Specific):

HLTH 320 Health and Safety Foundations _____ (4) FS/SU
ESHE 390 Kinesiology _____ (3) FS
ESHE 392 Exercise Physiology _____ (3) FS
ESHE 395 Motor Behavior Foundations _____ (3) FS

Prerequisites

HLTH 200
BIOL 322 or 310
BIOL 322 or 310
PSYC 121

ATHLETIC TRAINING EDUCATION (57 Hours)

ESHE 150* Practicum I _____ (1) S
ESHE 201* Introduction to Athletic Injuries _____ (3) FS/SU
ESHE 205* Introduction to Athletic Training Skills _____ (2) S
ESHE 225* Practicum I _____ (1) S
ESHE 250* Practicum II _____ (2) F
ESHE 323* Assessment of Athletic Injuries I _____ (3) F
ESHE 325* Practicum III _____ (2) S
ESHE 335* Seminar in Athletic Training _____ (2) S
ESHE 340* General Medical Conditions _____ (3) S
ESHE 345* General Medical Rotation _____ (1) S
ESHE 355* Practicum IV _____ (2) F
ESHE 365* Therapeutic Exercise _____ (4) F
ESHE 420* Therapeutic Modalities _____ (4) F
ESHE 422* Assessment of Athletic Injuries II _____ (3) S
ESHE 430* Senior Seminar _____ (3) S
ESHE 461* Org & Admin Health/Fitness Programs _____ (3) S
HLTH 465 Exercise, Performance, and Nutrition _____ (3) S
NURS 360* Pharmacology _____ (3) F
BIOL 310* Human Structure and Function I _____ (4) F
BIOL 311* Human Structure and Function II _____ (4) S
ESHE 301, 305, 350, or 360 _____ (3) FS

HTLH 200, 26 hrs.
HLTH 200, GPA 2.5
HLTH 200, GPA 2.5
ESHE 201, 205, 225
BIOL 310, ESHE 205
ESHE 250
ESHE 250, 323
ESHE 250, 323
ESHE 250, 323
ESHE 325
ESHE 323
ESHE 323
ESHE 323
ESHE 355, 86 hrs.
HLTH 200, ESHE 360 or 460
HLTH 200, BIOL 322 or 310/311

BIOL 105
BIOL 105

(NOTE: To graduate with honors, a student must complete 60 semester hours at RU.)

EXERCISE, SPORT, AND HEALTH EDUCATION
Sport and Wellness Leadership Concentration
Commercial/Corporate Fitness Option (120 Semester Hours)

Program of Studies - Progress Sheet

Student: _____ ID: _____

GENERAL EDUCATION: Required Courses (50 Semester Hours)

Area 1: Communication (9 hrs)		Area 4: Humanities (6 hrs)		Area 7: Physical and Natural Sciences (8 hrs)	
ENGL 101	_____ 3	ENGL	_____ 3	BIOL 101/105	_____ 4
ENGL 102	_____ 3	PHIL or RELN	_____ 3	_____	_____ 4
COMM 114	_____ 3				
Area 2: Fine Arts (3 hrs)		Area 5: International and Intercultural Studies (3 hrs)		Area 8: Social and Behavioral Sciences (12 hrs)	
_____	_____ 3	_____	_____ 3	PSYC 121	_____ 3
				HIST	_____ 3
				_____	_____ 3*
				_____	_____ 3*
Area 3: Health and Wellness (3 hrs)		Area 6: Mathematical Sciences (6 hrs)		*These 2 courses must come from 2 other disciplines: ANTH, ANST, ECON, GEOG, POSC, SOCY	
HLTH 200	_____ 3	STAT 200	_____ 3		
		ITEC 100/120	_____ 3		

COMMERCIAL/CORPORATE FITNESS OPTION
Required Courses (58 Semester Hours)

ESHE FOUNDATIONS (11 Hrs.)

ESHE 391	Exercise Science Foundations	_____ (4) FS/SU
ESHE 395	Motor Behavior Foundations	_____ (3) FS/SU
HLTH 320	Health and Safety Foundations	_____ (4) FS/SU

Prerequisites

HLTH 200 & BIOL 105
 PSYC 121
 HLTH 200

COMMERCIAL/CORPORATE FITNESS (40 – 42 Hours)

ESHE 201	Intro to Athletic Injuries	_____ (3) FS/SU
ESHE 305	Principles of Strength and Conditioning	_____ (3) FS
ESHE 315	Physical Activity and Aging	_____ (3) FS
ESHE 350	Sport and Exercise Psychology	_____ (3) FS/SU
ESHE 396	Assessment & Prescription Physical Fitness	_____ (3) S
ESHE 397	Health/Fitness Program Development	_____ (3) S
ESHE 460	Exercise Leadership in Health/Fitness	_____ (3) F
ESHE 461	Org & Admin of Health/Fitness Programs	_____ (3) S
HLTH 465	Nutrition in Sport and Exercise	_____ (3) FS/SU
ENGL 306 or 307	Technical Writing	_____ (3) FS
BIOL 310 or 322	Anatomy and Physiology	_____ (4-6) FS/SU

Pre-requisites

HLTH 200/26hrs
 HLTH 200
 BIOL 105/56 hrs.
 PSYC 121
 HLTH 200 & ESHE 391
 ESHE 391 or ESHE 390&392
 HLTH 200 & ESHE 391
 HLTH 200 & ESHE 360 or 460
 HLTH 200 & BIOL 322 or 310&311
 56 hrs.
 BIOL 105

PROFESSIONAL FIELDWORK (7-13 Hours)

ESHE 363	Seminar in Professional Fieldwork	_____ (1) FS
ESHE 463	Professional Fieldwork in ESHE	_____ (6-12) FS/SU

Electives to total 120 Hrs. See advisor for recommended courses. (10-12 hrs.)

(NOTE: To graduate with honors, a student must complete 60 semester hours at RU.)

Fall 2005

EXERCISE, SPORT, AND HEALTH EDUCATION
Health Education and Health Promotion Concentration (120 Semester Hours)
Program of Studies – Progress Sheet

Student: _____ **ID:** _____

GENERAL EDUCATION: Required Courses (50 Semester Hours)

Area 1: Communication (9 hrs)

ENGL 101 _____ 3
ENGL 102 _____ 3
COMM 114 _____ 3

Area 4: Humanities (6 hrs)

ENGL _____ 3
PHIL _____ 3
or RELN _____

Area 7: Physical and Natural Sciences (8 hrs)

BIOL 105 _____ 4
_____ _____ 4

Area 2: Fine Arts (3 hrs)

_____ _____ 3

Area 5: International and Intercultural Studies (3 hrs)

_____ _____ 3

Area 8: Social and Behavioral Sciences (12 hrs)

HIST _____ 3
PSYC 121 _____ 3
SOCY 110 _____ 3
_____ _____ 3*

Area 3: Health and Wellness (3 hrs)

HLTH 200 _____ 3

Area 6: Mathematical Sciences (6 hrs)

STAT 200 _____ 3
_____ _____ 3

This course must be from one of following disciplines: ANTH, APST, ECON, GEOG, POSC

HEALTH EDUCATION AND HEALTH PROMOTION

Required Courses (70 Semester Hours)

ESHE FOUNDATIONS (11 Hrs.)

ESHE 391 _____ (4) Exercise Science Foundations FS/SU
ESHE 395 _____ (3) Motor Behavior Foundations FS
HLTH 320 _____ (4) Wellness and Safety Foundations FS/SU

Pre-requisites

BIOL105 & HLTH 200
PSYC 121
HLTH 200

HEALTH EDUCATION AND PROMOTION CONCENTRATION (42 Hrs.)

BIOL 322 _____ (6) Human Anatomy and Physiology FS BIOL 105
ESHE 315 _____ (3) Physical Activity and Aging FS BIOL 105/ 56 HRS.
ESHE 360 _____ (3) Marketing and Promotion of ESHE F
HLTH 245 _____ (3) Foundations of Health S
HLTH 300 _____ (3) Community Health and Epidemiology F HLTH 245
HLTH 325 _____ (3) Diversity of Health in the United States S HLTH 245 & HLTH 300
HLTH 350 _____ (3) Human Diseases S HLTH 245 & HLTH 300
HLTH 451 _____ (3) Drug Use and Drug Abuse Education FS/SU
HLTH 453 _____ (3) Human Sexuality S
HLTH 460 _____ (3) International Health F
HLTH 465 _____ (3) Exercise, Performance & Nutrition FS/SU BIOL 322 OR 311, HLTH 200
HLTH 475 _____ (3) Strategies for Health Behavior Change S HLTH 245 & HLTH 300
HLTH 485 _____ (3) Health Program Planning and Evaluation F HLTH 245, 300,475 & ESHE 360

PROFESSIONAL FIELDWORK (7 Hrs.)

ESHE 363 _____ (1) Seminar for Professional Fieldwork FS
ESHE 463 _____ (6) Fieldwork in ESHE FS/SU

ELECTIVES (10 hours)

The following electives are recommended*:

SOCY 341, SOCY 422, PSYC 317, PSYC 318, PSYC 429, SOWK 421, SOWK 425

*other electives should be approved by your advisor before you register for them.

(NOTE: To graduate with honors, a student must complete 60 semester hours at RU.)

EXERCISE, SPORT, AND HEALTH EDUCATION
Physical and Health Education Teaching Option (126 Semester Hours)
Program of Studies – Progress Sheet

Student: _____ ID: _____

GENERAL EDUCATION -- Required Courses (50 Semester Hours)

Area 1: Communication (9 hrs)

ENGL 101 _____ 3
 ENGL 102 _____ 3
 COMM 114 _____ 3

Area 4: Humanities (6 hrs)

ENGL _____ 3
 PHIL or RELN _____ 3

Area 7: Physical and Natural

Sciences (8 hrs)

BIOL 101/105 _____ 4
 _____ 4

Area 2: Fine Arts (3 hrs)

_____ 3

Area 5: International and Intercultural Studies (3 hrs)

_____ 3

Area 8: Social and Behavioral Sciences (12 hrs)

HIST _____ 3
 PSYC 121 _____ 3
 _____ 3*
 _____ 3*

Area 3: Health and Wellness (3 hrs)

HLTH 200 _____ 3

Area 6: Mathematical Sciences (6 hrs)

STAT 200 _____ 3
 _____ 3

*These 2 courses must come from 2 other disciplines. ANTH, APST, ECON, GEOG, POSC, SOCY

PHYSICAL AND HEALTH EDUCATION
Required Courses (76 Semester Hours)

GENERAL CONTENT (6Hrs)

BIOL 322 Human Anatomy and Physiology _____ (6) FS/SU

Prerequisites

BIOL 105

ESHE FOUNDATIONS (11 Hrs.)

EHSE 391 Exercise Science Foundations _____ (4) FS/SU H 200/BIOL105
 ESHE 395 Motor Behavior Foundations _____ (3) FS/SU PSYC 121
 HLTH 320 Health and Safety Foundations _____ (4) FS/SU H 200

PRAXIS I SCORES

Reading _____
 Writing _____
 Math _____

PHYSICAL AND HEALTH EDUCATION (34 Hrs.)

ESHE 210 Introduction to the Teaching Profession _____ (2) S
 ESHE 294 Motor development _____ (2) S
 ESHE 301 T&P Fitness/Wellness _____ (2) F
 ESHE302 T&P Individual/Dual Activities _____ (2) S
 ESHE 304 T&P Team Sport Activities _____ (2) S
 ESHE 306 T & P Coop Games and Activities _____ (2) F
 ESHE 382 Methods of Teaching K-12 PE _____ (4) F
 EHSE 385 Teaching PE for Inclusion _____ (2) F
 ESHE 475 Applied Physical Education Assessment _____ (3) F
 ESHE 362 Community Health and Disease _____ (3) F
 HLTH 382 Methods of Teaching K-12 Health _____ (4) S
 HLTH 451 Drug Use and Abuse Education _____ (3) FS/SU
 HLTH 465 Exercise, Performance, and Nutrition _____ (3) FS/SU H 200

Prerequisites

H 200/E 294
 E 210/E 294
 E 210/E 294
 E 210
 E 210
 E 382/H 382
 E 382
 H 200
 E 210
 H 200

PRAXIS II SCORE

ESHE Cognate Options 6hrs.

(Drivers Ed.)
 HLTH 410 Driver Ed. Theory
 HLTH 412 Driver Ed. Task Anal.
 --"required" for high school health
(Sport Admin)
 ESHE 212: Intro to Sp Manage
 ESHE 415: Sport Admin
(Coaching)
 ESHE 388 Coaching
 ESHE 350 Sport Psychology
(Martial Arts)
 ESHE 310/362 Self-Defense
 ESHE 361 Martial Arts
(Athletic Injuries)
 ESHE 201 Intro.to Ath. Train.
 ESHE 340 Gen. Med Cond.
(Strength and Conditioning)
 ESHE 305 Strength and Cond.
 ESHE Exercise Preparation

PROFESSIONAL EDUCATION (6/7Hrs.)

EDUC 309 The School and the Student _____ (3/4) FS **2.5 GPA**
 EDRD 416 Content Reading and Literacy _____ (3) F

PROFESSIONAL STUDENT TEACHING FIELDWORK (12 Hrs.)

ESHE 453 Student Teaching in PHE K-12 _____ (12) FS

ESHE COGNATE CONTENT (6Hrs.) Choose list at right

_____ (3) _____ (3)

(NOTE: To graduate with honors, a student must complete 60 semester hours at RU.)

EXERCISE, SPORT, AND HEALTH EDUCATION
Sport and Wellness Leadership Concentration
Sport Administration Option (120 Semester Hours)
Program of Studies – Progress Sheet

Student: _____ ID: _____

GENERAL EDUCATION - Required Courses (50 Semester Hours)

Area 1: Communication (9 hrs)

ENGL 101 _____ 3
 ENGL 102 _____ 3
 COMM 114 _____ 3

Area 4: Humanities (6 hrs)

ENGL _____ 3
 PHIL or RELN _____ 3

Area 7: Physical and Natural Sciences (8 hrs)

BIOL 101/105 _____ 4
 _____ 4

Area 2: Fine Arts (3 hrs)

_____ 3

Area 5: International and Intercultural Studies (3 hrs)

_____ 3

Area 8: Social and Behavioral Sciences (12 hrs)

PSYC 121 _____ 3
 HIST _____ 3
 _____ 3*
 _____ 3*

Area 3: Health and Wellness (3 hrs)

HLTH 200 _____ 3

Area 6: Mathematical Sciences (6 hrs)

STAT 200 _____ 3
 ITEC 100/120 _____ 3

*These 2 courses must come from 2 other disciplines: ANTH, APST, ECON, GEOG, POSC, SOCY

SPORT ADMINISTRATION OPTION
Required Courses (60 Semester Hours)/Electives (10 Semester Hours)

ESHE FOUNDATIONS (11Hrs.)

ESHE 391 Exercise Science Foundations _____ (4) FS/SU
 ESHE 395 Motor Behavior Foundations _____ (3) FS/SU
 HLTH 320 Health and Safety Foundations _____ (4) FS/SU

Prerequisites

BIOL 105/HLTH 200
 PSYC 121
 HLTH 200

SPORT ADMINISTRATION TRACK (27 Hours)

ESHE 201 Intro Athletic Training _____ (3) FS/SU
 ESHE 212 Introduction to Sport Management _____ (3) FS
 ESHE 305 Principles of Strength and Conditioning _____ (3) FS
 ESHE 350 Sports and Exercise Psychology _____ (3) FS/SU
 ESHE 358 Technology in ESHE _____ (3) FS
 ESHE 360 Marketing and Promotions of ESHE _____ (3) F
 ESHE 388 Coaching Management _____ (3) FS
 ESHE 415 Sport Administration _____ (3) S
 ESHE 306/307 Technical Writing _____ (3) S

HLTH 200/26hrs.
 15 hrs.
 HLTH 200
 PSYC 121
 ITEC/56 hrs.
 56 hrs.
 ESHE 212/56 hrs.
 56 hrs.

INTERDISCIPLINARY (15 Hours)

Select from the following courses:

MGNT 322; 323; 357; 421; 425; _____ (3)
 MKTG 340; 341; 342; 344; 350; 360 ACTG 211; 212; _____ (3)
 BLAW 203; FINC 331; 332 _____ (3)
 COMM 226; 230; 250; 336; 337; 414 _____ (3)
 ECON 305/306; 313 MSTD 105; 146; 173; 205; 326; 328 _____ (3)

ELECTIVES (10 Hrs.)

**Minors are encouraged in: Business Administration, Management, Marketing, Communication, Media Studies (see catalog).

However, no more than 6 credits toward a minor may be double counted from the major course work.

PROFESSIONAL FIELDWORK (7-13 Hours)

ESHE 363 Professional Seminar in ESHE Fieldwork _____ (1) FS
 ESHE 463 Professional Fieldwork in ESHE _____ (6-12) FS/SU

APPROVED ELECTIVES (total 120 Hrs.) (NOTE: To graduate with honors, a student must complete 60 sem. Hrs. at RU.)

Student: _____ ID: _____

GENERAL EDUCATION- Required Courses (50 Semester Hours)

Area 1: Communication (9 hrs)

ENGL 101 _____ 3
 ENGL 102 _____ 3
 COMM 114 _____ 3

Area 4: Humanities (6 hrs)

ENGL _____ 3
 PHIL or RELN _____ 3

Area 7: Physical and Natural Sciences (8 hrs)

CHEM 101 _____ 4
 CHEM 102/3 _____ 4

Area 2: Fine Arts (3 hrs)

_____ 3

Area 5: International and Intercultural Studies (3 hrs)

_____ 3

Area 8: Social and Behavioral Sciences (12 hrs)

PSYC 121 _____ 3
 HIST _____ 3
 * _____ 3*
 * _____ 3*

Area 3: Health and Wellness (3 hrs)

HLTH 200 _____ 3

Area 6: Mathematical Sciences (6 hrs)

STAT 200 _____ 3
 ITEC 100/120 _____ 3

* These 2 courses must come from 2 disciplines . ANTH, APST, ECON, GEOG, POSC, SOCY

SPORTS MEDICINE OPTION
 Required Courses (64 Hours)

ESHE Core (13 Hours)

HLTH 320 Health/Safety Found. _____ (4) FS/SU
 ESHE 390 Kinesiology _____ (3) FS
 ESHE 392 Exercise Physiology _____ (3) FS
 ESHE 395 Motor Behavior _____ (3) FS

Pre-requisites

H200
 BIO310
 BIO310
 PSYC 121

Recommended by:

VCU: 150 hrs. experience, Cell Bio. Philo., Trig./Precalc., Ab and HGD Psyc.
 SU: 200 hrs. experience, Philo., Trig./Precalc.
 Marymount: 40 hrs., Precalc, HGD Psyc.

SPORTS MEDICINE (44 Hours)

BIOL 105 General Biology _____ (4) FS
 PHYS 111 General Physics _____ (4) FS
 PHYS 112 General Physics _____ (4) FS
 BIOL 310 Human Structure/Func. I _____ (4) F
 BIOL 311 Human Structure/Func. II _____ (4) S

PHY111
 BIO105
 BIO105

Electives 6 hrs. to total 120 hours.
 See advisor for suggestions.

ENGL 306/307 Prep of Prof. Papers _____ (3) FS
 ESHE 201 Intro to Athletic Tng. _____ (3) FS
 ESHE 305 Prin. of Strength/Cond. _____ (3) FS
 ESHE 315 Phy. Activity & Aging _____ (3) FS
 ESHE 350 Sport/Exercise Psyc. _____ (3) FS
 ESHE 358 Technology in ESHE _____ (3) FS
 ESHE 396 Assess./Prescript. Fit. _____ (3) S
 HLTH 465 Nutrition Sport & Ex. _____ (3) FS

ENG-GED
 BIO105,H200
 HLTH200
 BIO105
 PSYC121
 ITEC/ 56 hrs.
 H200.ESHE392
 H200, BIO310

PROFESSIONAL FIELDWORK (7-10 Hours)

ESHE 363 Seminar Prof. Fieldwork _____ (1) FS Semester **before** ESHE463
 ESHE 463 Prof. Fieldwork _____ (6-9) FS/SU See Advisor or Dr. Beasley

(NOTE: To graduate with honors, a student must complete 60 semester hours at RU.)

EXERCISE, SPORT, AND HEALTH EDUCATION
Exercise and Sport Science Concentration
Exercise and Sport Studies Cognates Option (120 Semester Hours)
Program of Studies- Progress Sheet

Student: _____ ID: _____

GENERAL EDUCATION -- Required Courses (50 Semester Hours)

Area 1: Communication (6 to 9 hrs) Area 4: Humanities (6 to 9 hrs) Area 7: Physical and Natural

ENGL 101 _____ 3
 ENGL 102 _____ 3
 _____ _____ 3

ENGL _____ 3
 PHIL or RELN _____ 3
 _____ _____ 3

Sciences (8 hrs)
 BIOL 101/105 _____ 4
 _____ _____ 4

Area 2: Fine Arts (3 to 6 hrs)

_____ _____ 3
 _____ _____ 3

Area 5: International and Intercultural Studies (3 to 6 hrs)

_____ _____ 3
 _____ _____ 3

Area 8: Social and Behavioral Sciences (12 to 15 hrs)

HIST _____ 3
 PSYC 121 _____ 3
 _____ _____ 3*
 _____ _____ 3*

Area 3: Health and Wellness (3 hrs)

HLTH 200 _____ 3

Area 6: Mathematical Sciences (6 hrs)

_____ _____ 3
 _____ _____ 3

***These 2 courses must come from 2 other disciplines: ANTH, APST, ECON, GEOG, POSC, SOCY**

EXERCISE AND SPORT STUDIES COGNATES OPTION
Required Courses (70 Semester Hours)

ESHE FOUNDATIONS (11 to 13 Hrs.)

ESHE 391 Exercise Science _____ (4)FS/SU

Prerequisites

H200&BIOL 105

Electives (9-11 hrs.)

Area 1: Exercise Science Foundations 4 or 6

_____ _____ _____

OR

ESHE 390 Kinesiology and _____ (3)FS

BIOL 322 **or**

ESHE 392 Exercise Physiology _____ (3)FS

BIOL 310 or 311

_____ _____ _____

Area 2: Motor Behavior Foundations 3

ESHE 395 Motor Behavior _____ (3)FS/SU PSYC 121

_____ _____ _____

Area 3: Health and Safety Foundations 4

ESHE 320 Health and Safety _____ (4)FS/SU HLTH 200

Foundations

Select Cognate Areas (24 hours each). See specific cognate requirements.

Electives to total 70 Semester Hours

(NOTE: To graduate with honors, a student must complete 60 semester hours at RU.)

ESS Cognates: choose two (2) with 24 hours each.

Teaching Cognate

Required Courses (17 hours)

ESHE 210 Intro to Teaching ____ (2)
ESHE 301/302/304 T/P Skills ____ (2)
ESHE 382 PE Methods ____ (4)
ESHE 385 PE Inclusion ____ (2)
ESHE 475 PE Assessment ____ (3)
HLTH 382 Health Methods ____ (4)
ESHE electives to total **24** hours:

____ ____ ____ ()
____ ____ ____ ()
____ ____ ____ ()

Coaching Cognate

Required Courses (18 hours)

ESHE 201 Intro Athletic Tng. ____ (3)
ESHE 305 Strength/Cond. ____ (3)
ESHE 350 Sport Psyc. ____ (3)
ESHE 388 Coaching ____ (3)
ESHE 400 Practicum TBA ____ (3)
HLTH 465 Sport Nutrition ____ (3)
ESHE electives to total **24** hours:

____ ____ ____ ()
____ ____ ____ ()
____ ____ ____ ()

Coaching and Exercise Science cognates may **not** be combined.

Exercise Science Cognate

Required Courses (19-21 hours)

ESHE 201 Intro Athletic Tng. ____ (3)
ESHE 305 Strength/Cond. ____ (3)
ESHE 315 Aging and Activity ____ (3)
ESHE 400 Practicum TBA ____ (3)
HLTH 465 Sport Nutrition ____ (3)
BIOL 310/322 Anatomy ____ (4/6)
ESHE electives to total **24** hours:

____ ____ ____ ()
____ ____ ____ ()
____ ____ ____ ()

Exercise Science and Coaching cognates may **not** be combined.

Sport Administration Cognate

Required Courses (21 hours)

ESHE 212 Intro Sport Mgt. ____ (3)
ESHE 360 ESHE Marketing ____ (3)
ESHE 400 Practicum ____ (3)
ESHE 415 Sport Admin. ____ (3)
Interdisciplinary Courses for **9** hours from
MGNT, MKTG, ACTG, BLAW, COMM
____ ____ ____ ()

____ ____ ____ ()
____ ____ ____ ()
ESHE electives to total **24** hours:

____ ____ ____ ()

Commercial Fitness Cognate

Required Courses (18 hours)

ESHE 358 ESHE Technology ____ (3)
ESHE 396 Fitness Prescription ____ (3)
ESHE 397 Fit. Programming ____ (3)
ESHE 400 Practicum ____ (3)
ESHE 460 Fit. Leadership ____ (3)
ESHE 461 O/A Fit. Programs ____ (3)
ESHE electives to total 24 hours:

____ ____ ____ ()
____ ____ ____ ()

Martial Arts Cognate

Required Courses (14/20)

ESHE 310 Self Def. Programs ____ (2)
ESHE 330 Adv. Karate ____ (3/6)
ESHE 361 The Martial Arts ____ (3)
ESHE 362 Self Def. Principles ____ (3)
ESHE 400 Practicum ____ (3/6)
ESHE electives to total 24:

____ ____ ____ ()
____ ____ ____ ()
____ ____ ____ ()

PROGRAMS OF STUDY

INTERDISCIPLINARY STUDIES

The Interdisciplinary Studies major provides a strong liberal arts foundation and concentrations in two academic areas. The Interdisciplinary Studies major is offered through the College of Arts and Sciences with a professional education option for students seeking to teach elementary education (grades PK-6), middle education (grades 6-8), special education (Mental Retardation, grades K-12) or Early Childhood (PK-3)/Early Childhood Special Education (birth-age 5). The professional education option is discussed in detail in the following information. A non-teaching option is also available; contact the College of Arts and Sciences at 540-831-5149 for more information on this option.

The Interdisciplinary Studies major, professional education option, varies from 126 hours to 128 semester hours depending on specific area of teacher licensure. The four-year degree program contains course work consisting of extensive general education requirements, a broad base of preparation in the liberal arts and two specific areas of concentration. An increased emphasis on clinical experiences throughout the four-year program will be required for students who seek teacher licensure.

Elementary Education: Unique features of Radford's program include its year-long field-based emphasis and the use of small cohorts of fifteen to twenty students focused upon professional development. The core of the program consists of two intense semesters of working in classrooms integrated with campus courses and professional development seminars. University and school faculty work closely to integrate university courses with work in the classroom. The program was awarded the Innovative Teacher Preparation Program award from the Southern Regional Association of Teacher Educators.

Middle Education: Becoming a middle school teacher provides an opportunity to impact and challenge students in grades 6-8. Effective teaching begins with knowledge and appreciation of early adolescent development. Collaborating within a team allows the teacher to create a learning community that connects students and parents with the school and communicate caring and high expectations. In addition to having a strong background in at least two content areas, the teacher plans and implements interdisciplinary instruction. Duties of the middle school educator include being able to develop appropriate relationships with students, plan and implement relevant instruction, assess student progress, and work collaboratively with parents, teachers, administrators and students to ensure success.

Special Education: At the undergraduate level, the Special Education Department provides both pre-licensure options and licensure programs through the Interdisciplinary Studies Degree (IDS). Students seeking to teach in Special Education major in IDS and select one of the following specialty area options:

- Early Childhood/Early Childhood Special Education (IDEC, a 4-year pre-licensure option with

a 5th year leading to licensure)

- Deaf and Hard of Hearing (IDHH, a 4-year licensure program)
- High Incidence Disabilities-Emotional Disorders, Learning Disabilities, and Mental Retardation (IDHI, a 4-year pre-licensure option with a 5th year leading to licensure)

The Department of Special Education also offers a minor in special education and a concentration in the IDS degree. The concentration provides a common set of knowledge and skills for elementary school teachers who will have special students in their classrooms. It is not designed for special education licensure.

The minor in special education provides an opportunity for undergraduate students at Radford University to acquire professional knowledge related to understanding and assisting individuals with disabilities. It includes a focus on educationally relevant disability law and policy, characteristics and etiology of disabilities, and special education programming and services.

Career opportunities available to graduates of the Interdisciplinary Studies degree include positions as early intervention specialists and preschool, elementary and secondary teachers of students with disabilities. Graduates may be employed in public or private schools, hospitals, institutions, and in student's homes.



Radford University College of Education and Human Development

Concentration Information

Interdisciplinary Studies

Concentrations require 15 semester hours above general education in each concentration.

Elementary education requires two of the listed concentrations; middle education requires two but cannot be foreign language or special education; special education high incidence chooses one from the liberal art area.

The concentrations are:

- English
- Foreign Language
- Math/STAT/ITEC
- Science
- Social Science
- Special Education

The following information will provide guidelines for courses to be taken to satisfy concentration requirements.

ENGLISH

- 201, 202, 203 (if not used in general education)
- 301 Adv. Composition
- 314 Topics in Literature (specific topic varies)
- 402 Teaching Writing
- 424 Children's Literature (required in IDSE)
- 425 Adolescent Literature (required in IDSM)
- 442 Early American Lit
- 445 Modern American Lit
- 446 Appalachian Folklore
- 447 Appalachian Lit
- 449 African American Lit
- 450 Native American Lit
- 451 Contemporary Lit
- 463 Grammar & Language for Teachers (required in IDSE)

FOREIGN LANGUAGE

- Any 15 hours above general education
- All 15 hours do not have to be in one language
- Sign Language does not count

MATH/STAT/ITEC

- Any math
Note: Math 104 cannot be taken after Math 138, 121, 151 – see University catalog
- ITEC 100, 109, 120

MATH/STAT/ITEC (Continued)

- STAT

SCIENCE

- Any science not taken in general education
- BIOL 103, 104, 105, GEOL 101, 102 or 103, 261
CHEM 101, 102 or 103, 115 if no beginning
CHEM has been taken, PHYS 111, 112, ASTR
111, 112

SOCIAL SCIENCE – it is important that at least two of the areas be represented in the concentration

- Economics
 - ECON 101
 - ECON 105
 - ECON 106
- Geography
 - GEOG 101, 102, 103, 130 (cannot count in gen.educ), 140, 201, 202, 203, 280 (any not taken for general education)
 - GEOG any other if prerequisites are met
- History
 - HIST 101, 102, 111, 112 (any not taken for general education)
 - HIST 300 or 400 level (must meet prerequisites)
- Political Science
 - POSC 110, 120, 130, 140
 - POSC 300 or 400 level (must meet prerequisites)

SPECIAL EDUCATION – non licensure concentration

- EDSP 445 – Adaptive Strategies in Arithmetic
- EDSP 451 – Collaborative Skills
- EDSP 462 – Behavior Management
- Elective from:
 - EDSP/COSD 225 – Language Dev
 - EDSP 360 – Young Child w/ Special Needs
 - EDSP 464 – Intro. to MR and Severe Dis.
 - EDSP 469 – Evaluative Techniques
 - EDSP 472 – Survey of Learning & Behavioral Disorders

EDSP 360 or 361 will be the prerequisite to all other special education courses with the exception of EDSP/COSD 225. Check the University catalog to be sure you meet prerequisites.

This is a guide. Selection of courses to be used in the concentrations should be discussed with your academic advisor.

GENERAL EDUCATION - 50 Semester Hours

Area 1: Communication (6 Hrs)

ENGL 101 _____ 3
 ENGL 102 _____ 3

Area 2: Fine Arts (3 Hrs)

_____ 3

Area 3: Health & Wellness (3 Hrs)

_____ 3

Area 4: Humanities (6 Hrs)

Literature (3 Hrs)

_____ 3

Area 4: Humanities Continued

Philosophy or Religion (3Hrs)
 _____ 3

Area 5: International & Intercultural Studies (3 Hrs)

HIST101 or 102 (recommended)
 _____ 3

Area 6: Mathematical Sciences (6 Hrs)

MATH 111 _____ 3
 MATH _____ 3

Area 7: Physical & Natural Sciences (8 Hrs)

_____ 4
 _____ 4

Area: 8 Social and Behavioral Sciences (15 Hrs)

History (3 Hrs)
 HIST 111 or 112 _____ 3

Other Social and Behavioral Sciences (12 Hrs)

_____ 3
 _____ 3
 _____ 3
 _____ 3*

* This final social science can be a general education history class

A complete list of the specific courses that may count in General Education can be found

In the University catalog.

ELEMENTARY EDUCATION MAJOR - 43 Semester Hours

INTERDISCIPLINARY CORE - 19 Sem. Hrs - must have a minimum of 3 sem. hrs. in each area

VPA _____ 3
 MATH 315 _____ 3
 ENGL 424 _____ 3
 ENGL 463 _____ 3
 PHSC 350 _____ 4
 EDSP 361 _____ 3

2 CONCENTRATIONS (- 24 Sem. Hrs.
 Each concentration requires 15 sem. hours above general education which may include 3 sem. hours from the IDS Core

#1 _____ (15 hrs) #2 _____ (15 hrs)

 Core course: _____
 Core course: _____

Total Hrs. In IDS Core _____

Total Hrs. #1 _____

Total Hrs. #2 _____

PROFESSIONAL EDUCATION - A gpa of 2.75 is required for this program, to block, student teach, and graduate.**

Documentation of 50 clock hours of early field experience

Documentation (Sem.) _____

BLOCK:

EDET 445 _____ 2
 EDUC 404 _____ 3
 EDRD 414 _____ 3
 EDUC 425 _____ 3
 EDUC 430 _____ 4

STUDENT TEACHING:

EDUC 450 _____ 12
 Reminder: This program requires a minimum of 129 semester hours to graduate
Students must have completed 60 semester hours at RU to graduate with honors.

PRAXIS I Scores: Reading _____ Writing _____ Math _____ Composite _____ OR

SAT Combined _____ SATV _____ SATM _____

PRAXIS II Score: _____

Virginia Reading Assessment: _____

Concentrations must be selected from: English, science, social science, Foreign Language, math/stat/cpsc-itec or special education. The social science concentration requires that courses must be from two of the following areas: economics, geography, history, and political science.

**All IDSE students entering the teacher education program in spring 2005 and blocking fall 2005 must meet the 2.75 gpa requirement.

**PROGRAM OF STUDIES
INTERDISCIPLINARY STUDIES - Middle Education**

**Academic Year 2005-2006
Revised 5/05**

NAME _____ ID# _____

GENERAL EDUCATION - 50 Semester Hours

Area 1: Communication (6 Hrs)	Area 4: Humanities Continued	Area: 8 Social/Behavioral Sci (15 Hrs)
ENGL 101 _____ 3	Philosophy or Religion (3 Hrs)	History (3 Hrs)
ENGL 102 _____ 3	_____ 3	_____ 3
Area 2: Fine Arts (3 Hrs)	Area 5: International & Intercultural Studies (3 Hrs)	Other Social and Behavioral Sciences (12 Hrs)
_____ 3	_____ 3	PSYC 121 _____ 3
Area 3: Health & Wellness (3 Hrs)	Area 6: Mathematical Sciences(6 Hrs)	_____ 3
_____ 3	_____ 3	_____ 3
Area 4: Humanities (6 Hrs)	Area 7: Physical & Natural Sciences (8 Hrs)	PSYC 218 _____ 3
Literature (3 Hrs)	_____ 4	A complete list of the specific courses that will count in General Education can be found in the University catalog.
_____ 3	_____ 4	

MIDDLE EDUCATION MAJOR - 43 Semester Hours

INTERDISCIPLINARY CORE - 19 Sem.
must have a minimum of 3 sem. hrs. in each area

CONCENTRATIONS - 24 Sem. Hrs. *
Each concentration requires 15 sem. hours above general education including 3 sem. hours from the IDS Core

VPA _____ 3	#1 _____ (15 hrs)	#2 _____ (15)
MATH _____ 3	_____	_____
HUMANITIES: ENGL 425 _____ 3	_____	_____
SOCIAL SCIENCE _____ 3	_____	_____
SCIENCE _____ 4	_____	_____
EDSP361 _____ 3	_____	_____
	Core course: _____	Core course: _____
Total Hrs. In IDS Core _____	Total Hrs. #1 _____	Total Hrs. #2 _____

PROFESSIONAL EDUCATION - The following courses require a minimum of 2.50 grade point average

Documentation of 50 clock hours of early field experience.	BLOCK:	STUDENT TEACHING:
Documentation(Sem.) _____	EDME 408 _____ 3	EDUC 451 _____ 12*
	EDME 409 _____ 2	EDME 413 _____ 2*
	EDME 410 _____ 2	Reminder: This program requires a minimum of 126 semester hours to graduate
EDUC 309 _____ 3	EDRD 415 _____ 3	GRADUATION (HONORS): Students must have completed 60 semester hours at RU to graduate with honors
	EDME 432 _____ 6	
	*Taken together	

PRAXIS I: Reading _____ Writing _____ Math _____ or SAT Combined _____ SATV _____ SATM _____
PRAXIS II: Area 1 _____ Score _____ Area 2 _____ Score _____

*Concentrations must be selected from: English, science, social science, math/stat/cpsc-itec. The social science concentration requires that courses must be from at least two of the following areas: economics, geography, history, political science.

NAME _____ ID # _____

GENERAL EDUCATION - 50 Semester Hours

Area 1: Communication (6 hrs)		Area 5: Intern. & Interc. (3 hrs)		Area: 8 Soc. and Behav. Sci. (15 hrs)	
ENGL	101 _____ 3	HIST	101 OR 102 _____ 3	History (3 Hrs)	
ENGL	102 _____ 3			HIST 111 or 112 _____ 3	
Area 2: Fine Arts (3 hrs)		Area 6: Math Sciences (6 hrs)		Other Soc. & Behav. Sci. (12 hrs)	
_____	_____ 3	MATH	111 _____ 3	PSYC	121 _____ 3
		MATH	_____ 3	GEOG	_____ 3
Area 3: Health & Wellness (3 hrs)		Area 7: Phys. & Nat. Sci. (8 hrs)		Choose two:	
_____	_____ 3	BIOL	101/105 _____ 4	POSC	120 _____ 3
Area 4: Humanities (6 hrs)		_____	_____ 4	ECON	_____ 3
Literature (3 Hrs)				SOCY	110 _____ 3
_____	_____ 3	A complete list of the specific courses that may count in General Education is in the undergraduate catalog.			
Philosophy or Religion (3 Hrs)					
_____	_____ 3				

EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION MAJOR - 49 Semester Hours (Requires 2.50 gpa)

INTERDISCIPLINARY CORE: (19 Hrs.)		CONCENTRATIONS:	
VPA: (DNCE 370 Rec.)	_____ 3	EDSP/COSD 225	_____ 3 (comm)
MATH: MATH	_____ 3	EDEC 321	_____ 3 (inf & toddler)
SOC SCI: PSYC 317	_____ 3	EDEC 322	_____ 3 (pres & prim)
HUMANITIES: (ENGL 424 Rec.)	_____ 3	EDEC 323	_____ 3 (lang arts/lit)
SCI: (PHSC 350 Rec.)	_____ 4	EDEC 400	_____ 3 (fnd & prog)
EDSP 360	_____ 3	EDSP 437	_____ 3 (assessment)
		EDSP 438	_____ 3 (prog mgt)
		EDSP 439	_____ 3 (med asp)
		EDSP 445	_____ 3 (math)
		EDSP 451	_____ 3 (collab)

PROFESSIONAL EDUCATION and PRACTICA Courses (Requires 2.50 gpa)

Professional Education Courses		Choose one:
EDRD	413 _____ 3 (literacy)	EDSP 440 _____ 3 (required for licensure)
EDEC	416 _____ 3 (home-school relations)	EDEC 485 _____ 3 (EDEC 445 pre- or co-req)
EDEC	425 _____ 4 (curric & assess for primary)	EDEC 430 _____ 3 (repeatable to 6 hrs)
EDSP	436 _____ 3 (teaching Inf, Todd, PreS)	
EDEC	430 _____ 3 (pract – can be repeated)	
Related elective: COSD 221, EDEC 445 (pre-req for EDEC 485), EDSP 426, EDSP 462, EDSP 464, EDSP 472, HUMD 201, HUMD 301 _____ 3		

Total hours for BS in IDEC = 121 semester hours (Must apply for graduation one semester prior to completion.)

To obtain licensure in ECE and ECSE, complete MS in Ed. with concentration in Early Childhood Education. Passing scores on PRAXIS I and 2.75 gpa required for admission to graduate study. Passing scores on PRAXIS II required for Internships.

MASTERS OF SCIENCE IN EDUCATION/CONCENTRATION IN EARLY CHILDHOOD EDUCATION – 30 Sem. Hrs.

MS in Education Coursework – 18 sem. hrs.				Graduate Internships – 12 sem. hrs.			
EDEF	607	Educ. Foundations	_____ 3	EDEC	750	ECE Internship	_____ 6
EDEF	606	Educational Research	_____ 3	EDSP	750	ECSE Internship	_____ 6
EDET	620	Educ. Technology	_____ 3				
EDUC	681	International Educ	_____ 3				
EDSP	670	Behavior Management	_____ 3				
EDRD/EDSP	695	Alt. Appr. Reading	_____ 3				

NAME _____ ID # _____

GENERAL EDUCATION - 50 Semester Hours

Area 1: Communication (6 Hrs)

ENGL 101 _____ 3
 ENGL 102 _____ 3

Area 2: Fine Arts (3 Hrs)

_____ _____ 3

Area 3: Health & Wellness (3 Hrs)

_____ _____ 3

Area 4: Humanities (6 Hrs)

Literature (3-6 Hrs)

_____ _____ 3

Area 4: Humanities Continued

Philosophy or Religion (3 Hrs)
 _____ _____ 3

Area 5: International & Intercultural Studies (3 Hrs)

HIST 101 or 102 _____ 3

Area 6: Mathematical Sciences (6 Hrs) (Math 103 & 109 for special educ)

MATH 111 _____ 3
 MATH _____ _____ 3

Area 7: Physical & Natural Sciences (8 Hrs)

BIOL 101/105 _____ 4
 _____ _____ 4

Area: 8 Social and Behavioral Sciences (15 Hrs)

HIST 111 or 112 _____ 3
 PSYC 121 _____ 3
 GEOG _____ _____ 3

(3 hrs from 1 of the following disciplines:

ANTH, ECON, POSC, SOCY
 _____ _____ 3
 PSYC 317 _____ 3

A complete list of the specific courses that may count in

General Education can be found in the University catalog.

SPECIAL EDUCATION MAJOR : Deaf /Hard of Hearing IDHH

INTERDISCIPLINARY CORE - 19 Sem. Hrs - must have a minimum of 3 sem. hrs. in each area

VPA _____ 3
MATH MATH 315 (Recommended) _____ 3
HUMANITIES ENGL 424 or 425 _____ 3
SOC SCI PSYC 218 _____ 3
SCIENCE PHSC 350 (Recom.) _____ 4
EDSP 361 _____ 3

2 CONCENTRATIONS -

Comm. Sci. / Disord – 15 hrs **Special Education-16 hrs.**
 COSD 221 _____ 3 EDSP 426 _____ 3
 COSD 222 _____ 3 EDSP 427 _____ 3
 COSD 223 _____ 3 EDSP 451 _____ 3
 COSD 421 _____ 3 EDSP 462 _____ 3
 COSD 425 _____ 3 EDSP 469 _____ 3
 COSD 422 _____ 3

Total Hrs. In IDS Core _____ Total Hrs. #1 _____ Total Hrs. #2 _____

PROFESSIONAL EDUCATION - The following courses require a minimum of 2.50 grade point average (Students are encouraged to complete 50 clock hours by end of third semester of enrollment)

Documentation of 50 clock hours of early field experience _____ (Sem.)

BLOCK:	STUDENT TEACHING:
EDET 445 _____ 2	EDUC 455 _____ 6
EDSP 428 _____ 3	EDUC 456 _____ 6
EDSP 432 _____ 4	

PRAXIS I: R _____ W _____ M _____ SAT Combined _____ SATV _____ SATM _____ PRAXIS II _____ Virginia Reading Assessment _____ (appropriate scores can be substituted for PRAXIS I)
--

NAME _____ **ID #** _____

GENERAL EDUCATION - 50 Semester Hours

Area 1: Communication (6 hrs)		Area 5: Intern. & Interc. (3 hrs)		Area: 8 Soc. and Behav. Sci. (15 hrs)	
ENGL	101 _____ 3	HIST	101 OR 102 _____ 3	History (3 Hrs)	
ENGL	102 _____ 3			HIST 111 or 112 _____ 3	
Area 2: Fine Arts (3 hrs)		Area 6: Math Sciences (6 hrs)		Other Soc. & Behav. Sci. (12 hrs)	
_____	_____ 3	MATH	111 _____ 3	PSYC 121 _____ 3	
		MATH/STAT	_____ 3	_____ 3	
Area 3: Health & Wellness (3 hrs)		Area 7: Phys. & Nat. Sci. (8 hrs)		_____ 3	
_____	_____ 3	BIOL	101/105 _____ 4	PSYC 317 or 218 _____ 3	
Area 4: Humanities (6 hrs)		_____ 4			
Literature (3 Hrs)					
_____	_____ 3	A complete list of the specific courses that may count in General Education is in the undergraduate catalog.			
Philosophy or Religion (3 Hrs)					
_____	_____ 3				

SPECIAL EDUCATION MAJOR - 49 Semester Hours (Requires 2.50 gpa)

INTERDISCIPLINARY CORE: (19 Hrs.)		CONCENTRATIONS:	
VPA: _____	3	Liberal Arts: _____	15 hrs. Special Education: _____ 15 hrs.
MATH: (MATH 315)	_____ 3	_____	3 EDSP/COSD 225 _____ 3
SOC SCI: PSYC 317 or 218	_____ 3	_____	3 EDSP 462 _____ 3
HUMANITIES: ENGL 402, 424, 425 or 463	_____ 3	_____	3 EDSP 464 _____ 3
SCI: PHSC 350	_____ 4	_____	3 EDSP 466 _____ 3
EDSP 361	_____ 3	IDS Core Course: _____	3 EDSP 472 _____ 3

PROFESSIONAL EDUCATION and PRACTICA Courses (Requires 2.50 gpa)

Professional Education Courses				Undergraduate Block (14 hrs.)			
EDUC	320 _____	3		EDUC	430 _____	3	
EDRD	314 _____	3		EDSP	445 _____	3	
EDRD	414 _____	3		EDET	445 _____	2	
EDSP	429 _____	1		EDSP	676 _____	3	
				EDSP (Elec.)	_____	3*	

*Choices for elective – Fall only -EDSP 360, 426 or 439; Spring only EDSP 437; COSD 221, 222, or 223.

Total hours for BS in IDHI = 120 semester hours (Must apply for graduation one semester prior to completion.)

To obtain licensure in Special Education /High Incidence, complete MS in Special Education. Passing scores on PRAXIS I and 2.75 gpa required for admission to graduate study. Passing scores on PRAXIS II and VRA required for Internships.

MASTERS OF SCIENCE IN SPECIAL EDUCATION – 30 Sem. Hrs.

FALL MS in Education Coursework – 15 sem. hrs.				SPRING Graduate Internships – 15 sem. hrs.			
EDSP	791-792	Internship: High Incidence Disabilities (1 level)	_____ 6	EDSP	791-792	Internship High Incidence Disabilities (1 level)	_____ 6
EDEF	606	Educational Research	_____ 3	EDSP	669	Diagnostics	_____ 3
EDSP	622	Collaboration	_____ 3	EDSP	622	Collaboration	_____ 3
EDRD 695 / EDSP 641	Alt. Appr.Read./Class.Dev		_____ 3	EDRD 695/EDSP 641	Alt. Appr.Read./Class.Dev		_____ 3

PRAXIS I: R _____ **W** _____ **M** _____ **PRAXIS II** _____ **GRE/MAT** _____ **Virginia Reading Assessment** _____
SAT Combined _____ **SATV** _____ **SATM** _____ (appropriate scores can be substituted for PRAXIS I)

ACADEMIC ADVISING

AND

OTHER IMPORTANT “STUFF”



ACADEMIC ADVISING

Each student is ultimately responsible for meeting the requirements of his or her academic program. Academic advising can provide opportunities for students to discuss academic progress and goals with a staff or faculty member in the student's department and/or college.

Academic advising is a shared responsibility.

Academic advising is a continuous process of clarification and evaluation of your progress toward your goals. You, the student, are the

catalyst for your own academic success because you have the responsibility for making decisions about your life goals and educational plans.

The primary purpose of academic advising is to assist you in developing meaningful educational plans that are compatible with your life goals. **Successful academic advising occurs when you and your advisor work together as partners in a relationship that focuses on collaboration and shared responsibility.**

In addition to your academic advisor, you have another resource available: the Center for Academic Advising and Student Support. Staff in the Center can help you with:

- grade point average calculations,
- clarification of policies and procedures,
- graduation checkouts,
- transfer approval of courses,
- appropriate referrals,
- withdrawing from a class,
- completing academic petitions and more.

It is important to recognize that academic advising is more than selecting courses for an upcoming semester or making a plan to follow to graduate. It is vital that you, the student, be an active participant in the advising partnership. Both parties of the partnership should have specified expectations of the other partner.

Your Academic Advisor

Your advisor will listen and respond to your interests and concerns; respect you as an individual; be reasonably accessible; know policies and procedures for the university and your degree program; know where to find valuable information and make appropriate referrals for student support services; and provide guidance and assistance with your academic, career and life goals.

You, the Advisee

It is your responsibility to: initiate and maintain contact with your advisor; discuss situations and issues that affect your academic performance (such as work and family commitments); learn basic university, college and departmental requirements, policies and procedures and to accept

your responsibility for meeting and abiding by them; and seek assistance when you need it.

Some Advice

Your academic advising session will more smoothly and be more informative and rewarding if you follow some simple tips:

- be familiar with your program
- have a list of questions you want to ask or concerns you would like to have addressed
- remind your advisor of the issues you discussed during your last appointment
- be candid; tell your advisor about things that are affecting your ability to do your best course work

The Center for Academic Advising and Student Support

The College of Education and Human Development has developed a strong support system for all students. Support is available in the center that is located in Peters Hall, Room A104. You may contact the Center for Academic Advising and Student Support at 831-5424 or by e-mail: ed-adv@runet.edu.

The advisors in the Center recommend the following “tips for success:”

- Talk to your professors and advisors about ways your course work is relevant to your needs, interests, and goals.
- Make every effort to interact with faculty. Make an appointment with each faculty member and be prepared with a few questions to help get the conversation going. You will feel more comfortable in and connected with your classes if you do this.
- Get to know others in your classes. Join study groups even if it is not your favorite way to study. It will help you connect with other learners and benefit from their perspectives.
- Learn about the student support services that are available on campus, where they are located, and make good use of them.
- Set up a daily schedule and stick to it.
- Don't procrastinate; use your time wisely.
- Attend all classes; you can't help but learn something just from being in class every meeting.
- Know about the services your University library offers; know how to make the most of the library.
- Take your health seriously, eat appropriately, exercise, and get plenty of rest.
- If you can't avoid stress, learn techniques to deal with it.
- Enjoy your time as a college student; study hard, be an active participant in your education, and get involved through clubs and organizations.



Get to know your advisor; build a strong academic relationship; this will be a rewarding experience for you and your advisor.

ACCEPTING YOUR RESPONSIBILITIES

All students in the College of Education and Human Development are required to sign the following form. Your advisor will have you read and sign this at your first academic advising session.

Radford University
College of Education and Human Development
Center for Academic Advising and Student Support
STUDENT RESPONSIBILITIES IN THE ACADEMIC ADVISING PROCESS

Academic advising is a “shared responsibility.” **It is vital that both the student advisee and the academic advisor take active roles in the process.** As indicated in each edition of the RU undergraduate catalog, “Ultimate responsibility for meeting all stated requirements for the degree rests with the student.” Your academic advisor will provide information on matters related to your program of studies and will provide aid in the clarification of policies and procedures. The staff in the Center for Academic Advising and Student Support is available to provide support, answer questions, make appropriate referrals, and provide guidance relating to university and program policies and procedures as you pursue your academic goals.

You are expected to:

- Be familiar with your degree program requirements;
- Be familiar with University and program policies including deadlines;
- Read the e-mail you receive from College and University representatives;**
- Use the student information system to stay up to date on your progress;
- Keep copies of all important documents related to completion of your degree program;
- Contact your advisor to schedule an appointment to discuss your program, your academic goals, your career goals, and becoming a professional;
- Notify your advisor if you are unable to keep a scheduled appointment so the advisor can use that time to meet with another advisee, update files, work on class preparation, grade papers, etc.;
- Come to your advising session with written questions in hand;
- Come to your advising session with a tentative plan for the upcoming semester and remaining semesters for completing your program of studies; and
- Accept your responsibilities** – this is your academic career and you are the one who will make the decisions regarding how you complete program requirements.

Academic advisors want you, the student, to be successful and to be a well informed consumer. Being prepared for an advising session will contribute to a more positive relationship with your advisor.

Please ask if you have questions about these responsibilities. Please print and sign your name below to indicate that you have received a copy of this information for your records and that you have read the information.

Student: (print name) _____ ID # _____

Student Signature: _____ DATE: _____

Advisor Signature: _____ MAJOR: _____

XC: Student's advising file

CONFIDENTIALITY

The following information has been copied with permission from the Radford University Registrar's Webpage. For more information, please visit the website at:

http://www.radford.edu/~registra/FERPA/FERPA_explanation.htm

FERPA for Faculty, Staff, and Students
Family Educational Rights and Privacy Act



What is FERPA?

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review educational records, to seek to amend those records, and to limit disclosure of information from the records. The Act applies to all institutions that are the recipients of federal funding.

Who is Protected Under FERPA?

Students who are currently enrolled or formerly enrolled, regardless of their age or parental dependency status. FERPA does not apply to deceased students or persons who have applied but have not attended.

What are Educational Records?



With certain exceptions, an educational record is:

- a. any record from which a student can be personally identified, and
- b. maintained by Radford University or an authorized party.

Educational records include any records in the possession of an employee that are shared with or accessible to another individual. The records may be handwritten, print, magnetic tape, film, diskette, or some other medium. A student has the right to access these records. FERPA does not require that certain records be kept, but addresses the rights of the student. State regulations, accreditation guidelines and/or institutional policy determine the specific archiving needs of each institution.



What is Not Included in an Educational Record?

- a. sole possession records or private notes held by educational personnel which are not accessible or released to other personnel
- b. law enforcement or campus security records which are solely for law enforcement purposes
- c. records relating to individuals who are employed by the institution (unless employment is contingent upon school attendance)
- d. records relating to treatment provided by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional and disclosed only to individuals providing treatment
- e. records of an institution that contain only information about an individual obtained after that person is no longer a student at that institution (i.e., alumni records).

What is Directory Information?

Institutions may disclose information on a student without violating FERPA if it has designated the information as “directory information.” At RU, this includes (as defined by the Student Handbook):

- a. student name, address, telephone and e-mail address
- b. major field of study
- c. participation in officially recognized activities & sports
- d. dates of attendance, degrees, and awards received

Students must be notified annually of what constitutes directory information. Students may, if they desire, request that directory information not be released. Such a request must be submitted in writing to the Registrar Office within the first two weeks of each term.

When is the Student’s Consent Not Required to Disclose Information?

The exceptions:

- a. to school officials with a legitimate educational interest
- b. to officials of another school in which the student seeks to enroll
- c. to certain federal, state, and local authorities in connection with an audit or evaluation of state or federally supported educational programs
- d. to anyone providing financial aid to the student
- e. to agents acting on behalf of Radford University (clearinghouses, degree/enrollment verifiers)
- f. to organizations conducting studies on behalf of RU
- g. to accrediting organizations
- h. to parents of a dependent
- i. to parents/legal guardians when their children under age 21 have violated the alcohol or drug policies of Radford University
- j. to comply with a judicial order or subpoena
- k. to appropriate parties in a health or safety emergency
- l. to the student
- m. results of disciplinary hearings to an alleged victim of a crime of violence or non-forcible sex offense
- n. to the Immigration and Naturalization Service for purposes of the Student Exchange Visitor Information System
- o. to military recruiters who request “Student Recruiting Information.” Student recruiting information is defined as name, address, telephone listing, age, level of education, and major.
- p. to the Internal Revenue Service in compliance with the Taxpayer Relief Act
- q. to the Department of Veterans Affairs

Posting of Grades by Faculty

The public posting of grades either by the student’s name, social security number or id without the student’s written permission is a violation of FERPA. This includes the posting of grades to

a class website and applies to any public posting of grades for students taking distance education courses.

Instructors and others who post grades should use a system that ensures that FERPA requirements are met. This can be accomplished either by obtaining the student's written permission or by using code words or randomly assigned numbers that only the instructor and individual student know.

Notification of grades via a postcard violates a student's privacy rights.

Notification of grades via personal e-mail accounts is not recommended. Radford University provides a secure web application for students to view their academic record and we encourage students to utilize this feature.

Special Tips for Faculty

To avoid violations of FERPA, please DO NOT:

- at any time use the entire Social Security or ID Number of a student in a public posting for grades
- ever link the name of a student with that student's social security or id number in any public manner
- leave graded tests in a stack for students to pick up by sorting through the papers of all students
- circulate a printed class list with student name and social security number or grades as an attendance roster
- discuss the progress of any student with anyone other than the student (including parents) without the consent of the student
- provide anyone with lists of students enrolled in your classes for any commercial purpose
- provide anyone with student schedules or assist anyone other than university employees in finding a student on campus

Remember - it is everyone's responsibility to maintain the confidentiality of student records, whether you are faculty, staff or student. If you are unsure whether you should release information - then don't. Please call the Registrar's Office for any needed clarification.

Resource: The AACRAO 2001 FERPA Guide
The Registrars Office - 7/10/01

SELECTED ACADEMIC POLICIES

For a complete list of academic policies, see the [Radford University Undergraduate Catalog](#). The policies that follow are the ones that affect students most often. Policies have been copied from the [Radford University Undergraduate Catalog](#).

RESPONSIBILITY OF THE STUDENT

The student must become familiar with the academic policies, curriculum requirements and associated deadlines as outlined in this catalog, whether hard copy or posted to the university web site. The academic advisor will advise the student on all matters related to their program of study and will aid the student in the interpretation of policies whenever necessary. However, it is ultimately the student's responsibility for meeting all stated requirements for the degree and the policies related thereof. It is also the student's responsibility to actively utilize their campus e-mail and the university web site as it tends to be a major communication resource and is often our primary form of communication with our students.

GRADES AND CREDIT

Grading System

A is given for excellent work.

B is given for work that is distinctly above average.

C indicates work of average quality.

D is given for work of below average quality and is the lowest passing grade at the undergraduate level.

F indicates failure and means the class must be taken again with a passing grade before credit is awarded .

AU indicates the student audited the course.

I indicates work is incomplete.

I P indicates the course is in progress.

NR indicates no grade was recorded by instructor (for temporary administrative use only)

P indicates passed with satisfactory work of "C" or better.

W indicates a student withdrew, without penalty, from the course after schedule adjustment but before the end of the twelfth week and that no credit was obtained.

REPETITION OF COURSES

The Repetition of Courses policy allows students to improve their grade point average. All courses completed and the grades earned will remain on the student's transcript. This policy applies only to the repetition of courses taken at Radford University.

Repeat Courses – The first three (3) times in which a student re-enrolls in any course(s) already attempted will be designated as “repeats.” Within the three repeat limit, a student may repeat as many as three different courses, or the same course may be repeated as many as three times. Repeating the same course more than once shall be considered multiple repeats. For example, if a student fails his/her first attempt at SOCY 110 and then repeats the course, this constitutes one repeat, regardless of whether or not the student passes the course. If a student registers for the

same class for a third time, this constitutes the use of a second repeat. The student would have only one remaining repeat opportunity. Repeat courses are subject to the following conditions:

- a. The grade earned in the Repeat Course will replace the original grade in the course repeated.
- b. If the student receives a lower grade while attempting a repeat, the most recent grade will count in calculating the student's GPA. If a student repeats a course in which he or she received a passing grade and fails the repeat course, the credit earned previously will remain but both the original and repeat grades will be calculated.
- c. Additional credit hours will not be awarded unless the course grade was "F. "
- d. If the third Repeat Course is taken in a semester or summer session in which one or more other courses are being retaken, the student will be asked by the Registrar's Office to identify the course to be treated as the third repeat. If the student does not respond to this request, the Repeat Course will be the one in which the grade earned most improves the student's Cumulative grade point average. Other courses being retaken will be counted as explained below.

Retake Courses – Courses in which a student re-enrolls after the three repeat courses have been designated are subject to the following conditions:

- a. Unless otherwise stipulated by departmental requirements, there is no limit on the number of courses that may be retaken, or on the number of times a particular course may be retaken.
- b. Additional credit hours for the courses retaken will not be awarded unless the original grade was "F. "
- c. The grade(s) earned in the retaken course(s) will be averaged with the original grade(s).
- d. Unless a course may be taken for credit more than once, a student may not retake a course in which the original grade was "A".

TRANSFER CREDIT

Students wishing to transfer credit to Radford University, after earning that credit as a transient student at another institution, must complete the form, Radford University Permission to Take Courses for Transfer Credit (AA 21), and must furnish the university with an official transcript after completing the course work. For the transcript to be considered official, it must be sent directly from the issuing institution to the Registrar's Office at Radford. No courses with a grade of "C-" or lower will be considered for transfer. Accepted transfer work may satisfy certain course requirements but the grades are not used in computing the Radford grade point average, and the Radford repeat policy may not be applied.

CLASS STANDING

The class standing of a student is determined at the beginning of each semester and will not be changed during that semester. Any student with 26 semester hours of credit will be classified as a sophomore, 56 semester hours of credit as a junior, and 86 hours of credit as a senior.

DEAN'S LIST

Students will be placed on the Dean's List for a given semester if they:

- have 12 semester hours graded A-F; and
- obtained a grade point average of at least 3.4 for the courses not graded on a pass-fail basis;

- and
- obtained no grade below a “C”; and
 - have no incomplete “I” grades.

WITHDRAWAL PROCEDURES

Withdrawal from one or more but not all courses:

The student must secure a withdrawal slip from the Registrar’s Office, have it signed by the instructor of the course from which he/she is withdrawing and by the student’s academic advisor, and then return all copies to the Registrar’s Office. The withdrawal is not complete until the signed slip has been returned to the Registrar’s Office. If a full-time student withdraws from all classes, but at different times during a given fall or spring semester, the individual withdrawals are changed to a University Withdrawal.

Students must contact the Student Accounts Office in Walker Hall to initiate a request for a refund of tuition if they drop a class or classes prior to the census date and if the reduced class load qualifies them for a tuition refund. A student who drops a class prior to the conclusion of schedule adjustment will receive no grade. A student who withdraws from class after schedule adjustment but before the end of the 12th week of the semester (or 80% of a Summer Session) will receive a grade of “W.” A student who withdraws from class after the 12th week of the semester (or 80% of Summer Session) will receive a grade of “F.” A student may not withdraw from more than five classes during the course of undergraduate studies at Radford University. After a student has withdrawn from five classes, any subsequent withdrawal will result automatically in a grade of “F.” Withdrawals from classes prior to Fall Semester 1988, courses dropped during schedule adjustment, or withdrawal from all classes at the university do not enter the five-class withdrawal limitation.

Withdrawal from all courses:

After reading this policy in the catalog, go to the Academic Advising and Student Support Center in Peters A104 for more information and assistance with this process.

ACADEMIC PROBATION AND SUSPENSION

Academic performance is measured by grade points and grade point averages (GPA). Each student must maintain a specified grade point average to remain in good standing and to prevent being placed on academic probation or being suspended for academic reasons. Students are urged to confer regularly with their advisors to seek assistance in improving academic standing.

Academic Probation

In those cases where academic suspension does not apply (see Academic Suspension policy), a student will be on academic probation at the conclusion of any semester or summer session, regardless of the total number of credit hours attempted, in which the student has a cumulative GPA below a 2.0. (Note: The minimum grade point average required for graduation from Radford is 2.0. Some majors require a higher GPA for graduation.) Academic probation is an indication of serious academic deficiency and may lead to academic suspension. A student on academic probation may not carry more than 16 semester hours during a regular academic year semester.

ACADEMIC SUSPENSION

New Student Policy

Any new (freshman or transfer), full-time (as of Census date) student who has a GPA below a 1.25 at the conclusion of the first semester of enrollment will be suspended and will not be allowed to continue in the next full semester (Fall or Spring). However, these students can make application to the university for permission to continue. All students who are given permission to continue must participate in a contract based university program (SORTS). Students who choose not to participate in the contract based program may not enroll in the next regularly scheduled academic term but may apply for readmission for a future semester.

Continuing Student Policy

All academic suspensions for continuing students who are enrolled during one or more terms during the year (fall through summer) become effective at the end of the last summer session, regardless of the student's enrollment for that specific term. Academic suspension occurs when such students have attempted a minimum of 30 credits at Radford University and have less than a 2.0 cumulative GPA on all courses taken at Radford University. A continuing student will be informed of his or her impending academic suspension (effective at the end of the last summer session) at the conclusion of any term if the student has less than a 2.0 cumulative GPA and has attempted 30 or more credit hours.

Terms of Suspension

A student suspended for the first time may not enroll in the next regularly scheduled semester. (Please see readmission information [in the catalog].) A student who has been suspended once for academic reasons, is readmitted, and who falls below the suspension threshold for a second time is dismissed from the University. Such a student is permanently ineligible to enroll at Radford in future semesters.

A student on academic suspension from Radford University may receive transfer credit for work taken at another college or university during the period of enforced suspension. To ensure proper credit for any courses taken at another institution, permission must be obtained from the appropriate college dean prior to enrolling in such courses. While courses passed with a grade of "C" or better qualify for transfer ("C-" grades are not acceptable), these grades are not used in computing the Radford grade point average and the Radford repeat policy can not be applied. In order to be eligible for readmission to Radford University, students must maintain a cumulative grade point average of 2.0 or higher on all work attempted at another college during the term(s) of their suspension. Readmission to the university, however, is never automatic [see the catalog for Readmission information].

Please see your edition of the [Radford University Undergraduate Catalog](#) for more information on each of the policies and for additional academic policies.



Radford University Teacher Preparation Programs

DIRECTIONS THE PROFESSIONAL CHARACTERISTICS AND DISPOSITIONS FORM

Candidates' dispositions and professional characteristics are evaluated at three points in their progress: at the end of the introductory or early courses in their program; during early field experiences; and during student teaching. These courses include:

- ESHE 210 Introduction to Teaching
- ART 340 Clinical Experience in Art Education
- MUSC 220 Growth and Development of the Music Learner
- EDUC 309 The School and the Student
- EDUC 320 Education in the US
- EDSP 360, 361, and 362
Courses in trends in working with exceptional learners.
- EDRD 314 Reading I
- EDUC 310 Introduction to Science and Math Instruction

During all courses in early field experiences and in student teaching: the interns, cooperating professionals, and supervisors complete the forms and submit them with the midterm and final evaluations.

DIRECTIONS FOR ADMINISTERING THE ASSESSMENT DURING THE EARLY COURSES

1. Introduce the dispositions and characteristics at a time when the class has time to discuss them.
 - a) Students could "self-assess" using just the Professional Characteristics (because these relate to communication skills, leadership, working with others, and work habits).
 - b) Discuss the Dispositions. Because the indicators for these are so embedded in clinical experiences, it often doesn't make sense to have them self-assess using these until they have had more experience. Use your judgment.
 - c) Students could also set 1 or 2 goals for enhancing their ability to demonstrate the Professional Characteristics.

Students keep the self-assessments for their own use.

2. Instructors assess students in the following manner, understanding that instructors may have limited opportunities to know students well or to observe behaviors:
 - a) At the end of the semester, using the class roster, check off students who, given the information you have, seem to be progressing OK---no "red flags" on oral written communication skills, etc. If there are "red flags" regarding a student, complete one of the forms and give a copy to the student. Include a written note informing the student that if he or she wishes to meet with you and discuss this verbally, they should make an appointment with you.
OR
 - b) If you feel you can complete a form on each student, this is certainly preferable. Please do this if you can!
 - c) Submit the roster and any forms completed on students to the Field Experience Office by the deadline for submitting grades. (Keep copies for your file). The data will be summarized and reported to faculty in our programs.

Teacher Candidate: _____ Student #: _____ Date: _____

School or Class: _____ Person Completing Form: _____

Licensure Program: Early childhood/early childhood special education Elementary Middle secondary math secondary English Secondary social studies Secondary science Physical/health ed Art education Music education Special education ED/LD special education MR special education high incidence special education deaf and hard of hearing special education severe and profound

Dispositions are the internal forces or tendencies that cause people to act in certain ways under given circumstances. Radford University expects successful teacher candidates to exhibit behaviors that demonstrate dispositions apparent in effective educators. **Dispositions** are the willingness of candidates to engage in positive, professional behaviors that support and advance the education of students and teacher efficacy. Check the boxes to identify the behaviors that reflect the dispositions of this teacher candidate.

1	Observed Behavior	2	Unobserved Behavior, Opportunity Provided	3	Unobserved Behavior, Opportunity Not Provided
----------	--------------------------	----------	--	----------	--

The teacher candidate engages in behaviors that demonstrate:

- Willingness to recognize, understand, and support human differences within the classroom as indicated by the following behaviors.**

1	2	3	Considers and integrates differences in planning and teaching
1	2	3	Responds to all students
1	2	3	Demonstrates open-mindedness and consideration of multiple perspectives in discussions and/or written work
1	2	3	Demonstrates interest in and openness to the assumptions, beliefs, and values of others
1	2	3	Considers family culture, ethnicity, and demographics in planning, instruction, and assessment
1	2	3	Identifies multiple ways to support students

Comments:

- Willingness to investigate, examine, and apply characteristics of successful professional educators as indicated by the following behaviors.**

1	2	3	Analyzes personal behavior as a cause and effect relationship
1	2	3	Articulates impact of personal assumptions, beliefs, and values on teaching and learning
1	2	3	Seeks ways to improve content and pedagogical knowledge
1	2	3	Elects to engage in professional development and related activities
1	2	3	Participates in local, state, and national organizations
1	2	3	Consistently models professional behavior in the classroom and community
1	2	3	Engages in productive team and committee work
1	2	3	Seeks multiple resources and multiple responses to a dilemma
1	2	3	Demonstrates understanding of the reason and source of problems as well as his/her role in solutions

Comments:

- Willingness to collaborate with families and include their role as a major and positive component of the teaching and learning context as indicated by the following behaviors.**

1	2	3	Considers family culture, ethnicity, and demographics in planning, instruction, and assessment
1	2	3	Develops strategies that include families in school activities
1	2	3	Describes family role with a positive and inclusive perspective
1	2	3	Identifies multiple ways to support students and families
1	2	3	Plans strategies to accommodate need of community

Comments:

- Willingness to reflect on teaching and learning as indicated by the following behaviors.**

1	2	3	Demonstrates enthusiasm and energy in teaching
1	2	3	Develops personal and professional goals
1	2	3	Assesses his/her role in students' success or failure
1	2	3	Assesses student performance appropriately in areas of behavior and academics.
1	2	3	Identifies areas for self-improvement
1	2	3	Formulates and poses critical questions
1	2	3	Articulates personal assumptions, beliefs, and values

Comments:

Candidate Signature: _____ Evaluator Signature: _____

Teacher Candidate: _____ Student #: _____ Date: _____

School or Class: _____ Person Completing Form: _____

Candidates interested in entering the Teacher Education Program demonstrate the following characteristics. These characteristics contribute to their success in the program.

Please evaluate the above candidate on these characteristics by placing a check in the appropriate column.

	Poor	Marginal, Needs to Improve	Meets Basic Expectations	Above Basic Expectation	Exemplary	Insufficient Information to Evaluate
• Effective oral communication skills						
• Effective written communication skills						
• Articulates clearly						
• Punctual: Attends regularly, on time						
• Demonstrates appropriate grooming and dress						
• Accepts and uses constructive criticism						
• Work indicates effort and care						
• Works well with others						
• Effective leader						

Comments:

Candidate Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____



TIP: DON'T THROW THAT AWAY!

Examples of copies of important documents to be saved in the ADVISING FOLDER (this is a general list and all items will not apply to every student)

- **My copy of the RU Student Responsibilities and the Family Education Rights and Privacy Act (FERPA) statement**
- **E-mails sent to or received from my academic advisor, faculty, and/or other University/College administration**
- **Copies of forms signed during an advising session (Example: Teacher Education Checklist)**
- **Most recent program progress sheet**
- **Copies of change of major/minor forms**
- **Overload forms (to carry more than 18 semester hours during a fall or spring semester)**
- **Academic petitions**
- **Advising notes from meeting with my academic advisor**
- **Transfer approval form/s if I take courses at another institution while I attend RU**
- **Transcripts from previous schools attended with updates of classes taken while at RU**
- **Semester grades printed from the Student Information System**
- **Degree audit printed from the Student Information System**
- **Class withdrawal forms**
- **Documentation of my 50 clock hours of work with school age individuals (required for IDS students)**
- **PRAXIS I and II registration forms and scores**
- **Virginia Reading Assessment registration forms and scores**
- **Teacher Education Program application and accompanying documents (resume, hearing and speech test results)**
- **Field experience applications**

Remember to take the advising folder with you to all meetings with your academic advisor.

GETTING INVOLVED!

It is a known fact that being involved in your college or university will result in a more positive experience. Here is a little information about clubs and organizations in the College of Education and Human Development. Which one are you going to join?



Kappa Delta Pi – Education honorary. Membership is limited to second semester sophomores and those of junior or senior standing who have an overall 3.2 GPA and to those graduate students who have an overall 3.5 GPA. To qualify, students must be accepted into the teacher education program.

Phi Delta Kappa International – The association is committed to service through an action program that advocates excellence in public school education. The association sponsors many programs that provide educational services and professional growth.



Exercise, Sport, & Health Education Majors Club (ESHE Club) – Take advantage of some of the benefits of being an Exercise, Sport, and Health Education major and club member. This club provides many informational activities and events that are great opportunities for meeting other ESHE students and working with people in the community.

Student Ambassadors – The College of Education and Human Development appreciates the importance and recognizes the need for student interaction. Student ambassadors work with faculty through informal and formal activities outside the classroom, assist faculty and/or administrators with university advancement activities, assist in the recruitment of new students into the programs offered by the college, and highlight their experiences at Radford University to prospective and continuing students and their families.



Student Council for Exceptional Children – The council is the learned society for people interested in the field of Special Education and in working with individuals with various special needs. At Radford University, the student chapter is a strong and vital organization whose members engage in a variety of activities involving children and adults with special needs.

Student Education Association – An association that provides assistance in getting located once you have a job, liability insurance protection, access to NEA and VEA Professional Research Library, opportunities to attend State and National Conferences, and the opportunity to meet friends and colleagues at your school and across the state.



WHO IS MY ADVISOR?

In the College of Education and Human Development, advisors are assigned through the Center for Academic Advising and Student Support. Here are some guidelines used in advisor assignments.

Athletic Training

- *Freshmen are advised by Mr. Michael Moore
- *Sophomores – Seniors are advised by Dr. Angela Mickle

Corporate & Commercial Fitness

Dr. Bill Zuti

Deaf and Hard of Hearing

- * Freshmen are advised in the Center for Academic Advising and Student Support
- *Sophomores – Seniors are advised by Ellen Austin

Early Childhood Education/Early Childhood Special Education

- *Freshmen and students with less than a 2.50 are advised in the Center for Academic Advising and Student Support
- *Sophomores – Seniors with 2.50 gpa are assigned to Kathy Hoover and Dr. Barbara Foulks-Boyd

Elementary Education

- *Freshmen and students with less than a 2.75 are advised in the Center for Academic Advising and Student Support
- *Sophomore – Seniors with 2.75 gpa are assigned to faculty advisors

Exercise and Sport Studies

- * Dr. Bev Zeakes or other ESHE faculty (depending on class standing)

Physical and Health Education (teaching)

- * All students advised by Dr. Jon Poole

Special Education – High Incidence

- *Freshmen and students with less than a 2.50 are advised in the Center for Academic Advising and Student Support
- *Sophomores – Seniors are assigned to Dr. Rachel Janney

Sports Administration

- *Last name beginning with A thru H – Dr. Monica Pazmino-Cevallos
- *Last name beginning with I thru Z – Jerry Beasley

Sports Medicine

- *Last name beginning with A thru H – Dr. Mike Dumin
- *Last name beginning with I thru Z – Dr. Steve Ames

WHERE TO GO FOR HELP FOR THE CHALLENGES OF COLLEGE

College can be very challenging. There are numerous support services available to students who take the initiative to seek assistance. The information below just provides a brief overview of some of these support services. Please go to the RU webpage for detail about these and other services available. Specific topics are also listed with advice on where to find assistance.

- **Academic Advising Centers** – each College at RU houses an academic advising center; a special center is available for students who are “Pre-major” students – have not declared a specific major; the Centers assist students with developing academic goals, clarifying University and program policies and procedures, developing graduation plans, and much more.
- **Academic Policies and Procedures** – see your academic advisor
- **College contact information** –

Dean: Dr. Paul Sale, Peters A122, 831-5439; Assistant to the Dean, Holly Shannon.

Assistant Dean/Director of Field Experiences: Dr. Patricia Shoemaker, Peters A113, 831-5277; Assistant to the Director, Gail Ayers.

Center for Academic Advising and Student Support: Donna Dunn, Coordinator, Peters A104, 831-5424; Teacher Licensure Specialist, Libby Hall, Receptionist, Joyce Nester; Academic Advisors.

Teaching Resources Center: Lorraine Durrill, Director, Peters C109, 831-6284, Assistant Director, Sandi Joseph; Office Assistant, Annette Tokarczyk.

Chair, Department of Counselor Education: Dr. Don Anderson, Peters C128, 831-5214; Administrative Assistant for the Department, Carolyn Quesenberry.

Chair, Department of Educational Studies: Dr. Alice Anderson, Peters A 004, 831-5302; Administrative Assistant for the Department, Kathy Murphy.

Chair, Department of Exercise, Sport, and Health Education: Dr. Beverly Zeakes, Peters B154, 831-5305, Administrative Assistant for the Department, Margaret Semple.

Chair, Department of Special Education: Dr. Alice Anderson, Peters C165, 831-6425; Administrative Assistant for the Department, Becky Long.

- **Disability Resource Office** -- assists students who have documented disabilities in assessing reasonable academic accommodations while attending Radford University. The staff can help students become familiar with all resources on campus and help students become self-advocates; it is vital that any student with a disability make contact with this office in order to receive any needed accommodations.
- **Experiential Learning and Career Development** – assists students with choosing a major, career planning, assessment of career goals, researching experiential learning opportunities, resume writing, interview skills, locating employers.
- **Field Experiences Office** – works with students who are pursuing a teacher education program at RU; students in ESHE should work with their advisor and the department to learn about internships.
- **GPA Calculation** – work with your academic advisor or see an advisor in the Center for Academic Advising and Student Support.
- **GUIDELINES FOR BEING SUCCESSFUL** – attend all classes, ask professor for assistance, set priorities, do not procrastinate, stay up to date with reading assignments, take the initiative find assistance, eat healthy foods, get plenty of rest, and exercise; being an active participant in your major and University community is a positive contributor to success.
- **Learning Assistance and Resource Center (LARC)** – the staff work closely with students to assess their needs, determine strengths and weaknesses, and create an action plan. The center offers: writing center, reading center, math and science tutoring, multi-disciplinary tutoring, learning strategies and test taking workshops, and help with PRAXIS.
- **PRAXIS** – visit the Educational Testing Service website (ETS.org) to learn about PRAXIS; all students pursuing teacher education must take PRAXIS I and most must take PRAXIS II; information is also available through the College of Education and Human Development's Field Experience Office and the Center for Academic Advising and Student Support.
- **Probation and/or Suspension** – see the University catalog for details about the policies; see your academic advisor or an advisor in the Center for Academic Advising and Student Support for clarification.
- **PROBLEMS IN A CLASS** – talk to your professor, your best resource when it comes to improving your grade/s

- **Registrar's Office** – maintains student records, academic transcripts, coordinates course registration, provides enrollment verification, offers on-line degree audits, clarifies academic policies and procedures.
- **Student Counseling Services** -- assists students to develop interpersonal skills, to deal with emotions, to become independent and interdependent, to deal with identity issues, to manage interpersonal relationships, to clarify career and life goals, to develop a sense of confidence and competence.
- **Student Support Services** – serves eligible students with tutoring, personal counseling, career counseling, cultural enrichment activities, college survival skills workshops, and more.
- **Teacher Education** – students are encourage to talk with their academic advisor, view the College of Education and Human Development's Field Experience website to learn about admission requirements, testing requirements, and placements.
- **Transferring Classes to RU from Another College or University** – talk with your academic advisor and complete a "Transfer Approval Form" which can be picked up in the Center for Academic Advising and Student Support.
- **Withdrawing from a class** – see your academic advisor.
- **Withdrawing from the University** – go to the Center for Academic Advising and Student Support.

Remember, it is the student's responsibility to take the initiative to seek assistance when needed. Guidance and support are available, just for the asking.

NOTES . . .