



Radford University  
College of Education  
and Human Development

*Academic Advising  
Manual*

COLLEGE OF  
*education*  
AND  
human development

2008-2009

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. Pat Shoemaker, Dean

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## OUR DEPARTMENTS AND SCHOOL

**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.

**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.

**The School of Teacher Education and Leadership:** Radford University has a long and proud tradition of teacher preparation. The School offers undergraduate and graduate programs including, elementary education, middle school education, secondary education, special education, educational leadership, educational technology, and reading specialist. 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 are 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.

# Your Academic Advising Manual

You should take your Advising Manual to all advising sessions.

Information in the manual includes:

- ❖ Advisor/Advisee roles and responsibilities
- ❖ Progress sheets for every program in the College
- ❖ List of General Education Courses
- ❖ Professional dispositions, characteristics, and behaviors
- ❖ Selected academic policies
- ❖ Test Requirements

Academic Advising is a shared responsibility and requires interaction and communication between the student advisee and the academic advisor.

Here are some suggestions for preparing for an advising session:

- **Call or email your academic advisor** and schedule a specific appointment time;
- Be aware of the fact that you and your advisor have busy schedules and if unable to keep an appointment, **be considerate** and contact the advisor to cancel and reschedule;
- Generate a **written** list of questions or concerns related to academic policies and program requirements;
- Format a **tentative plan** for completing degree requirements;
- Be informed regarding **testing requirements** for your specific program;
- Make a list of courses you will need for the **upcoming semester** and complete a "Tentative Schedule of Classes" form that can be picked up in the Advising Center;
- After thinking about your internship and/or field work requirements, **talk** about placements, the application process, expectations, requirements, and time constraints; and
- Use the advising session as an opportunity to get to know your advisor through this one-on-one academic relationship.

An academic advisor will be a strong supporter and will help the advisee navigate the challenges of achieving academic success.







However, many students opt to structure their elective courses into a **minor—a secondary field** of study consisting of 15-24 hours designated by a discipline-or (if possible) a second major. Choosing a minor to complement the major is an excellent way to prepare oneself for a career or graduate studies.

More specific information about Radford's academic programs and policies may be found in the RU Undergraduate Catalog; students should familiarize themselves with this publication. Students' academic advisors and their Advising Centers are available to assist them in making good decisions as they complete program requirements and explore experiential learning opportunities. Indeed, advisors can be invaluable resources as students work to achieve their academic, career and personal goals. *However, ultimate responsibility for meeting all stated requirements for the degree rests with the student.*

## Overview of RU General Education Program

Program Mission: to provide undergraduates with a solid foundation for lifelong learning. This foundation includes knowledge, skills, and experiences necessary for advanced study in academic discipline and for personal growth as responsible, productive members of society.

### Program Goals:

**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.

### 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
<b>Total Credit Hours Required</b>		<b>50 credit hours</b>

### Alternative Means of Fulfilling General Education

- ❖ Student achieving appropriate scores on College Level Examination Program (CLEP) subject exams or on College Board Advanced Placement (AP) Tests may receive credit towards completion of General Education requirements.
- ❖ 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 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.

- ❖ 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. Make sure you refer to the list of approved General Education courses that follows.

## GENERAL EDUCATION PROGRAM (50 hours)

2008-2009 Academic Year

### Area 1: Communication (6hours required, 3 hours optional)

**Required 6 hours:** ENGL 101 and ENGL 102

**Optional 3 hours from:** One of the following courses: COMM 114, COMM 240, COMM 250

### Area 2: Fine Arts (3hours required, 3 hours optional from any Area 2 courses listed below)

**Required 3 hours:** One of the following courses: ART 111, ART 215, ART 216, ART 366, ART 427, DNCE 111, DNCE 366, 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:** One of the following courses: FDSN 214, HLTH 111, HLTH 200, NURS 111, RCPT 200

### 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, 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 (3hours required, 3 hours optional from Area 5 courses listed below)

**Required 3 hours:** One of the following courses: ANTH 121, CHNS 101, CHNS 102, CHNS 201, CHNS 202, ECON 340, ESHE 262, 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, HEBR 101, HEBR 102, HEBR 201, HIST 101, HIST 102, INST 101, LATN 101, LATN 102, LATN 201, LATN 350, 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 hours required)

**Required 6 hours:** Two of the following courses, *at least one of which must be in MATH or STAT:* MATH 111, MATH 112, MATH 114, MATH 116, MATH 125, MATH 126, MATH 132, MATH 137, MATH 138, MATH 140, MATH 151, MATH 152, MATH 260, STAT 200, ITEC 100, ITEC 109, ITEC 120

### Area 7: Physical and Natural Sciences (8 hours required)

**Required 8 hours:** Any two of the following courses: ASTR 111, ASTR 112, BIOL 103, BIOL 104, BIOL 105, 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 (12hours required, 3 hours optional from any Area 8 courses listed below)

**Required 3 hours:** One of the following courses: HIST 101, HIST 102, HIST 111, HIST 112

**Required 9 hours:** Three 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 230, 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 the 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. For additional information about General Education, consult the RU Catalog or the General Education web site, [www.radford.edu/~gened/](http://www.radford.edu/~gened/). To learn more about the specific courses listed here, see the Catalog or view official course syllabi at [www.radford.edu/~academic/syllabi/index.htm](http://www.radford.edu/~academic/syllabi/index.htm)





## 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/Catalog/index.html>) and learn details by looking at the individual course syllabi on the web at (<http://www.radford.edu/~registra/course.html>).



## **Exercise, Sport, and Health Education 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 19 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 21 for the progress sheet.

**Exercise and Sport Studies** option is designed to provide students with a broad-based background in the exercise and sport. The program, offered through the Exercise, Sport and Health Education Department, presents students the opportunity to direct their studies toward two specific cognate areas. The student may select only two from the following disciplines: coaching, martial arts, commercial and corporate fitness, sports administration, or exercise science. An onsite field work experience is required for both cognates. Graduates may seek employment in either field of intent. A program progress sheet can be found on page 23.

**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 29 for progress sheet.

**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 27 for the progress sheet.

**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 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 31 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 for graduate study in other 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 33 for the progress sheet.

# Progress Sheets

## Exercise, Sport, and Health Education

- *Athletic Training (pg. 19)*
- *Commercial/Corporate Fitness (pg. 21)*
- *Exercise and Sport Studies Cognates (pg. 23)*
- *Physical/Health Education (pg. 27)*
- *Health Education and Health Promotion (pg. 29)*
- *Sport Administration (pg. 31)*
- *Sports Medicine (pg. 33)*



**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 2: Fine Arts (3 hrs)**

\_\_\_\_\_ \_\_\_\_\_ 3

**Area 3: Health & Wellness**

(3 hrs)  
HLTH 200 \_\_\_\_\_ 3

**Area 4: Humanities (6 hrs)**

ENGL \_\_\_\_\_ \_\_\_\_\_ 3  
PHIL/RELN \_\_\_\_\_ 3

**Area 5: International &**

**Intercultural Studies (3 hrs)**  
\_\_\_\_\_ \_\_\_\_\_ 3

**Area 6: Mathematical Sciences**

(6 hrs)  
STAT 200 \_\_\_\_\_ 3  
ITEC 100/120 \_\_\_\_\_ 3

**Area 7: Physical & Natural  
Science (8 hrs)**

BIOL 105 \_\_\_\_\_ 4  
CHEM 101 \_\_\_\_\_ 4

**Area 8: Social & Behavioral**

**Sciences (12 hrs)**  
HIST \_\_\_\_\_ \_\_\_\_\_ 3  
PSYC 121 \_\_\_\_\_ 3  
\_\_\_\_\_ \_\_\_\_\_ 3^  
\_\_\_\_\_ \_\_\_\_\_ 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: (7 Hours) (Athletic Training Specific):**

HLTH 320\* Health and Safety Foundations \_\_\_\_\_ (3) FS/SU  
ESHE 395\* Motor Behavior Foundations \_\_\_\_\_ (3) FS  
ESHE 462\* Senior Capstone Experience \_\_\_\_\_ (1) FS

**Prerequisites**

HLTH 200  
PSYC 121

**ATHLETIC TRAINING EDUCATION (61-63 Hours)**

ESHE 150\* Fundamentals of Athletic Training \_\_\_\_\_ (1) F  
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 \_\_\_\_\_ (3) F  
ESHE 323\* Assessment of Athletic Injuries I \_\_\_\_\_ (3) F  
ESHE 325\* Practicum III \_\_\_\_\_ (3) S  
ESHE 333\* Athletic Training Skill Assessment \_\_\_\_\_ (1) F/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 \_\_\_\_\_ (4) F  
ESHE 365\* Therapeutic Exercise \_\_\_\_\_ (4) F  
ESHE 390\* Kinesiology \_\_\_\_\_ (3) FS  
ESHE 392\* Exercise Physiology \_\_\_\_\_ (3) FS  
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  
BIOL 310\* Human Structure and Function I \_\_\_\_\_ (4) F  
BIOL 311\* Human Structure and Function II \_\_\_\_\_ (4) S  
OR BIOL 322\* Anatomy and Physiology \_\_\_\_\_ (6) FS/SU  
ESHE 301, 305, 350, or 360 \_\_\_\_\_ (2-3) 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 150  
ESHE 250, 323  
ESHE 250, 323  
ESHE 250, 323  
ESHE 325  
ESHE 323  
BIOL 322 or 310  
BIOL 322 or 310  
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  
BIOL 105

\* course must be passed with a "C" or better

\*\*course must be repeated 4 times.

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

**Radford University**  
**College of Education and Human Development**  
**ESHE/ Athletic Training**  
**2008 – 2009 4 year plan**

**Freshman Year**

<u>Fall Semester</u>		<u>Spring Semester</u>	
ENGL 101	3	ENGL 102	3
ITEC 100	3	BIOL 105	4
PSYC 121	3	CHEM 101	4
HLTH 200	3	Area 5 Int/Inc Studies	3
Area 8 Soc Science	3		
	<i>15 credits</i>		<i>14 credits</i>

**Sophomore Year**

<u>Fall Semester</u>		<u>Spring Semester</u>	
ESHE 150*	1	ESHE 201*	3
Area 4 ENGL	3	ESHE 205*	2
HLTH 320*	3	ESHE 225*	1
BIOL 310* or Biol 322*	4/ 6	BIOL 311* (if 310 taken in fall)	4
Area 2 Fine Arts	3	Area 8 Soc Science	3
		Area 8 HIST 101, 102 111, or 112	3
		ESHE 333*	1
	<i>14- 16 credits</i>		<i>13 - 17 credits</i>

**Junior Year**

<u>Fall Semester</u>		<u>Spring Semester</u>	
ESHE 250*	3	ESHE 325*	3
ESHE 323*	3	ESHE 335*	2
ESHE 390*	3	ESHE 340*	3
STAT 200	3	ESHE 345*	1
ESHE 305, 350 or 360	3	ESHE 422*	3
ESHE 333*	1	Area 4 PHIL/RELN	3
		ESHE 333*	1
	<i>16 credits</i>		<i>16 credits</i>

**Senior Year**

<u>Fall Semester</u>		<u>Spring Semester</u>	
ESHE 355*	4	ESHE 461*	3
ESHE 365*	4	ESHE 430*	3
ESHE 420*	4	COMM 114	3
ESHE 392*	3	HLTH 465*	3
ESHE 333*	1	ESHE 395*	3
		ESHE 462*	1
	<i>16 credits</i>		<i>16 credits</i>

B.S. = 122 - 124 credit hours

\*Course must be completed with a grade of "C" or better.  
 See general education list for acceptable courses.

Fall 2008

**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)*

<p><b>Area 1: Communication (9 hrs)</b></p> <p>ENGL 101 _____ 3          ENGL 102 _____ 3          COMM 114 _____ 3</p> <p><b>Area 2: Fine Arts (3 hrs)</b></p> <p>_____ _____ 3</p> <p><b>Area 3: Health and Wellness (3 hrs)</b></p> <p>HLTH 200 _____ 3</p>	<p><b>Area 4: Humanities (6 hrs)</b></p> <p>ENGL _____ 3          PHIL or RELN _____ 3</p> <p><b>Area 5: International and Intercultural Studies (3 hrs)</b></p> <p>_____ _____ 3</p> <p><b>Area 6: Mathematical Sciences (6 hrs)</b></p> <p>STAT 200 _____ 3          ITEC 100/120 _____ 3</p>	<p><b>Area 7: Physical and Natural Sciences (8 hrs)</b></p> <p>BIOL 105 _____ 4          _____ _____ 4</p> <p><b>Area 8: Social and Behavioral Sciences (12 hrs)</b></p> <p>HIST _____ 3          PSYC 121 _____ 3          _____ _____ 3^          _____ _____ 3^</p> <p>^These 2 courses must come from 2 other disciplines: ANTH, APST, ECON, GEOG, POSC, SOCY</p>
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**COMMERCIAL/CORPORATE FITNESS OPTION**  
**Required Courses (58 Semester Hours) and Elective Hours to Total 120 Hours**

**ESHE FOUNDATIONS (7 Hrs.)**

ESHE 395	Motor Behavior Foundations	_____ (3) FS/SU
HLTH 320	Health and Safety Foundations	_____ (3) FS/SU
ESHE 462	Senior Capstone Experience	_____ (1) FS

**Prerequisites**

PSYC 121
HLTH 200

**COMMERCIAL/CORPORATE FITNESS (44 – 46 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 358	Technology in ESHE	_____ (3) FS
ESHE 360	Marketing and Promotion	_____ (3) FS
ESHE 391	Exercise Science Foundations	_____ (4) FS/SU
ESHE 396	Assessment & Prescription Physical Fitness	_____ (3) FS
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 (BIOL 310 F only or 322 FS/SU)	_____ (4-6)

**Pre-requisites**

HLTH 200/26hrs
HLTH 200
BIOL 105/56 hrs.
PSYC 121
ITEC 100 or 120 or equiv.
HLTH 200 & BIOL 105
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.)** \_\_\_\_\_

**COMMERCIALCORPORATE FITNESS  
2008-2009 FOUR-YEAR PLAN  
120 HOURS**

FALL SEMESTER		SPRING SEMESTER	
<b>Freshman Year (31 Hours)</b>			
ENGL 101 (area 1)	3	ENGL 102 (area 1)	3
FINE ART (area 2)	3	COMM 114 (area 1)	3
PHIL/RELN (area 4)	3	SCIENCE (area 7)	3
BIOL 105 (area 7)	4	ITEC (area 6)	3
PSYC 121 (area 8)	3	HIST (area 8)	3
Total	16	Total	15
<b>Sophomore Year (32 Hours)</b>			
BIOL 310/322	4/6	HLTH 320 Health Safety Foundations	4
HLTH 200 Wellness Lifestyles (area 3)	3	ESHE 201 Intro Athletic Training	3
ENGL (area 4)	3	STAT (area 6)	3
INT/INC STUDIES (area 5)	3	SOC SCIENCE (area 8)	3
SOC SCIENCE (area 8)	3	SOC SCIENCE (area 8)	3
Total	16/18	Total	16
<b>Junior Year (32 Hours)</b>			
ESHE 391 Exercise Science Found	4	ESHE 397 Health Fitness Program Dev	3
ESHE 315 Physical Activity and Aging	3	ESHE 305 Prin Strength Conditioning	3
ESHE 358 Technology ESHE	3	ESHE 350 Sport Exercise Psychology	3
ESHE 360 Marketing Promotion ESHE	3	ESHE 396 Assess Prescript Phy Fitness	3
ESHE 395 Motor Behavior Foundations	4	ESHE 461 Org Admin Health Fitness	3
Total	17	Total	15
<b>Senior Year (25 Hours)</b>			
ENGL 306/7 Technical Writing	3	ESHE 463 Fieldwork ESHE	6
ESHE 460 Exercise Leadership	3	Elective	3
ESHE 465 Nutrition Sport Exercise	3	ESHE 462 Senior Capstone	1
Elective	3		
Elective – ESHE 405 suggested	3		
ESHE 363 Seminar Fieldwork	1		
Total	16	Total (Remember 12 hrs are needed to be full-time)	10

**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)**

<p><b>Area 1: Communication ( 6 to 9 hrs)</b></p> <p>ENGL 101                    3                  ENGL 102                    3                  _____                    3</p>	<p><b>Area 4: Humanities ( 6 to 9 hrs)</b></p> <p>ENGL                    _____ 3                  PHIL or RELN                    _____ 3                  _____                    _____ 3</p>	<p><b>Area 7: Physical and Natural Sciences ( 8 hrs)</b></p> <p>BIOL 105                    _____ 4                  _____                    _____ 4</p>
<p><b>Area 2: Fine Arts ( 3 to 6 hrs)</b></p> <p>_____                    _____ 3</p>	<p><b>Area 5: International and Intercultural Studies ( 3 to 6 hrs)</b></p> <p>_____                    _____ 3                  _____                    _____ 3</p>	<p><b>Area 8: Social and Behavioral Sciences (12 to 15hrs)</b></p> <p>HIST                    _____ 3                  PSYC 121                    _____ 3                  _____                    _____ 3*                  _____                    _____ 3*                  _____                    _____ 3 (Opt.)</p>
<p><b>Area 3: Health and Wellness ( 3 hrs)</b></p> <p>HLTH 200                    _____ 3</p>	<p><b>Area 6: Mathematical Sciences ( 6 hrs)</b></p> <p>_____                    _____ 3                  _____                    _____ 3</p>	<p>*These 2 courses must come from 2 other disciplines: ANTH, APST, ECON, GEOG, POSC, SOCY</p>

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

<p><b><u>ESHE FOUNDATIONS (7 hrs.)</u></b></p> <p>HTLH 320 Health and Safety Foundations                    _____ (3) FS/SU                  ESHE 395 Motor Behavior                    _____ (3) FS/SU                  ESHE 462 Senior Capstone Experience                    _____ (1) FS</p>	<p><b>Prerequisites</b></p> <p>HLTH 200                  PSYC 121</p>	<p><b>Electives (9-11 hrs.)</b></p> <p><u>ESHE 363 (1)</u> _____                  _____                  _____</p>
<p><b><u>Exercise Science Foundations (4 or 6 hrs.)</u></b></p> <p>ESHE 391 Exercise Science                    _____ (4) FS/SU</p> <p style="text-align: center;"><b>OR</b></p> <p>ESHE 390 Kinesiology    <b>AND</b>                    _____ (3) FS                  ESHE 392 Exercise Physiology                    _____ (3) FS</p>	<p>HLTH 200 &amp; BIOL 105</p> <p>BIOL 322 or BIOL 310 or BIOL 311                  BIOL 322 or BIOL 310 or BIOL 311</p>	

**Select Cognate Areas (24 hours each). See specific cognate requirements.**  
**Electives in Cognate Areas must be either ESHE or HLTH courses.**  
**Additional 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) Areas of 24 hours each**  
**\*\*\*\* Coaching and Exercise Science Cognates cannot be combined.**

Teaching Cognate	Pre-Reqs.	Coaching Cognate	Pre- Reqs.	Exercise Science Cognate	Pre-Reqs.
<b>Required Courses (17 hours)</b>		<b>Required Courses (18 hours)</b>		<b>Required Courses (19-21 hours)</b>	
ESHE 210 Intro to Teaching _____ (2) S		ESHE 201 Intro. Ath. Trn. _____ (3) FS/SU	HLTH 200	ESHE 201 Intro. Ath. Trn. _____ (3) FS/SU	HLTH 200
ESHE 301/302/304 T&P _____ (2) FS	ESHE 210	ESHE 305 Strength/Cond. _____ (3) FS	HLTH 200	ESHE 305 Strength/Cond. _____ (3) FS	HLTH 200
ESHE 382 PE Methods _____ (4) FS	ESHE 210	ESHE 350 Sport Psyc. _____ (3) FS	PSYC 121	ESHE 315 Aging and Activity _____ (3) FS	56 hrs. Bio 105
ESHE 385 PE Inclusion _____ (2) FS	ESHE 210	ESHE 388 Coaching _____ (3) FS	56 hrs.	HLTH 465 Sport Nutrition _____ (3) FS/SU	HLTH 200
ESHE 475 PE Assessment _____ (3) F	ESHE 210	HLTH 465 Sport Nutrition _____ (3) FS/SU	HLTH 200	BIOL 310 (F) or 322 (FS/SU) _____ (4/6)	BIOL 105
HLTH 382 HLTH Methods _____ (4) S	ESHE 210	<b>ESHE 463 Internship _____ (3) FS/SU</b>		<b>ESHE 463 Internship _____ (3) FS/SU</b>	
<b>ESHE/HLTH Electives to total 24 hours (7 hours)</b>		<b>ESHE/HLTH Electives to total 24 hours (6 hours)</b>		<b>ESHE/HLTH Electives to total 24 hours (3 to 5 hours)</b>	
E/H: _____ ( )		E/H: _____ ( )		E/H: _____ ( )	
E/H: _____ ( )		E/H: _____ ( )		E/H: _____ ( )	
E/H: _____ ( )		E/H: _____ ( )		E/H: _____ ( )	
<b>Sport Administration Cognate</b>		<b>Commercial Cognate</b>		<b>Martial Arts Cognate</b>	
<b>Required Courses (21 hours)</b>		<b>Required Courses (18 hours)</b>		<b>Required Courses (19-21 hours)</b>	
ESHE 212 Intro to Sport Mgmt.. _____ (3) FS	15 hrs.	ESHE 358 Technology _____ (3) FS	56 hrs. ITEC	ESHE 262 Intro. Asian MA _____ (3)	
ESHE360 Marketing/Promo _____ (3) F S		ESHE 396 Ass.& Rx. _____ (3) S	*ESHE 391	ESHE 310 Multi Cult.Self Def. _____ (3)	
ESHE415 Sport Admin. _____ (3) S		ESHE 397 Prog. Devel. _____ (3) S	*ESHE 391	ESHE 330 Adv. Karate _____ (1-3)	
<b>Interdisciplinary Courses for 9 hours from:</b>		ESHE 460 Fit. Leadership _____ (3) F	*ESHE 391	ESHE 361 World Martial Arts _____ (3)	
<b>MGMT, MKTG, ACTG, BLAW, COMM</b>		ESHE 461O&A of Fit. Prog. _____ (3) S	ESHE 360 or 460	ESHE 362 Princ. of Self Def. _____ (3)	
_____ (3)		<b>ESHE 463 Internship _____ (3) FS/SU</b>		ESHE 364 or 201 _____ (3)	
_____ (3)		<b>ESHE/HLTH Electives to total 24 hours (6 hours)</b>		<b>ESHE ESHE 463 Internship _____ (3) FS/SU</b>	
_____ (3)		E/H: _____ ( )		<b>ESHE/HLTH Electives to total 24 hours (3-5 hours)</b>	
<b>ESHE 463 Internship _____ (3) FS/SU</b>		E/H: _____ ( )		E/H: _____ ( )	
		E/H: _____ ( )		E/H: _____ ( )	
<b>ESHE/HLTH Electives to total 24 hours (3 hours)</b>					
_____ (3)					

\*ESHE 391 is the pre-requisite for several courses, however if you have taken ESHE 390 and 392 those will count as the pre-req. You can always do more than required, not less.

As a student choosing ESS you must be aware of course offerings and plan your schedules accordingly. There are several courses that are often taught in summer that were not listed as summer because it does not apply every summer. The following courses are: ESHE 305, ESHE 350, and ESHE 388

If you are choosing the Sport Administration Cognate please know we have no control over courses offered in any aspect of Business or Communication, plan ahead in choosing when to take those courses. In addition, you have nearly enough elective hours to complete a minor in business or communication – now is the time to consider that option and plan for it. The idea is to make yourself as marketable as possible.

ESHE 363 is a pre-requisite for ESHE 463.

**EXERCISE AND SPORT SCIENCE  
2008-2009 FOUR-YEAR PLAN  
120 HOURS**

FALL SEMESTER			SPRING SEMESTER		
<b>Freshman Year (31 Hours)</b>					
ENGL 101 (area 1)	3	ENGL 102 (area 1)	3		
FINE ART (area 2)	3	SOC SCIENCE (area 8)	3		
PHIL/RELN (area 4)	3	INT/INC STUDIES (area 5)	3		
BIOL 105 (area 7)	4	MATH/STAT/ITEC (area 6)	3		
PSYC 121 (area 8)	3	HIST (area 8)	3		
	Total 16		Total 15		
<b>Sophomore Year (32 Hours)</b>					
HLTH 200 (area 3)	3	HLTH 320 Health Safety Foundations	4		
MATH/STAT/ITEC (area 6)	3	Area 1, 2, 5, or 8 to complete	3		
ENGL (area 4)	3	Cognate Area I	3		
BIOL 103 OR 104 (area 7)	4	Cognate Area I	3		
SOC SCIENCE (area 8)	3	Cognate Area I	3		
	Total 16		Total 16		
<b>Junior Year (30 Hours)</b>					
ESHE 390 Kinesiology and ESHE 392 Exercise Physiology <b>OR</b> ESHE 391 Exercise Science	6	ESHE 350 Sport Exercise Psychology	3		
Cognate Area I	4	ESHE 395 Motor Behavior	3		
Cognate Area I	3	ESHE 363 Pre- Internship	1		
Cognate Area I	3	Cognate Area I	3		
Cognate Area I	3	Cognate Area II	3		
Cognate Area I	3	3 Elective	3		
	Total 16-18		Total 16		
<b>Senior Year (27 Hours)</b>					
Cognate Area II	3	ESHE 462 Senior Capstone	1		
Cognate Area II	3	Cognate Area II	3		
Cognate Area II	3	Cognate Area II	3		
Cognate Area II	3	Cognate Area II	3		
Elective	3	Elective	3		
	Total 15		Total 13		



**EXERCISE, SPORT, AND HEALTH EDUCATION**  
**Physical and Health Education Teaching Option (125 Semester Hours)**  
**Program of Studies – Progress Sheet**

Student: \_\_\_\_\_ ID: \_\_\_\_\_

*GENERAL EDUCATION*  
*Required Courses (50 Semester Hours)*

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

**PHYSICAL AND HEALTH EDUCATION**  
**Required Courses (75 Semester Hours)**

<b>GENERAL CONTENT (6Hrs)</b>		<b>Prerequisites</b>	
BIOL 322 Human Anatomy and Physiology _____ (6) FS/SU		BIOL 105	<b>VCLA</b> _____
<b>ESHE FOUNDATIONS (7 Hrs.)</b>			<b>PRAXIS I SCORES</b>
ESHE 395 Motor Behavior Foundations _____ (3) FS/SU		PSYC 121	Reading _____
HLTH 320 Health and Safety Foundations _____ (3) FS/SU		H 200	Writing _____
ESHE 462 Senior Capstone Experience _____ (1) FS			Math _____
<b>PHYSICAL AND HEALTH EDUCATION (38 Hrs.)</b>		<b>Prerequisites</b>	<b>PRAXIS II SCORE</b>
ESHE 210 Introduction to the Teaching Profession _____ (2) S			_____
ESHE 294 Motor development _____ (2) FS			
ESHE 301 T&P Fitness/Wellness _____ (2) F	H 200	<b>ESHE Cognate Options 6hrs.</b>	
ESHE302 T&P Individual/Dual Activities _____ (2) FS	E 210	<i>(Drivers Ed.)</i>	
ESHE 304 T&P Team Sport Activities _____ (2) FS	E 210	HLTH 410 Driver Ed. Theory	
ESHE 306 T & P Coop Games and Activities _____ (2) F/SU	E 210	HLTH 412 Driver Ed. Task Anal.	
ESHE 382 Methods of Teaching K-12 PE _____ (4) F	E 210	-"required" for high school health	
ESHE 385 Teaching PE for Inclusion _____ (2) S	E 210/H 200		
ESHE 391 Exercise Science Foundations _____ (4) FS/SU	H 200/BIOL105	<b>(Sport Admin)</b>	
ESHE 475 Applied Physical Education Assessment _____ (3) F/SU	E 210	ESHE 212: Intro to Sp Manage	
HLTH 362 Community Health and Disease _____ (3) F	H 200	ESHE 415: Sport Admin	
HLTH 382 Methods of Teaching K-12 Health _____ (4) S	E 210	<b>(Coaching)</b>	
HLTH 451 Drug Use and Abuse Education _____ (3) FS/SU		ESHE 388 Coaching	
HLTH 465 Exercise, Performance, and Nutrition _____ (3) FS/SU	H 200	ESHE 350 Sport Psychology	
<b>PROFESSIONAL EDUCATION (6Hrs.)</b>		<b>(Martial Arts)</b>	
EDEF 320 Introduction to Professional Education _____ (3) FS	<b>2.5 GPA</b>	ESHE 310/362 Self-Defense	
		ESHE 361 Martial Arts	
EDRD 416 Content Reading and Literacy _____ (3) F	<b>(Fall Only!!)</b>	<b>(Athletic Injuries)</b>	
		ESHE 201 Intro.to Ath. Train.	
<b>PROFESSIONAL STUDENT TEACHING FIELDWORK (12 Hrs.)</b>		ESHE 340 Gen. Med Cond.	
ESHE 453 Student Teaching in PHE K-12 _____ (12) FS		<b>(Strength and Conditioning)</b>	
<b>ESHE COGNATE CONTENT (6Hrs.)</b> Choose list at right		ESHE 305 Strength and Cond.	
_____ (3) _____ (3)		ESHE 396 Exercise Prescription	

Physical and Health Education Teaching Concentration  
Tentative Sequence -- 125 Credit Hours

<i>Fall Semester</i>		<i>Spring Semester</i>	
<b>Freshman Year (32 Hours)</b> <i>(Pre-Teaching)</i>	Cr.	<i>(Pre-Teaching)</i>	Cr.
ENGL 101 (area 1)	3	ENGL 102 (area 1)	3
COMM 114 (area 1)	3	ESHE 210: Intro. to Teaching	2
PHIL or RELN (area 4)	3	INT/INC STUDIES (area 5)	3
HISTORY (area 8)	3	SCIENCE (area 7)	4
BIOL 105 (area 7)	4	MATH/STAT/ITEC (area 6)	3
	Total 16	<b>**Spring of Freshmen Year....take Praxis I</b>	Total 15
<b>Sophomore Year (32 Hours)</b> <i>(Pre-Teaching)</i>		<i>(Pre-Teaching)</i>	
HLTH 200 (area 3)	3	HLTH 320: Health & Safety	3
PSYC 121 (area 8)	3	ESHE 294: Motor Development	2
BIOL 322: Anatomy & Phys.	6	ENGL (area 4)	3
SOCIAL SCIENCE (area 8)*	3	STAT 200 (area 6)	3
		SOCIAL SCIENCE (area 8)*	3
		FINE ART (area 2)	3
	Total 15	<b>**Spring of Sophomore Year....Complete Praxis I</b>	Total 17
<b>Junior Year (36 Hours)</b> <i>(In-Program)</i>		<i>(In-Program)</i>	
ESHE 391: Exercise Science Foundations	4	ESHE 395: Motor Behavior Foundations	3
ESHE 385: Teaching PE for inclusion	2	HLTH 382: Health Education Methods K-12	4
EDEF 320: Introduction to Pro. Education	3	ESHE 304: T & P Team Sports	2
HLTH 362: Community Health and Disease	3	ESHE 302: T & P Ind./Dual Sports	2
ESHE/HLTH Cognate	3	HLTH 451: Drug Use/Abuse	3
		HLTH 465: Nutrition	3
	Total 15	<b>**Spring of Junior Year....take Praxis II @ end of spring semester **Apply to College of Education Teacher Education Program</b>	Total 17
<b>Senior Year (30 Hours)</b> <i>(In-Program)</i>		<i>(In-Program)</i>	
ESHE 306: T & P Coop Games	2	ESHE 453: Student Teaching (F/S)	12
ESHE 382: Physical Education Methods K-12	4	ESHE/HLTH Cognate	3
ESHE 475: App. Physical Education Assess.	3	ESHE 462: Senior Capstone Experience	1
ESHE 301: T & P Fitness/Wellness	2		
EDRD 416: Content Reading	3		
	Total 14		Total 16

**EXERCISE, SPORT, AND HEALTH EDUCATION**  
**Health Education and Health Promotion Concentration (120 Semester Hours)**

*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
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**Area 5: International and Intercultural Studies (3 hrs)**

_____	_____	_____	3
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**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
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**Area 6: Mathematical Sciences (6 hrs)**

STAT 200	_____	3
ITEC 100/120	_____	3

**The additional course must come from one other discipline: ANTH, APST, ECON, GEOG, POSC**

**HEALTH EDUCATION AND HEALTH PROMOTION**

**Required Courses (70 Semester Hours)**

**ESHE FOUNDATIONS (7 Hrs.)**

ESHE 395	_____ (3)	Motor Behavior Foundations	FS
HLTH 320	_____ (3)	Wellness and Safety Foundations	FS/SU
ESHE 462	_____ (1)	Senior Capstone Experience	FS

**Pre-requisites**

PSYC 121
HLTH 200

**HEALTH EDUCATION AND PROMOTION CONCENTRATION (52 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	
ESHE 391	_____ (4)	Exercise Science Foundations	FS/SU	BIOL105 & HLTH 200
HLTH 245	_____ (3)	Foundations of Health	F	
HLTH 250	_____ (3)	Consumer Health	F	HLTH 200
HLTH 300	_____ (3)	Community Health and Epidemiology	S	HLTH 245 & STAT 200
HLTH 325	_____ (3)	Diversity of Health in the United States	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	S	
HLTH 465	_____ (3)	Exercise, Performance & Nutrition	FS/SU	BIOL 322 OR 311, HLTH 200
HLTH 475	_____ (3)	Strategies for Health Behavior Change	F	HLTH 245 & HLTH 300
HLTH 480	_____ (3)	Helping Skills for Health Educators	S	HLTH 475
HLTH 485	_____ (3)	Health Program Planning and Evaluation	F	HLTH 245, 300 & ESHE 360

**PROFESSIONAL FIELDWORK (7 Hrs.)**

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

**ELECTIVES (7 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.

\* See General Education requirements; 3 hours from ANTH, APST, ECON, GEOG, POSC.

**HEALTH EDUCATION AND HEALTH PROMOTION (HEHP)  
2008-2009 FOUR-YEAR PLAN  
120 HOURS**

FALL SEMESTER		SPRING SEMESTER	
<b>Freshman Year (32 Hours)</b>			
ENGL 101 (area 1)	3	ENGL 102 (area 1)	3
FINE ART (area 2)	3	STAT 200 (area 6)	3
PHIL or RELN (area 4)	3	SCIENCE (area 7)	4
BIOL 105 (area 7)	4	HLTH 200 Wellness Lifestyles (area 3)	3
PSYC 121 (area 8)	3	HIST (area 8)	3
	Total 16		Total 16
<b>Sophomore Year (31 hours)</b>			
BIOL 322	6	HLTH 300 Community Health and Epidemiology	3
COMM 114 (area 1)	3	HLTH 320 Wellness and Safety Foundations	3
HLTH 245 Foundations of HEHP	3	MATH/ITEC (area 6)	3
HLTH 250 Consumer Health	3	INT/INC STUDIES (area 5)	3
		SOCIAL SCIENCE (area 8)*	3
	Total 15		Total 15
<b>Junior Year (31 Hours)</b>			
ESHE 315 Physical Activity and Aging	3	ESHE 395 Foundations of Motor Behavior	3
ESHE 360 Marketing Promotion ESHE	3	HLTH 325 Diversity of Health in the United States	3
ESHE 391 Exercise Science Foundations	4	HLTH 460 International Health	3
SOCY 110 (area 8)	3	HLTH 453 Human Sexuality	3
HLTH 465 Nutrition	3	ENGL (area 4)	3
	Total 16		Total 15
<b>Senior Year ( 26 Hours)</b>			
HLTH 451 Drug Use and Abuse	3	ESHE 463 Fieldwork in ESHE	6-12
HLTH 475 Strategies for Health Behavior Change	3	HLTH 480 Helping Strategies for Health Educators	3
HLTH 485 Health Program Planning and Evaluation	3	Elective	3
Elective	4		
ESHE 363 Seminar Fieldwork	1		
ESHE 462 Senior Capstone Experience	1		
	Total 15		Total 12

\* See General Education requirements; 3 hours from ANTH, APST, ECON, GEOG, POSC.

**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)*

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

**SPORT ADMINISTRATION OPTION**

**Required Courses (60 Semester Hours) and Electives (10 Semester Hours): Total 70 Semester Hours**

<b>ESHE FOUNDATIONS (7 Hrs.)</b>		<b>Prerequisites</b>
ESHE 395 Motor Behavior Foundations _____ (3) FS/SU		PSYC 121
HLTH 320 Health and Safety Foundations _____ (3) FS/SU		HLTH 200
ESHE 462 Senior Capstone Experience _____ (1) FS		
<b>SPORT ADMINISTRATION TRACK (31 Hours)</b>		
ESHE 201 Intro Athletic Training _____ (3) FS/SU		HLTH 200/26hrs.
ESHE 212 Introduction to Sport Management _____ (3) FS		15 hrs.
ESHE 305 Principles of Strength and Conditioning _____ (3) FS		HLTH 200
ESHE 350 Sports and Exercise Psychology _____ (3) FS/SU		PSYC 121
ESHE 358 Technology in ESHE _____ (3) FS		ITEC/56 hrs.
ESHE 360 Marketing and Promotions of ESHE _____ (3) F		
ESHE 388 Coaching Management _____ (3) FS		56 hrs.
ESHE 391 Exercise Science Foundations _____ (4) FS/SU		BIOL 105/HLTH 200
ESHE 415 Sport Administration _____ (3) S		ESHE 212/56 hrs.
ENGL 306/307 Technical Writing _____ (3) S		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 105/106; 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.)**

\* See General Education requirements; must be 2 classes from 2 different areas and cannot be history or psychology.



**SPORT ADMINISTRATION  
2008-2009 FOUR-YEAR PLAN  
120 HOURS**

Fall Semester		Spring Semester	
<b>Freshman Year (31 Hours)</b>	Credit		Credit
ENGL 101 (area 1)	3	ENGL 102 (area 1)	3
FINE ART (area 2)	3	COMM 114 (area 1)	3
PHIL/RELN (area 4)	3	INT/INC STUDIES (area 5)	3
PSYC 121 (area 8)	3	ITEC 100/120 (area 6)	3
BIOL 101 (area 7)	4	HIST (area 8)	3
	Total 16		Total 15
<b>Sophomore Year (36 Hours)</b>			
HLTH 200 (area 3)	3	ESHE 201 Intro Athletic Training	3
ENGL (area 4)	3	HLTH 320 Health/Safety Foundation	4
SOCIAL SCIENCE (area 8)*	3	ESHE 305 Prin Strength Conditioning	3
BIOL 102 Biology II	4	ESHE 350 Sport Exercise Psychology	3
ESHE 212 Intro Sport Management	3	MGMT ____ (IDS)	3
	Total 16		Total 16
<b>Junior Year (31 Hours)</b>			
ESHE 390 Kinesiology	3	ESHE 388 Coaching Athlete	3
ESHE 392 Exercise Physiology	3	ESHE 358 Technology ESHE	3
ESHE 360 Marketing ESHE Program	3	ESHE 395 Motor Behavior	4
MKTG ____ (IDS)	3	COMM ____ (IDS)	3
STAT 200 (area 6)	3	ENGL 306 Technical Writing	3
	Total 15		Total 16
<b>Senior Year (26 Hours)</b>			
ESHE 415 Sport Administration	3	_____ Elective	3
ESHE 363 Seminar Fieldwork	1	ESHE 463 Fieldwork ESHE	7
IDSY ____ (IDS)	3		
SOCIAL SCIENCE (area 8)*	3		
_____ (IDS)	3		
_____ Elective	3		
ESHE 462 Senior Capstone	1		
	Total 17		Total 10

\* See General Education requirements; must be 2 classes from 2 different areas and cannot be history or psychology.

**EXERCISE, SPORT, AND HEALTH EDUCATION**  
**Exercise and Sport Science Concentration**  
**Sports Medicine 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)**

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)**

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  
 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 (7 Hours)**

HLTH 320 Health/Safety Found. \_\_\_\_\_ (3) FS/SU  
 ESHE 395 Motor Behavior \_\_\_\_\_ (3) FS  
 ESHE 462 Senior Capstone Exp. \_\_\_\_\_ (1) FS

**Pre-requisites**

H200  
 PSYC 121  
 TBA

**Recommended by:**

**VCU:** 150 hrs. experience, Cell Bio. Philo., Trig/Precalc., Ab & HGD Psych.  
**Marymount:** 40 hrs., Precalc, HGD Psych. Philo., Trig.,  
**SU:** 200 hrs. experience, Philo.,

**SPORTS MEDICINE (50 Hours)**

Trig/Precalc  
 BIOL 105 General Biology \_\_\_\_\_ (4) FS/SU  
 PHYS 111 General Physics \_\_\_\_\_ (4) FS/SU  
 PHYS 112 General Physics \_\_\_\_\_ (4) FS/SU  
 BIOL 310 Human Structure/Func. I \_\_\_\_\_ (4) F  
 BIOL 311 Human Structure/Func. II \_\_\_\_\_ (4) S  
 ENGL 306/307 Prep of Prof. Papers \_\_\_\_\_ (3) FS  
 ESHE 201 Intro to Athletic Tng. \_\_\_\_\_ (3) FS/SU  
 ESHE 305 Prin. of Strength/Cond. \_\_\_\_\_ (3) FS  
 ESHE 315 Phy. Activity & Aging \_\_\_\_\_ (3) FS  
 ESHE 350 Sport/Exercise Psych. \_\_\_\_\_ (3) FS  
 ESHE 358 Technology in ESHE \_\_\_\_\_ (3) FS  
 ESHE 390 Kinesiology \_\_\_\_\_ (3) FS  
 ESHE 392 Exercise Physiology \_\_\_\_\_ (3) FS  
 ESHE 396 Assess./Prescript. Fit. \_\_\_\_\_ (3) FS  
 HLTH 465 Nutrition Sport & Ex. \_\_\_\_\_ (3) FS/SU

PHY111 \_\_\_\_\_  
 BIO105 \_\_\_\_\_  
 BIO105 \_\_\_\_\_  
 ENG-GED \_\_\_\_\_  
 BIO105,H200 \_\_\_\_\_  
 HLTH200 \_\_\_\_\_  
 BIO105 \_\_\_\_\_  
 PSYC121 \_\_\_\_\_  
 ITEC/ 56 hrs. \_\_\_\_\_  
 BIO310 \_\_\_\_\_  
 BIO310 \_\_\_\_\_  
 H200.ESHE392 \_\_\_\_\_  
 H200, BIO310 \_\_\_\_\_

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

**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.)**

\* See General Education requirements; 3 hours from ANTH, APST, ECON, GEOG, POSC.

**SPORTS MEDICINE  
2008-2009 FOUR-YEAR PLAN (Tentative)  
120 HOURS**

<b>FALL SEMESTER</b>			<b>SPRING SEMESTER</b>		
<b>Freshman Year (31 Hours)</b>					
ENGL 101	(area 1)	3	ENGL 102	(area 1)	3
FINE ART	(area 2)	3	COMM 114	(area 1)	3
PHIL/RELN	(area 4)	3	INT/INC STUDIES	(area 5)	3
PSYC 121	(area 8)	3	ITEC	(area 6)	3
BIOL 105	(area 7)	4	HIST	(area 8)	3
		Total 16			Total 15
<b>Sophomore Year (33 Hours)</b>					
HLTH 200	(area 3)	3	HLTH 320 Health Safety Foundations		4
ENGL	(area 4)	3	ESHE 390 Kinesiology		3
SOCIAL SCIENCE	(area 8)*	3	ESHE 392 Exercise Physiology		3
BIOL 310 Human Structure Funct I		4	SOCIAL SCIENCE	(area 8)*	3
STAT 200	(area 6)	3	BIOL 311 Human Structure Function II		4
		Total 16			Total 17
<b>Junior Year (32 Hours)</b>					
CHEM 101 Chemistry	(area 7)	4	ESHE 315 Phys Activity & Aging		3
ESHE 350 Sport/Exer Psychology		3	ESHE 305 Prin Strength Conditioning		3
ESHE 395 Motor Behavior		3	CHEM 102 Chemistry	(area 7)	4
ENGL 306 Professional Papers		3	ESHE 396 Assess Prescript Phy Fitness		3
ESHE 201 Intro Athletic Training		3	ESHE 358 Technology ESHE		3
		Total 16			Total 16
<b>Senior Year (25 Hours)</b>					
PHYS 111 General Physics		4	ESHE 463 Fieldwork ESHE		6
ESHE 465 Nutrition Sport Exercise		3	PHYS 112 Physics II		4
Elective		3	ESHE 462 Senior Capstone		1
Elective		3			
ESHE 363 Seminar Fieldwork		1			
		Total 14			Total 11

\* See General Education requirements; must be 2 classes from 2 different areas and cannot be history or psychology.



## 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 Humanities and Behavioral Sciences with a professional education option offered through the College of Education and Human Development for students seeking to teach elementary education (grades PK-6), middle education (grades 6-8), special education (High Incidence and Deaf and Hard of Hearing, 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 Humanities and Behavioral Sciences at 540-831-6366 for more information on this option.

The Interdisciplinary Studies major, professional education option varies from 126 hours to 132 semester hours depending on specific area of teacher licensure. The 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 program will be required for students who seek teacher licensure.

#### Interdisciplinary Studies Summary of Programs



**Elementary Education** (grades PK-6) is one of the teacher licensure programs offered through the School of Teacher Education and Leadership. 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 year-long 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 39 for the progress sheet.

**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. See page 41 for progress sheet.

**Special Education:** At the undergraduate level, the School 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 5<sup>th</sup> year leading to licensure) See page 43 for progress sheet.
- Deaf and Hard of Hearing (IDHH, a 4-year licensure program) See page 47 for progress sheet.
- High Incidence Disabilities-Emotional Disorders, Learning Disabilities, and Mental Retardation (IDHI, a 4-year pre-licensure option with a 5<sup>th</sup> year leading to licensure) See page 45 for progress sheet.

The School also offers a minor in special education and a concentration in the IDS degree for non-IDS majors. 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.

**High School Teachers** are prepared collaboratively through academic departments on campus and the School of Teacher Education and leadership. 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.

# Progress Sheets

## Interdisciplinary Studies

- *Elementary Education (IDSE) (pg. 39)*
- *Middle School Education (IDSM) (pg. 41)*
- *Early Childhood/Early Childhood Special Education (IDEC) (pg. 43)*
- *High Incidence Disabilities (IDHI) (pg. 45)*
- *Deaf/Hard of Hearing (IDHH) (pg. 47)*



**PROGRAM OF STUDIES  
INTERDISCIPLINARY STUDIES - Elementary Education**

**Academic Year 2008 - 2009**

Revised 5/08

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 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: Math Sciences (6 Hrs)**

MATH 111 \_\_\_\_\_ 3

MATH 112 \_\_\_\_\_ 3

**Area 7: Physical & Nat Sci (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

Note: 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 312 \_\_\_\_\_ 3  
HUMD 300 \_\_\_\_\_ 3  
ENGL 463 \_\_\_\_\_ 3  
PHSC 350 \_\_\_\_\_ 4  
EDSP 361 \_\_\_\_\_ 3

**2 CONCENTRATIONS ( - 24 Sem. Hrs.**

Each concentration requires 12 Sem. Hrs. (Foreign Lang concentration requires 15 hours due to structure of program)

#1 _____ (12 hrs)	#2 _____ (12 hrs)
_____ 3	_____ 3
_____ 3	_____ 3
_____ 3	_____ 3
_____ 3	_____ 3

**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 Received: \_\_\_\_\_

Early Field Experience (BLOCK):

STUDENT TEACHING:

EDUC 304 \_\_\_\_\_ 3  
EDEF 320 \_\_\_\_\_ 3  
EDRD 314 \_\_\_\_\_ 3  
EDUC 310 \_\_\_\_\_ 3

EDUC 410 \_\_\_\_\_ 3  
EDRD 414 \_\_\_\_\_ 3  
EDUC 425 \_\_\_\_\_ 3  
EDUC 430 \_\_\_\_\_ 6

EDUC 450 \_\_\_\_\_ 12

Reminder: This program requires a minimum of 132 semester hours to graduate

**Students must have completed 60 semester hours at KU to graduate with honors.**

PRAXIS I Scores: Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_ Composite \_\_\_\_\_ OR

SAT Combined \_\_\_\_\_ SATV \_\_\_\_\_ SATM \_\_\_\_\_

PRAXIS II Score: \_\_\_\_\_ Virginia Reading Assessment: \_\_\_\_\_ VCLA \_\_\_\_\_

Concentrations must be selected from: English, science, social science (courses must be from two of the following areas: economics, geography, history, and political science), Foreign Language, Math (STAT 200 may be included), or special education.

**\*\*Attention all IDSE students entering the teacher education program beginning spring 2007: the following are required to block: 2.75 gpa, passing scores on PRAXIS I and II and the VCLA, and must also pass the Basic Competency Exam in EDRD 314.**



Radford University  
Interdisciplinary Studies  
Elementary Education (Grades pK-6)

SAMPLE SCHEDULE (The primary purpose of this example is to enable students to develop their own four-year plan.)

----- FRESHMAN YEAR -----

Fall Semester		Spring Semester	
ENGL 101	3	ENGL 102	3
MATH 111	3	MATH 112	3
HIST 111 or 112 (Area 8)	3	Area 5 (HIST 101 or 102 recommended)	3
Fine Art	3	Area 8 (POSC rec.)*	3
Area 8 (POSC, ECON, GEOG, rec.)*	3	PHIL/RELN	3
		Health and Wellness	3
(15 credits)		(18 credits)	

----- SOPHOMORE YEAR -----

Fall Semester		Spring Semester	
ENGL Literature	3	HUMD 300	3
Area 7 Science	4	Area 7 Science	4
Area 8 (ECON rec.)*	3	EDSP 361	3
Area 8 (GEOG rec.)*	3	EDEF 320	3
Concentration 1 course #1	3	Concentration 2 course #1	3
(16 credits)		(16 credits)	

----- JUNIOR YEAR -----

Fall Semester		Spring Semester	
Math 312 (IDS Core)	3	EDUC 304	3
ENGL 463 (IDS Core)	3	EDRD 314	3
Concentration 1 course #2	3	Concentration 2 course # 3	3
Concentration 1 course #3	3	Concentration 2 course # 4	3
Concentration 2 course #2	3	PHSC 350	4
EDUC 310	3		
(18 credits)		(16 credits)	

----- SENIOR YEAR -----

Fall Semester		Spring Semester	
Early Field Experience		Student Teaching	
EDUC 410	3	EDUC 450	12
EDUC 414	3	Concentration 1 course # 4	3
EDUC 425	3		
EDUC 430	6		
VPA (IDS Core)	3		
(18 credits)		(15 credits)	

B.S. = 132 credit hours

\*Area 8 Social and Behavioral Sciences: 9 semester hours must be fulfilled with courses from three different areas; the final 3 semester hours can be from any acceptable discipline. Students are encouraged to take GEOG, POSC, and ECON to satisfy the first 9 semester hours. Other areas from which to select courses are: PSYC, ANTH, and SOCY. Speak with an advisor about this requirement.

Students who do not wish to carry 18 semester hours in any semester are encouraged to attend summer school at RU or at their local community college. It is in a student's best interest to not postpone any courses until the summer following student teaching. Talk with an advisor about the process for securing approval for transfer credit.

**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      \_\_\_\_\_ 3  
 \_\_\_\_\_ 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)**      A complete list of the specific courses that will count in General Education can be found in the University catalog.

Literature (3-6 Hrs)      \_\_\_\_\_ 4      \_\_\_\_\_ 4  
 \_\_\_\_\_ 3      \_\_\_\_\_ 4

**MIDDLE EDUCATION MAJOR - 43 Semester Hours**

**INTERDISCIPLINARY CORE - 19 Sem.**      **CONCENTRATIONS - 24 Sem. Hrs. \***  
 must have a minimum of 3 sem. hrs. in each area      Each concentration requires 12 sem. hours above general education

VPA _____ 3	#1 _____ (12 hrs)	#2 _____ (12 hrs)
MATH _____ 3	_____	_____
HUMANITIES: ENGL 425 _____ 3	_____	_____
SOCIAL SCIENCE HUMD 300 _____ 3	_____	_____
SCIENCE _____ 4	_____	_____
EDSP361 _____ 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**

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\*

EDEF 320 \_\_\_\_\_ 3      EDME 410 \_\_\_\_\_ 2      Reminder: This program requires a minimum of 126 semester hours to graduate  
    EDRD 415 \_\_\_\_\_ 3

EDME 432 \_\_\_\_\_ 6      **GRADUATION (HONORS):**

\*Taken together

**Students must have completed 60 semester hours at RU to graduate with honors**

**PRAXIS I:** Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_ or SAT Combined \_\_\_\_\_ SATV \_\_\_\_\_ SATM \_\_\_\_\_

**PRAXIS II:** Area 1 \_\_\_\_\_ Score \_\_\_\_\_ Area 2 \_\_\_\_\_ Score \_\_\_\_\_ VCLA \_\_\_\_\_

\*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.

**Recommended Elective: UNIV 100 \_\_\_\_\_ 1**

Radford University  
Interdisciplinary Studies  
Middle School Education (Grades 6-8)

SAMPLE SCHEDULE (The primary purpose of this example is to enable students to develop their own four-year plan.)

----- FRESHMAN YEAR -----

<u>Fall Semester</u>		<u>Spring Semester</u>	
ENGL 101	3	ENGL 102	3
MATH	3	MATH	3
HIST (Area 8)	3	Area 5 (HIST 101, 102, rec., etc)	3
Fine Art	3	Area 8 (POSC, ECON, GEOG, rec.)	3
Area 8 (POSC, ECON, GEOG, rec)	3	Health and Wellness	3
UNIV 100 (Strongly recommended)	1		
(15 credits/16 credits with UNIV 100)		(15 credits)	

----- SOPHOMORE YEAR -----

<u>Fall Semester</u>		<u>Spring Semester</u>	
ENGL Literature	3	PHIL or RELN	3
Area 7 Science	4	Area 7 Science	4
Area 8 (POSC, ECON, GEOG, rec)	3	Concentration 2 course #1	3
Area 8 (POSC, ECON, GEOG, rec.)	3	ENGL 425 (IDS Core)	3
VPA (IDS Core)	3	Concentration 1 course #1	3
(16 credits)		(16 credits)	

----- JUNIOR YEAR -----

<u>Fall Semester</u>		<u>Spring Semester</u>	
Math (IDS Core)	3	Concentration 1 course # 4	3
EDSP 361	3	HUMD 300	3
Concentration 2 course #3	3	EDEF 320	3
Concentration 2 course #2	3	Concentration 2 course # 4	3
Concentration 1 course #2	3	Science (IDS Core)	4
Concentration 1 course #3	3		
(18 credits)		(16 credits)	

----- SENIOR YEAR -----

<u>Fall Semester</u>		<u>Spring Semester</u>	
BLOCKING (Offered fall only)		Student Teaching (Offered fall and spring)	
EDME 408	3	EDUC 451	12
EDME 409	2	EDME 413	2
EDME 410	2		
EDRD 415	3		
EDME 432	6		
(16 credits)		(14 credits)	

B.S. = 126 credit hours (127 with UNIV 100)

NAME \_\_\_\_\_

ID # \_\_\_\_\_

**GENERAL EDUCATION - 50 Semester Hours**

<b>Area 1: Communication ( 6 hrs)</b>		<b>Area 5: Intern. &amp; Interc. (3 hrs)</b>		<b>Area: 8 Soc. and Behav. Sci. (15 hrs)</b>	
ENGL	101 _____ 3	HIST	101 OR 102 (Rec)____ 3	<b>History (3 Hrs)</b>	
ENGL	102 _____ 3			HIST 111 or 112 _____ 3	
<b>Area 2: Fine Arts (3 hrs)</b>		<b>Area 6: Math Sciences (6 hrs)</b>		<b>Other Soc. &amp; Behav. Sci. (12 hrs)</b>	
_____	_____ 3	MATH	111 _____ 3	POSC	120 (Rec) _____ 3
		MATH	112 (Rec.) _____ 3	GEOG	_____ (Rec) _____ 3
<b>Area 3: Health &amp; Wellness (3 hrs)</b>		<b>Area 7: Phys. &amp; Nat. Sci. (8 hrs)</b>		Choose two:	
_____	_____ 3	BIOL	103/104/105 (Rec)____ 4	ECON	_____ (Rec)____ 3
<b>Area 4: Humanities (6 hrs)</b>				SOCY	110 (Rec)____ 3
Literature (3 Hrs)				Soc Sci Elec	_____ 3
				(APST 200 Rec.)	
_____	_____ 3	A complete list of the specific courses that may count in General Education (Rec) = recommended			
Philosophy or Religion (3 Hrs)					
_____	_____ 3	is in the undergraduate catalog.			

**EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION MAJOR – 52 Semester Hours (Requires 2.50 gpa)**

INTERDISCIPLINARY CORE: (19 Hrs. )	CONCENTRATIONS:	
VPA: (DNCE 370 Rec.) _____ 3	EDEC 321 _____ 4 (inf & toddler)	EDSP 436 _____ 3 (methods)
MATH: (Math 312 STAT 200 Rec) _____ 3	EDEC 322 _____ 4 (pres & prim)	EDSP 438 _____ 3 (prog mgt)
SOC SCI: HUMD 300 _____ 3	EDEC 323 _____ 3 (lang arts/lit)	EDSP 439 _____ 3 (med asp)
HUMANITIES: ENGL 463 Rec _____ 3	EDEC 400 _____ 3 (fnd & prog)	EDSP 445 _____ 3 (arith)
SCI: (PHSC 350 Rec.) _____ 4	EDEC 445 _____ 3 (Admin)	EDSP 451 _____ 3 (collab)
EDSP 360 _____ 3		EDSP/COSD 225 _____ 3 (Comm Proc)

**PROFESSIONAL EDUCATION and PRACTICA Courses (Requires 2.50 gpa)**

EDRD: 413 _____ 4 (literacy)	EDSP:462 _____ 3 (behavior mgmt) non-Licensure
EDEC: 425 _____ 4 (curric & assess for primary)	<b>or</b> EDSP 670 _____ 3 Licensure
EDEC: 430 _____ 6 (pract – in early childhood)	
EDSP: 437 _____ 3 (assessment)	<b>Elective</b>
EDSP: 440 _____ 3 (pract – early intervention)	EDEC:485 _____ 3 to 6 (EDEC 445 pre- or co-req)

**Total hours for BS in IDEC = 124 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, & VCLA required for Internships.**

**MASTERS OF SCIENCE IN ED./CONCENTRATION IN EARLY CHILDHOOD EDUCATION – 30-36 Sem. Hrs.**

MS in Education Coursework – 18 sem. hrs.	Graduate Internships – 12 sem. hrs.
EDEF 607: Educ. Foundations _____ 3	EDEC 750: ECE Internship _____ 9
EDEF 606: Educational Research _____ 3	EDSP 750: ECSE Internship _____ 9
EDET 620: Educ. Technology _____ 3	
EDUC 670: Multic Ed _____ 3	
EDSP 670: Behavior Management _____ 3	
EDRD/EDSP:695/ 688/ 641 Reading _____ 3	

PRAXIS I: R \_\_\_\_\_ W \_\_\_\_\_ M \_\_\_\_\_ Combined \_\_\_\_\_ or SAT Combined \_\_\_\_\_ SATV \_\_\_\_\_ SATM \_\_\_\_\_ or ACT \_\_\_\_\_

VCLA \_\_\_\_\_ PRAXIS II \_\_\_\_\_ GRE/MAT \_\_\_\_\_ VRA \_\_\_\_\_ **Comments:**

**Interdisciplinary Studies Early Childhood (IDEC)  
B.S. in IDEC and M.S. in Education with ECE Concentration  
COHORT SCHEDULE**

*Courses in italics are offered one time per year and must be taken in the semester indicated.*

**FRESHMAN YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>	
ENGL 101	3	ENGL 102	3
MATH 111 (rec)	3	MATH 112 (rec)	3
HIST 111 or 112	3	HIST 101 or 102 (rec)	3
VPA	3	BIOL 103 or 104 or 105 (rec)	4
Social Science *	3	Health and Wellness	3
<b>TAKE PRAXIS I AND VCLA</b> (15 credits)		<b>TAKE PRAXIS II (licensure assessments)</b> (16 credits)	

**SOPHOMORE YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>	
ENGL Literature	3	PHIL or REL	3
Math/Core (Math 312/Stat 200 rec)	3	Science for Core (PHSC 350 rec)	4
HUMD 300	3	Social Science*	3
Social Science*	3	EDSP/COSD 225	3
Science	4	Social Science*	3
(16 credits)		(16 credits)	

**JUNIOR YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>	
<i>EDEC 321 (Ea Dev &amp; Lrn: IT)</i>	4	<i>EDEC 322 (Ea Dev &amp; Lrn:PP)</i>	4
<i>EDSP 360 (Yng Ch w/Spec Needs)</i>	3	<i>EDEC 323 (Lang Art/Lit Yng Ch)</i>	3
<i>EDSP 439 (Med &amp; Neuro Aspects)</i>	3	<i>EDSP 436 (Teaching I,T, P)</i>	3
VPA Core (DNCE 370 Rec.)	3	EDSP 445 (Adapt Arith)	3
Humanities/Core (ENGL 463 rec)	3	<i>EDSP 438 (Program Mgt in ECSE)</i>	3
<b>PASS PRAXIS I, II AND VCLA</b> (16 credits)		(16 credits)	

**SENIOR YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>	
<i>EDEC 430 (ECE practicum)</i>	6	<i>EDSP 440 EI Prac.</i>	3
<i>EDEC 425(4) (C&amp; I for ECE)</i>	4	<i>EDEC 445 ECE Admin (plus Pract)</i>	3
EDSP 451 (Collaborative Skills)	3	<i>EDSP 437 (ECSE Assessment)</i>	3
<i>EDRD 413 (Ea Lit and Lrn)</i>	4	EDSP 462 or EDRD 688	3
<b>PASS VRA (licensure assessment)</b> (17 credits)		<i>EDEC 400/500 (EC Foundations)</i>	3
		(15 credits)	

**B.S. Degree:** 124 licensure / 127 non-licensure credit hours

**MS in Education FIFTH YEAR**

Summer after B.S.graduation

EDEF 606 (Research)  
EDEF 607 (Ed Fdn)  
EDUC 670 (Multicult. Ed)  
(9 credits)

<u>Fall Semester</u>		<u>Spring Semester</u>	
<i>EDSP 750 (9 hrs) (EDSP Internship)</i>		<i>EDEC 750 9 hrs</i>	
EDSP 670 Behavior Management (3)		EDET 620 (Technology in Education) (3)	
(12 credits)		(12 credits)	

**M.S. in Education = 36 credit hours & Dual Licensure: Prek - 3<sup>rd</sup> Grade & ECSE**

**PROGRAM OF STUDIES (Progress Sheet) (5-year program) Academic Year 2008-2009**  
**INTERDISCIPLINARY STUDIES – Special Education/High Incidence Disabilities**

Revised 5/08

NAME \_\_\_\_\_ ID # \_\_\_\_\_

**GENERAL EDUCATION - 50 Semester Hours**

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

**SPECIAL EDUCATION MAJOR – 49 Semester Hours (Requires 2.50 gpa)**

<b>INTERDISCIPLINARY CORE: (19 Hrs. )</b>		<b>CONCENTRATIONS:</b>	
VPA: _____	3	Liberal Arts: _____	15 hrs. Special Education: _____ 15 hrs.
MATH: (MATH 312)	_____ 3	_____	3 EDSP/COSD 225 _____ 3
SOC SCI: HUMD 300	_____ 3	_____	3 EDSP 462 _____ 3
HUMANITIES: ENGL 402, 424, 425 or 463	_____ 3	_____	3 EDSP 464 _____ 3
SCI: PHSC 350	_____ 4	_____	3 EDSP 445 _____ 3
EDSP 361	_____ 3	IDS Core Course: _____	3 EDSP 472 _____ 3

**PROFESSIONAL EDUCATION and PRACTICA Courses (Requires 2.50 gpa)**

<b>Professional Education Courses</b>				<b>Undergraduate Block (14 hrs.)</b>			
EDEF	320 _____	3		EDSP	430 _____	4	
EDRD	314 _____	3		EDSP	466 _____	3	
EDRD	414 _____	3		EDSP (Elec)	_____	3	
EDSP	429 _____	2		EDSP	676 _____	3	(must apply to grad school by fall and have a minimum 2.75 gpa)

\*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 VRA are required for entrance into teacher education program (admission is required to enroll in block) AND passing scores on the VCLA and 2.75 gpa are required for admission to graduate study.

Passing scores on PRAXIS I VRA, and the VCLA are required for Internships.

**MASTER OF SCIENCE IN SPECIAL EDUCATION – 30 Sem. Hrs.**

<b>FALL Graduate Coursework and Internship – 15 sem. hrs.</b>				<b>SPRING Graduate Coursework and Internship – 15 sem. hrs.</b>			
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	Diagnostic Techniques	_____ 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	

\*Fall or Spring, as available

PRAXIS I: R \_\_\_\_\_ W \_\_\_\_\_ M \_\_\_\_\_ or SAT Combined \_\_\_\_\_ SATV \_\_\_\_\_ SATM \_\_\_\_\_ or ACT \_\_\_\_\_  
 Virginia Reading Assessment \_\_\_\_\_ VCLA \_\_\_\_\_

**Radford University**  
**College of Education and Human Development**  
**5-Year Program in Special Education, High Incidence Disabilities**  
**Projected Schedule**

<b>Fall Year 1 (15 hrs)</b>	<b>Spring Year 1 (16 hrs)</b>
Area 1: ENGL 101 Area 6: MATH 111 Area 8: HIST 111 or 112-U.S. History Area 8: * Social Science ( <b>not history</b> ) Area 2: Fine Arts <b>Take Praxis I</b>	Area 1: ENGL 102 Area 6: MATH 112 Area 5: HIST 101 or 102-World History Area 7: Science (4 hrs) Area 3: Health and Wellness <b>If not taken, Praxis I</b>
<b>Fall Year 2 (16 hrs)</b>	<b>Spring Year 2 (16 hrs)</b>
Area 4: Literature MATH 312 Number Systems (IDS core) Area 8: * Social Science ( <b>not history</b> ) Area 7: Biology 103, 104, or 105 (4) rec. Area 4: PHIL or RELN <b>If not taken, Praxis I</b>	Area 8: * Social Science ( <b>not history</b> ) Area 8: * Social Science ENGL 424 or 425, Child or Adolescent Lit., or ENGL 463 (IDS core) VPA (IDS core) PHSC 350 Physical Science (IDS core) (4)
<b>Fall Year 3 (15 hrs)</b>	<b>Spring Year 3 (15 hrs)</b>
EDSP 361 Current Trends in the Education of Exceptional Individuals (need 2.5 gpa) Social Science: HUMD 300 Human Growth and Development (IDS core) Content Concentration course 1 Content Concentration course 2 EDEF 320 Intro. to Professional Education	Content Concentration course 3 Content Concentration course 4 EDSP 225 Communication Processes, Dev't Disorders EDSP 464 Introduction to Mental Retardation and Severe Disabilities EDRD 314 Reading I (take VA Reading Assessment) Apply to Pre-professional Teacher Education Program
<b>Fall Year 4 (13 hrs)</b>	<b>Spring Year 4 (13 hrs) (block)</b>
EDSP 445 Adaptive Strategies in Arithmetic EDSP elective* (see choices below) EDSP 472 Intro to Learning Disabilities and Emotional/Behavioral Disorders EDSP 429 Practicum I: High Incidence Disabilities, Secondary (2 hrs) EDSP 466 Teaching Students with Individualized Adapted Curriculum	EDSP 430 Practicum II: High Incidence Disabilities, Elementary (3 hrs) EDSP 676 Teaching Exceptional Learners in the General Curriculum EDSP 414 Reading II EDSP 462 Behavior Management and Social Skills Development
<b>Fall Year 5 (12-15)</b>	<b>Spring Year 5 (12-15 hrs)</b>
EDSP 791-792 Internship: High Incidence Disabilities (6 hrs; 1 level) EDSP 622 Collaboration (fall or spring as available) EDSP 669 Evaluative Techniques EDRD 695 Alt. Appr. To Reading or EDSP 641 Lang. Skills	EDSP 791-792. Internship: High Incidence Disabilities (6 hrs; level not completed in fall) EDSP 606 Research EDSP 622 Collaboration (fall or spring as available) EDRD 695 Alt. Appr. To Reading or EDSP 641 Lang. Skills

\***Choices for Professional Development Elective (3 hours):** EDSP 360 Introduction to Early Childhood Special Education (offered in fall only); **EDSP 400 Introduction to Autism (fall only)**; EDSP 426 Introduction to Deaf and Hard of Hearing (fall only); EDSP 439 Medical Aspects (offered in fall only); COSD 221, 222 or 223 (see course prerequisites). Upon admission to the graduate school, may take one of the graduate courses in the severe disabilities consortium in senior year.

\* Required 9 Hours selected from as least three different disciplines.

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)**

\_\_\_\_\_ 3

Literature

\_\_\_\_\_ 3

PHIL/RELN

**Area 5: International & Intercultural Studies (3 Hrs)**

HIST 101 or 102 \_\_\_\_\_ 3

**Area 6: Mathematical Sciences (6 Hrs)**

MATH 111 \_\_\_\_\_ 3

MATH 112 rec. \_\_\_\_\_ 3

**Area 7: Physical & Natural Sciences (8 Hrs)**

BIOL 105 \_\_\_\_\_ 4

\_\_\_\_\_ 4

**Area: 8 Social and Behavioral Sciences (15 Hrs)**

HIST 111 or 112 \_\_\_\_\_ 3

GEOG \_\_\_\_\_ 3

**9 hrs from 3 of the following disciplines:**

ANTH, ECON, POSC, SOCY, PSYC

\_\_\_\_\_ 3

\_\_\_\_\_ 3

\_\_\_\_\_ 3

**A complete list of the specific courses that may count in**

**Article I. General Education can be found in the University catalog.**

**SPECIAL EDUCATION MAJOR : Deaf /Hard of Hearing IDHH**

**INTERDISCIPLINARY CORE - 22 Sem. Hrs -** must have a minimum of 3 sem. hrs. in each area

**VPA** \_\_\_\_\_ 3

**MATH** MATH 312 (Rec.) \_\_\_\_\_ 3

**HUMANITIES** ENGL 424 or 425 \_\_\_\_\_ 3

**SOC SCI** HUMD 300 \_\_\_\_\_ 3

**SCIENCE** PHSC 350 (Rec.) \_\_\_\_\_ 4

**EDSP 361** \_\_\_\_\_ 3

**CONCENTRATIONS - 30 semester hours**

**Comm. Sci. / Disord – 18 hrs      Special Education-15 hrs.**

COSD 221 \_\_\_\_\_ 3      EDSP 426 \_\_\_\_\_ 3

COSD 222 \_\_\_\_\_ 3      EDSP 428 \_\_\_\_\_ 3

COSD 223 \_\_\_\_\_ 3      EDSP 451 \_\_\_\_\_ 3

COSD 422 \_\_\_\_\_ 3      EDSP 462 \_\_\_\_\_ 3

COSD 421 \_\_\_\_\_ 3      EDSP 469 \_\_\_\_\_ 3

**ELECTIVE:** Recommended Electives: EDSP 445, EDRD 314 \_\_\_\_\_ 3

**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	<b>BLOCK:</b>	<b>STUDENT TEACHING:</b>
of early field experience _____	EDSP 427 _____ 3	EDSP 455 _____ 6
	EDEF 320 _____ 3	EDSP 456 _____ 6
	EDSP 432 _____ 4	Reminder: This program requires a
		minimum of 124 semester hours to graduate.

Students must have completed 60 semester hours at RU to graduate with honors.

PRAXIS I: R \_\_\_\_\_ W \_\_\_\_\_ M \_\_\_\_\_ Virginia Reading Assessment \_\_\_\_\_ VCLA \_\_\_\_\_  
 SAT Combined \_\_\_\_\_ SATV \_\_\_\_\_ SATM \_\_\_\_\_ (appropriate scores can be substituted for PRAXIS I)



**Interdisciplinary Studies – Special Education  
Hearing Impairment preK-12 (IDHH) 2008-2009  
Plan for Curriculum Completion**

*Freshman Year*

**FALL**

ENGL 101	3
MATH 111	3
HIST 101 or 102	3
FINE ARTS	3
Soc./Beh. Sci.	3
<hr/>	
	15

**SPRING**

ENGL 102	3
HIST 111 or 112	3
PHIL/RELN	3
MATH 112 – rec.	3
GEOG	3
<hr/>	
	15

*Sophomore Year*

**FALL**

ENGL LIT	3
BIOL 105	4
Soc./Beh. Sci.	3
COSD 221	3
VPA	3
<hr/>	
	16

**SPRING**

COSD 222	3
HUMD 300	3
SCIENCE	4
ENGL 424 or 425	3
EDSP 361	3
<hr/>	
	16

*Junior Year*

**FALL**

COSD 223	3
PHSC 350- Rec.	4
COSD 421	3
HEALTH/WELL	3
EDSP 426	3
<hr/>	
	16

**SPRING**

MATH 312	3
ELECTIVE	3
EDSP 428	3
EDEF 320	3
Soc./Beh. Sci.	3
<hr/>	
	15

**SUMMER**

COSD 422	3
EDSP 451	3

**Recommended ELECTIVE: EDSP 445,  
EDRD 314**

*Senior Year*

**FALL**

EDSP 432	4
EDSP 462	3
EDSP 427	3
EDSP 469	3
<hr/>	
	15

**SPRING**

EDSP 455/456	12
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**TOTAL 126**

**Technology standards (EDET 445)  
incorporated into ESDP 426, 427, and  
428**



**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, and
- Special education high incidence chooses one from the liberal arts are (special education concentration is included in the program)

The concentrations are:

- English
- Foreign Language
- Math/STAT
- Physical & Natural Science
- Social and Behavioral Science
- Special Education

The following information will provide **suggestions** for courses to be taken to satisfy concentration requirements. These are only a few of the courses that can be used in this concentration.

**ENGLISH**

- 201, 202, 203 (if not used in general education)
- 309 Fiction Writing
- 310 Poetry Writing
- 314 Topics in Literature (specific topic varies)
- 321 The Study of Fiction
- 322 The Study of Poetry
- 402 Teaching Writing
- 424 Children’s Literature
- 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)

\*Requires ENGL 300 or permission of department chair)

**FOREIGN LANGUAGE** (Not a middle school option)

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

**MATH/STAT**

- Any math  
Note: Math 137 cannot be taken after Math 138, 121, 151 – see University catalog
- STAT

**SCIENCE**

- Any science not taken in general education
- BIOL 103, 104, 105, GEOL 101, 105, 106, 261  
CHEM 101, 102 or 103, 115 if no beginning CHEM has been taken, PHYS 111, 112, ASTR 111, 112

**SOCIAL SCIENCE** –two areas must 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 prereqs.)
- Political Science
  - POSC 110, 120, 130, 140
  - POSC 300 or 400 level (must meet prereqs.)

**SPECIAL EDUCATION** – non licensure concentration (Cannot minor in special ed. *and* use as concentration) (Elementary ONLY)

- EDSP 445 – Adaptive Strategies in Arithmetic
- EDSP 451 – Collaborative Skills
- EDSP 462 – Behavior Management
- Elective from:
  - EDSP/COSD 225 – Language Dev
  - 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.

## Required Standardized and Licensure Exams

ALL teacher education students are required to **pass required licensing exams in order to graduate.**

### **PRAXIS I (Entrance to Teacher Education Program) Requirement:**

Licensure Area	Session/ Test Code	Test Name	Qualifying Score
All areas	10710	PPST Reading	178
		PPST Writing	176
	20720		
		PPST Mathematics (calculators prohibited)	178
	10730		
		<b>*Or, Composite Score</b>	<b>532</b>
		Computerized PPST Reading	178
	5710		
		Computerized PPST Writing	176
	5720		
	Computerized PPST Mathematics (calculators prohibited)	178	
5730			
	<b>*Or, Composite Score</b>	<b>532</b>	

Note: Praxis I composite scores: A passing score on the Praxis I exam may be obtained by adding the scores of all three subtests together to reach a composite score of 532 or above. Registration for Praxis I can be found at [www.ets.org/praxis](http://www.ets.org/praxis) or [www.prometric.com](http://www.prometric.com).

**GOOD NEWS:** You may be exempt from taking PRAXIS I!

**SAT/ACT AS A SUBSTITUTE TEST FOR PRAXIS I :**

- ❖ SAT taken After April 1, 1995 – a score of **1100** with at least **530** on the verbal and **530** on the mathematics tests as a substitute for Praxis I
- ❖ ACT taken After April 1, 1995 – a composite score of **24**, with the ACT mathematics score no less than **22**, and an ACT English Plus Reading score no less than **46**.
- ❖ **Please note that the SAT and ACT were only approved as a substitute tests for Praxis I.**

Do not wait to take Praxis I, start early and study for the exam just like you would for any exam!

## PRAXIS II Requirements

Licensure Area	Test Code	Test Name	Qualifying Score
Art Education	0133	Art: Content Knowledge	159
Biology	0235	Biology: Content Knowledge	155
Chemistry	0245	Chemistry: Content Knowledge	153
Early Childhood (Pre-K Primary)	0014	Elementary Education: Content Knowledge	143
Earth Science	0571	Earth Science: Content Knowledge	156
Elementary Education PreK-6	0014	Elementary Education: Content Knowledge	143
English	0041	English Language, Literature & Composition: Content Knowledge	172
French	0173	French: Content Knowledge (contains listening section)	169
German	0181	German: Content Knowledge (contains listening section)	162
Health & Physical Education	0856	Health & Physical Education: Content Knowledge	151
Mathematics	0061	Mathematics: Content Knowledge (graphing calculator required)	147
Middle Education* (Grades 6-8)	0049	English/Language Arts	164
	0069	Mathematics	163
	0439	Science	162
	0089	Social Studies	160
Physics	0265	Physics: Content Knowledge	147
Social Studies	0081	Social Studies: Content Knowledge	161
Spanish	0191	Spanish: Content Knowledge (contains listening section)	161
Special Education	No Test		

\*Based on two concentrations being pursued for Middle Education.

- ❖ When registering for PRAXIS I or PRAXIS II, you must list Radford University (code number 5565) as one of your designated score recipients. When you receive official copy of your PRAXIS I & II exam, keep the document in a secure location.

## Virginia Communication & Literacy Assessment (VCLA):

The VCLA (2 required subtests) is a mandated state licensing exam for all teachers. Passing scores on the VCLA are: Reading 235, Writing 235 or a composite score of 470. It is recommended that you take this test after your first year or completion of 30 credit hours. This test may be taken on the computer at a designated test center. For more information check: [www.va.nesinc.com](http://www.va.nesinc.com).

## Virginia Reading Assessment (VRA):

The VRA is required for all those seeking licensure in elementary, or special education. A passing score of 235 is required on this exam which encompasses the following areas: phonics, phonemic awareness, vocabulary, comprehension and fluency. Students are advised not to take this test until completion of EDRD 314, and current enrollment in EDRD 414. For more information check: [www.va.nesinc.com](http://www.va.nesinc.com).

**Be Careful:** Failure to report the required test information to the Field Experience Office will result in a delay in Early Field Experience or Student Teaching placement!

**IMPORTANT:** All licensure exams must be passed in order to graduate from the Teacher Education Program. Be sure to leave time to retest if necessary.

What licensure exams do I need to take:

Elementary Education: Praxis I, Praxis II, VCLA, & VRA

Middle Education: Praxis I, Praxis II (based on concentrations), VCLA

Special Education:

Early Childhood/Early Childhood Special Education: Praxis I, Praxis II, VCLA, & VRA

High Incidence: Praxis I, VCLA, & VRA

Hard of Hearing: Praxis I, VCLA, & VRA

Physical/Health Education: Praxis I, Praxis II, & VCLA

Secondary: Praxis I, Praxis II, & VCLA

## ACADEMIC ADVISING



Each student is ultimately responsible for meeting the requirements of his or her academic program. Academic Advising is a shared responsibility. 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.

Your Academic Advisor:

- ❖ 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
- ❖ Provide guidance and assistance with your academic, career, and life goals

You, the Advisee:

- ❖ Initiate and maintain contact with your advisor
- ❖ Discuss issues and situations that are affecting your academic performance
- ❖ Learn basic university, college and departmental requirements, policies and procedures
- ❖ Seek assistance when you need it
- ❖ Be respectful of the time that your advisor is available

### **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@radford.edu](mailto:ed-adv@radford.edu).

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

- ❖ 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.
- ❖ **Don't believe rumors!** Always check with your advisor if you hear new information about program requirements, classes, or deadlines.
- ❖ 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.



## IMPORTANT DEADLINES

- 🕒 Important university deadlines need to be looked at periodically at <http://www.radford.edu/~registrar/calendar.html> for such things as:
  - 🕒 when classes begin and end
  - 🕒 when the add/drop period takes place
  - 🕒 when the application for graduation needs to be turned in
  - 🕒 the deadline for withdrawing from a course

# Appendices





## APPENDIX A



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

The following information is from the University catalog: *Academic Advising: A Definition (developed through a collaborative effort by the College's Advising, Recruitment, and Retention Committee and the faculty of the College):*

*Academic advising is a dynamic relationship, a developmental process through which an advisor [faculty or professional] and advisee [the student] establish a shared partnership leading to the development of academic, career, and life goals by the advisee. The advisor serves as a teacher, guide, and facilitator, encouraging the advisee to assume responsibilities for making decisions, thinking critically, utilizing resources, and reaching their potential.*

*Academic advising is student centered, utilizes the resources of the University including appropriate referral to other services, and promotes a successful academic experience. [Academic advising supports the mission of the University, “. . . First and foremost, the University emphasizes teaching and learning . . . its commitment to the development of mature, responsible, well-educated citizens. . . . promotes a sense of caring and of meaningful interaction. . . .”]*

*The advisor serves as a teacher, guide, facilitator, and encourages the advisee to assume responsibilities for making decisions, thinking critically, utilizing resources, and reaching their full potential. The advisor encourages the advisee to approach education in an organized and meaningful way, develop plans of action towards goal achievement and to evaluate progress toward academic, career, and life goals.*

*Advisors encourage students to:*

- *Gain a clearer understanding of the experience of higher education,*
- *Approach education in an organized and meaningful way,*
- *Think critically,*
- *Take responsibility for their education,*
- *Seek out resources,*
- *Develop plans of action towards goal achievement, and*
- *Evaluate progress toward their goals.*

Using the definition as a guide, the following has been developed to aid students in accepting their responsibilities in the advising process. You, the student, as an active participant will want 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. 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 # \_\_\_\_\_ DATE: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_



## APPENDIX B 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](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 or information from the records. The Act applies to all institutions that are the recipients of federal funding.

#### Example:

If your parents want to know how you are doing in your classes, we can not give them specific information unless you have filled out an authorization form to do so. We highly encourage you to keep your parents informed of your academic situations so that this is not a problem.

If you by chance call and want to know specific information over the phone we are not allowed to disclose that information. You have to be present with a valid ID to receive that information.



## APPENDIX C

### 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 students 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".

### **ACADEMIC PETITIONS**

Academic petitions are done through the advising coordinator, Donna Dunn. These petitions are used for substitutions for courses that are specifically required by the program that the student is pursuing. If a faculty member advises that another course you have may replace another course in your program, it is your responsibility to get an academic petition and that it is approved. You need to keep a copy of these petitions because they will be asked for when you apply for graduation.

**CONSEQUENCE...** failure to complete an Academic Petition Form may result in denial of either graduation or licensure. Don't let this happen to you!

### **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. A Radford University Transfer Guide booklet lists transferable community college courses and is available in the advising center. Students currently enrolled at Radford University and wanting to take courses at a different college or university must have the Permission to Take Courses for Credit form signed by the advising center.

### **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 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.

## **APPENDIX D**

### **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 and Sophomores with a last name beginning with A-L are advised by Dr. Michael Moore
- Freshmen and Sophomores with a last name beginning with M-Z & All Juniors and Seniors are advised by Dr. Angela Mickle

#### **Corporate & Commercial Fitness**

- All students are advised by Dr. Jerry Beasley

#### **Deaf and Hard of Hearing**

- Freshmen are advised in the Center for Academic Advising and Student Support
- Sophomores – Seniors are advised by Ms. Ellen Austin or Dr. Jonah Eleweke

#### **Early Childhood Education/Early Childhood Special Education**

- Freshmen and students with less than a 2.50 GPA are advised in the Center for Academic Advising and Student Support
- Sophomores with a 2.5 GPA or better are assigned to Dr. Sharon Gilbert
- Juniors with a 2.50 GPA or better are assigned to Dr. Barbara Foulks-Boyd
- Seniors with 2.5 GPA or better are assigned to Dr. Kathy Hoover

#### **Elementary Education**

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

#### **Exercise and Sport Studies**

- All students are advised by Mr. Donnie Tickle

#### **Health Education and Health Promotion**

- All students are advised by Dr. Melissa Grim

#### **Physical and Health Education (teaching)**

- Students with a last name beginning with A – M are advised by Susan Miller
- Students with a last name beginning with N – Z are advised by Dr. Jon Poole

#### **Special Education – High Incidence**

- Freshmen and students with less than a 2.50 GPA are advised in the Center for Academic Advising and Student Support
- Juniors are assigned to Vanessa Haskins
- Seniors and 5<sup>th</sup> year are assigned to Dr. Kenna Colley

#### **Sports Administration**

- Students with a last name beginning with A – H are advised by Dr. Monica Pazmino-Cevallos
- Students with a last name beginning with I – Z are advised by Mr. Joon Han

## Sports Medicine

- Students with a last name beginning with A – M are advised by Dr. Kathleen Poole
- Students with a last name beginning with N - Z are advised by Dr. David Sallee

**If the guidelines above guide a student to receive advising from the Center for Academic Advising and Student Support, please use the Instructions located on the advising web page:**

**[https://eduweb.education.radford.edu/advising\\_office/Forms/Directions\\_Scheduling\\_Appointment.htm](https://eduweb.education.radford.edu/advising_office/Forms/Directions_Scheduling_Appointment.htm)**

## **Registration**

- ❖ Students need to meet with their faculty advisor prior to registration. **DO NOT WAIT UNTIL IT IS YOUR TIME TO REGISTER AND EXPECT TO MEET WITH YOUR ADVISOR!** Take care of this early.
- ❖ Your PIN # changes each term, therefore you do need to meet with your faculty to receive your new PIN #.
- ❖ Your registration times are contingent on how many credits you have completed at RU, the more you have completed the sooner your registration begins.
- ❖ Registration takes place in phases. During Phase I you may register for a maximum of 14 credit hours. Phase II you may complete your schedule up to 18 hours. If you have an overload form and permission to carry over 18 hours for a class it will not be processed until Phase III.

## APPENDIX E



### *Radford University Professional Preparation Programs* **Professional Characteristics and Dispositions**

We commend you for pursuing a career in which you will be serving others. Professions in which candidates are directly involved with others--clients, students, families--carry additional responsibilities. One set of expectations that professional candidates must meet is in the area of professional characteristics and dispositions: work habits; interpersonal skills; and values, attitudes and beliefs toward the profession, toward practitioners' responsibilities, and toward the clients, students, and families with whom pre-professional candidates will be working. Basic expectations for candidates who will be engaged in professional preparation programs are outlined below. Professional candidates are expected to strive to reach level four of each expectation.

#### **1. Oral communication skills**

Level 1 - Makes frequent speaking errors; inarticulate, hesitates to express self; or does not use voice effectively

Level 2 - Expresses self but not regularly; makes some errors; or does not consistently use voice effectively

Level 3 - Expresses self regularly; uses Standard English grammar; uses voice effectively

Level 4 - Expresses self very well; communicates ideas very well; is adept in using voice effectively

#### **2. Written communication skills**

Level 1 - Writing frequently includes grammatical/mechanical errors; or is often unclear, unorganized, or not well-developed

Level 2 - Writing includes some grammatical/mechanical errors; or is somewhat unclear, unorganized, or not fully developed

Level 3 - Writing includes very few minor errors; clear, well-organized, well-developed

Level 4 - Writing is error-free and is very clear, organized and highly developed

#### **3. Attendance and punctuality**

Level 1 - Unacceptable absenteeism or tardiness

Level 2 - Frequently absent, tardy, or leaves early

Level 3 - Rarely absent or tardy

Level 4 - Perfect attendance

#### **4. Work habits / Commitment to Excellence**

Level 1 - Work or performance does not meet minimal requirements or expectations

Level 2 - Work or performance meets minimal requirements or expectations

Level 3 - Work and performance indicates significant effort and care

Level 4 - Work and performance consistently demonstrates commitment to candidate's own high standards for professional work

#### **5. Quality of work**

Level 1 - Consistently hands in work that is of poor quality or incomplete; does not make use of available resources, help, or suggestions to develop or improve work

Level 2 - Often submits work that is of poor quality or incomplete; does not consistently use resources, help, or suggestions to develop or improve work

Level 3 - Submits work that meets minimum requirements

Level 4 - Reaches beyond the minimum and turns in excellent work

#### **6. Professional dress**

Level 1 - Consistently dresses inappropriately

- Level 2 - Sometimes dresses appropriately
- Level 3 - Usually dresses professionally
- Level 4 - Consistently dresses professionally

## **7. Quality of Interactions and Participation (classroom and field experiences)**

- Level 1 - Consistently apathetic or indifferent; disruptive or off-task; does not contribute to classroom activities or is not appropriately engaged with students and colleagues; unprepared
- Level 2 - Sometimes uninvolved or disruptive or off-task; minimally contributes to classroom activities or is sometimes not engaged with students and colleagues; not well-prepared
- Level 3 - Contributes to classroom activity and is appropriately engaged with students and colleagues; comes prepared
- Level 4 - Contributes to classroom and field activities, often as a leader; highly engaged with students and colleagues; comes well-prepared

## **8. Critical thinking skills**

- Level 1 - Makes no attempt to question, analyze, interpret, explain, or evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded
- Level 2 - Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner
- Level 3 - Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his her thinking; open-minded
- Level 4 - Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-mindedly follows where evidence and reason lead

## **9. Collegiality**

- Level 1 - Often does not demonstrate collaborative skills (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)
- Level 2 - Sometimes demonstrates collaborative skills
- Level 3 - Responsibly engages in group/team efforts
- Level 4 - Strong contributor to group/team efforts

## **10. Respect for others**

- Level 1 - Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions
- Level 2 - On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette or acts out of self-interest; may lack self control in interactions
- Level 3 - Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions
- Level 4 - Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations

## **11. Initiative**

- Level 1 - Passive, depends on others
- Level 2 - Needs supervision to implement ideas
- Level 3 - Demonstrates self-initiative and independence
- Level 4 - Creative, resourceful and self directed

## **12. Attitude toward clients/learners**

- Level 1 - Lacks interest in or is negative toward students; does not demonstrate an attitude that all students can learn; does not view own responsibility in motivating students; lacks knowledge and skills in establishing rapport motivating students
- Level 2 - Makes minimal efforts to establish rapport with students; does not always demonstrate an attitude that all students can learn; makes minimal effort to motivate students
- Level 3 - Develops rapport with students; demonstrates an attitude that all students can learn; demonstrates knowledge and skills in motivating students
- Level 4 - Effectively develops professional /personal connections with students which contribute to student development; acts on a strong belief that all students can learn; uses many strategies that effectively motivate students

### **13. Response to constructive feedback**

- Level 1 - Defensive / non-responsive and does not make changes to subsequent performances or behaviors
- Level 2 - Defensive and/or non-responsive; subsequent performances or behaviors show some changes
- Level 3 - Receptive; subsequent performances show some productive changes
- Level 4 - Receptive; subsequent performances consistently show productive changes

### **14. Ability to Handle Stress and to Manage Workload**

- Level 1 - Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with the profession,: often sick, tired, or lacks stamina
- Level 2- Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload
- Level 3 - Handles stress in productive manner; manages the demands/workload associated with the profession
- Level 4 - Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with the profession very well

### **15. Commitment to Diversity and Equity**

- Level 1 - Ethnocentric; considers only personal perspective
- Level 2 - Demonstrates awareness of diversity issues and of multiple perspectives
- Level 3 - Demonstrates emerging commitment to learning more about diversity and how to incorporate multiple perspectives in practice
- Level 4 -Consistently demonstrates a commitment to understanding diversity; incorporates multiple perspectives in practice



## APPENDIX F



### **TIP: DON'T THROW THAT AWAY!**

It is **YOUR** responsibility to keep up with forms and documents related to your academic progress while pursuing your degree.

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)

- **E-mails** sent to or received from my academic advisor, faculty, and/or other University/College representatives
- A **printed copy of my schedule of classes** for the upcoming semester (printed at the end of the registration process)
- My **registration access code (pin number)** until the end of the semester
- Copies of forms signed during an advising session (Example: Teacher Education Checklist)
- Updated **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 other schools attended prior to or while attending 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)
- **Test registration forms and SCORES** (PRAXIS I and II, VCLA, VRA, Certified Athletic Trainer)
- **Applications** (Teacher Education Program and accompanying documents; ESHE field experience; graduation application; teacher licensure application)

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





## APPENDIX G

RADFORD UNIVERSITY

College of Education and Human Development  
Clubs and Organizations



**American Sign Language Club** – A relatively new organization that allows members to learn about American Sign Language, the deaf culture, and new signs. Students will meet and work with other students from both the College of Education and Human Development and the Waldron College of Health and Human Services.

**Collegiate Middle Level Association** – affiliate of the National Middle School Association (NMSA). NMSA is dedicated to improving the educational experiences of young adolescents by providing vision, knowledge, and resources to all who serve them in order to develop healthy, productive, and ethical citizens. (from NMSA web site) Our goal is to provide our student teachers with opportunities to become involved in the Middle school program during all phases of their college experience.



**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.

**Kappa Delta Pi** – Education honorary. Membership is limited to second semester sophomores, juniors or seniors who have an overall 3.0 GPA and to those graduate students who have an overall 3.25 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.

**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 perspective 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.





## APPENDIX H

### Frequently Asked Questions (FAQ's)

#### **When do I get a faculty advisor?**

All freshmen and sophomores, who have declared Interdisciplinary Studies as their major, will be advised in the Advising Center. Once the student has reached sophomore status and obtained a 2.75 GPA or higher, they will be assigned a faculty advisor. If a student is a sophomore, but does not have a 2.5 GPA, they will continue to be advised by the Advising Center. All ESHE majors are assigned a faculty advisor from the time they declare the major. The Advising Center is always available as a backup and support to the faculty advisors.

#### **What do I bring to an advising session?**

The advising session is as much your responsibility as it is the advisors. It is in your best interest to be as prepared as possible. Come prepared with questions, notes, and any kind of documentation that you feel is appropriate. Keep all of your advising materials in a folder. That way you know where all of your paperwork is and it's easy to get your hands on before your appointment.

#### **What does my academic advisor expect of me?**

Your academic advisor expects you to schedule meetings on a regular basis and keep in touch. They would also like for you to:

- ❖ Show up to the advising session with questions about the program
- ❖ Ask questions pertaining to career opportunities with this major
- ❖ Possibly have altered the 4 year plan for the program if necessary
- ❖ Construct a list of courses remaining to complete the degree
- ❖ Basic knowledge of additional requirements for the program

#### **I'm having trouble in one of my courses, what should I do?**

The first thing you should do is approach the professor of the course. The professors here at Radford are wonderful about taking the time to get to know their students. Do not let a situation escalate to where it is out of control and beyond someone helping you. Make an appointment with the professor immediately to discuss the situation and try to develop a resolution.

#### **What happens if I receive a poor grade in a course?**

The best thing you can do to even keep this from happening is to be extremely proactive. It is up to you! Talk to the professor, talk with your advisor, and take advantage of the LARC (The Learning Assistance Resource Center). If you still end up receiving a poor grade, make an appointment with your advisor. The two of you together can develop a plan.

### **Can I take a course at a community college and transfer it back to Radford?**

Definitely courses that are going to be used to fulfill general education requirements can be taken at a community college and transferred back to Radford. You should always check with your advisor or the advising center before you select any courses to take so that we can help you to make sure you are going to take the correct course. We also ask that you complete our "Transfer Approval Form" before taking these courses elsewhere.

### **What grades do I need this semester to earn a certain GPA?**

This is really something you should discuss with your advisor. You can use the GPA calculator located at [https://eduweb.education.radford.edu/advising/gpa/gpa\\_calc.asp](https://eduweb.education.radford.edu/advising/gpa/gpa_calc.asp). Once you have keyed in the requested information, it will calculate a GPA based on that information.

### **What is PRAXIS?**

Praxis I is a basic proficiency exam that includes reading, writing, and math. Praxis II is a specific content exam. There is more information at the College of Education and Human Development's website.

### **What should I do if I don't pass the PRAXIS exam?**

You should study! There are plenty of aids available to help you prepare. You can get information at the TRC (Teacher's Resource Center) in Peters Hall, or you can go to this website for more information: <https://eduweb.education.radford.edu/praxis.asp>.

### **Why do I have to take all of these classes for general education when it doesn't apply to my major?**

All students at Radford University are required to complete 50 hours of general education. The purpose is to provide you a broad based foundation for any degree. Most of the courses also serve as pre-requisites for higher level courses. It won't be long before you will realize that these courses are going to be extremely helpful to you when you make it into a classroom of your own.

### **What do I do if my GPA is not high enough to take a certain course or block and student teach?**

When you are in this scenario you need to be in constant contact with your advisor. Not being able to take certain courses in your program because of a low GPA will put you behind. You may want to consider changing your major at this point. If your GPA is holding you back from blocking or student teaching, then you will need to change your major. If you do decide to change your major you need to do it in enough time so that you can graduate within that major. In any instance of your GPA holding you back from any courses or requirements you need to make sure you stay in contact with your advisor and come up with plans of what you are going to do.

**Will other states accept my Virginia License?**

Virginia has reciprocity agreements with over thirty states. While these agreements mean that other states will recognize your license they reserve the right to review your credentials. Even with reciprocity, you may be asked to take additional coursework or preparation. If this is the case, a provisional license will be granted and you will be given a limited number of years to meet the regulations.



## APPENDIX I

### College Resources

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, staff in the Center for Academic Advising and Student Support and the University catalog

#### **College contact information -**

Dean: Dr. Pat Shoemaker, Peters A119, 831-5439; Assistant to the Dean, Kathy Murphy.

Director of Field Experiences: Dr. Bill Zuti, Peters A114, 831-5277; Assistant to the Director, Gail Ayers, Peters A113, 831-5277.

Center for Academic Advising and Student Support: Donna Dunn, Coordinator, Peters A104, 831-5424; Academic Advisors, Lauren Thomas, Amy Schlottmann, Melissa Jones, Katie Webster; Teacher Licensure Specialist, Libby Hall; Receptionist, Joyce Nester.

Teaching Resources Center: Meghan Worrell, Director, Peters C111, 831-6285, Assistant Director, Sandi Joseph; Office Assistant, Jill Summerlin.

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

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

Director, School of Teacher Education and Leadership: Dr. Sandra Moore, Peters C165, 831-6425; Administrative Assistants for the School, Linda King and Kara Hall.

**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. The office is located in Tyler Hall, lower level 34.

**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, and locating employers. The office is located in Walker Hall 279.



**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. The Center has provided a GPA calculator on the web at <https://eduweb.education.radford.edu/advising/gpa/>. If you need assistance, see your advisor or an advisor in the Center (Peters A104).

**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. The office is located in Walker Hall 125.

**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 Class** - talk to your professor, your best resource when it comes to improving your grades

**Registrar's Office** - maintains student records, academic transcripts, coordinates course registration, provides enrollment verification, offers on-line degree audits, clarifies academic policies and procedures. The office is located in Martin Hall.

**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 ask for it!!



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