



Radford University
College of Education
and Human Development

*Academic Advising
Manual*

COLLEGE OF
education
AND
human development

2009-2010

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

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, careers in wellness, disease prevention, and nutrition therapy.

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.

Recreation, Parks, and Tourism: The Department of Recreation, Parks and Tourism prepares students for professional roles in municipal park and recreation agencies, youth-serving agencies, commercial for-profit facilities, health care and rehabilitation agencies, correctional institutions, church and religious-affiliated agencies, camping and outdoor settings, federal and state governmental units, resorts, adventure travel and commercial agencies. Students choose from 3 different concentrations: Tourism & recreation management, Recreation Therapy, and Outdoor Recreation.

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 Core Curriculum 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.

RADFORD UNIVERSITY PROGRAM OF STUDY

All undergraduate students at Radford University complete an essentially similar overall program of study. To earn an undergraduate degree from Radford University, all students must fulfill three sets of complementary requirements: core curriculum requirements, major requirements, and requirements associated with the student's specific degree option. Almost all programs in the College of Education and Human Development require practica, field work, internships, or student teaching.

You must fulfill specific degree program requirements to graduate as well as meet the minimum of 120+ credits for a Bachelor's degree.

Core Curriculum Requirements (43-45 hours)

- ❖ Courses designed to provide the student with strong liberal arts foundation upon which the remainder of the student's academic program rests

Major Requirements (30-105 hours)

- ❖ The major courses represent the student's principal field of study

Degree Requirements (6-12 hours)

- ❖ A degree represents both the academic level of a program (e.g., Radford's undergraduate students will earn a *Bachelor's degree*) and the general category into which it falls (Arts, Science, Business Administration, etc.). At Radford, the term "Arts" implies a language requirement; thus, students earning a Bachelor of Arts degree will have completed 6-12 hours of a single foreign language, with the precise amount of language required for the B.A. determined by the student's foreign language background. Courses meeting requirements in other categories (e.g., Bachelor of Science, Bachelor of Business Administration, Bachelor of Fine Arts, etc.) are chosen by the faculty in specific colleges or majors. Such courses are designed to both complement and supplement the major requirements.

Electives (0-34 hours)

- ❖ All students graduating from Radford must pass a minimum of 120 semester hours. (A few majors require more than 120.) While students in certain tightly-constructed majors have no elective courses, most students will need to take courses in addition to those meeting the requirements listed above to reach the 120 hour minimum. Theoretically, these courses may be taken in any discipline; electives offer students the opportunity to explore a variety of unfamiliar academic disciplines to broaden their intellectual horizons.

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 Core Curriculum Program

Program Mission: The purpose of the Core Curriculum is to give students a foundational learning experience where students improve their ability to think, both critically and analytically, and begin to take possession of the learning process. With few exceptions, Core Curriculum courses introduce students to a broad academic discipline or field of study and teach them how scholars discover and create knowledge in that area. As introductory courses, they do not assume any post-secondary study of the subject and may be the only course a student takes in a particular area. These courses provide students with the skills, knowledge, and perspectives that denote educated persons rather than preparing students for specific professions.

Summary of Core Curriculum Requirements

University Core

| | |
|---|------------------------|
| <u>Core A: Core Foundations</u> | <u>12 credit hours</u> |
| CORE 101, CORE 102, CORE 103*, CORE 201, CORE 202 | |
| <i>* CORE 103 will replace CORE 101 & 102 for those students in the RU Honors Academy and therefore will only have 9 credit hours in this area.</i> | |
| <u>Core B: Core Skill & Knowledge</u> | <u>16 credit hours</u> |
| Mathematical Science | 3 credit hours |
| Natural Sciences | 4 credit hours |
| Humanities | 3 credit hours |
| Visual and Performing Arts | 3 credit hours |
| Social and Behavioral Sciences | 3 credit hours |

College Core

| | |
|---|---------------------------|
| <u>Core A: National & International perspectives</u> | <u>6 credit hours</u> |
| U.S. Perspectives | 3 credit hours |
| Global Perspectives | 3 credit hours |
| <u>Core B: Supporting Skills & Knowledge</u> | <u>9-11 credit hours</u> |
| Mathematical Sciences or Natural Sciences | 3-4 credit hours |
| Humanities, Visual and Performing Arts, or Foreign Languages | 3-4 credit hours |
| Social and Behavioral Science or Health and Wellness | 3 credit hours |
| Total Credits | 43-45 credit hours |

Alternative Means of Fulfilling Core Curriculum

- ❖ 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 Core Curriculum requirements.
- ❖ Students who can demonstrate that their previous learning experiences are relevant to a particular course approved for Core Curriculum 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 Core Curriculum requirement. Community college students completing the Transfer Module will receive credit toward completion of the requirement.
- ❖ For complete information on the undergraduate Core Curriculum requirements visit the Core Curriculum site at <http://core.asp.radford.edu/requirements.htm>

Programs in the College of Education and Human Development have specific program requirements that students are encouraged to meet through their core curriculum program. Make sure you refer to the list of approved core curriculum courses that follows.

The following two sheets are approved courses for the Core Curriculum in two different formats for additional assistance.

CORE CURRICULUM PROGRAM (43-45 hours)

2009 - 2010 Academic Year

University Core A: Core Foundations (12hours required)

Required 12 hours:

CORE 101, CORE 102, CORE 103*, CORE 201 and CORE 202

* will replace CORE 101 and CORE 102 for those new students in the RU Honors Academy whose backgrounds and competence indicate that they are prepared for this course.

University Core B: Core Skills & Knowledge (16 hours required, one course from each area)

Mathematical Sciences (Required 3 hours):

MATH 111, MATH 112, MATH 114, MATH 116, MATH 125, MATH 126, MATH 132, MATH 137, MATH 138, MATH 151, MATH 152

Natural Sciences (Required 4 hours):

ASTR 111, ASTR 112, BIOL 103, BIOL 104, BIOL 105, CHEM 101, CHEM 102, CHEM 120, GEOL 100, GEOL 105, GEOL 106, PHYS 111, PHYS 112, PHYS 221, PHYS 222

Humanities (Required 3 hours):

ENGL 201, ENGL 202, ENGL 203, HIST 101, HIST 102, PHIL 111, PHIL 112, PHIL 114, RELN 111, RELN 112, RELN 200, RELN 202, RELN 206

Visual and Performing Arts (Required 3 hours):

ART 111, ART 215, ART 216, CVPA 266, DNCE 111, MUSC 100, MUSC 121, MUSC 123, THEA 100, THEA 180

Social and Behavioral Science (Required 3 hours):

ANTH/SOCY 121, APST 200, ECON 105, ECON 106, GEOG 101, GEOG 102, GEOG 103, HIST 111, HIST 112, POSC 110, POSC 120, PSYC 121, RELN 205, SOCY 110

College Core A: National and International Perspectives (6 hours required)

U.S. Perspectives (Required 3 hours):

APST 200, ECON 101, ECON 105, ECON 106, ENGL 203, GEOG 201, GEOG 202, GEOG 203, HIST 111, HIST 112, POSC 120, SOCY 110

Global Perspectives (Required 3 hours):

ANTH/SOCY 121, ENGL 201, CVPA 266, GEOG 101, GEOG 102, GEOG 140, GEOG 280, HIST 101, HIST 102, INST 101, ITEC 112, PEAC 200, RELN 112, RELN 205, THEA 180, WMST 101

College Core B: Supporting Skills and Knowledge (9-11 hours)

Mathematical or Natural Sciences (Required 3-4 hours):

MATH 111, MATH 112, MATH 114, MATH 116, MATH 125, MATH 126, MATH 132, MATH 137, MATH 138, MATH 151, MATH 152, STAT 200 **OR** ASTR 111, ASTR 112, BIOL 103, BIOL 104, BIOL 105, CHEM 101, CHEM 102, CHEM 120, GEOL 100, GEOL 105, GEOL 106, PHYS 111, PHYS 112, PHYS 221, PHYS 222

Humanities, Visual and Performing Arts, or Foreign Languages (Required 3-4 hours):

ENGL 201, ENGL 202, ENGL 203, HIST 101, HIST 102, PHIL 111, PHIL 112, PHIL 114, RELN 111, RELN 112, RELN 200, RELN 202, RELN 206 **OR** ART 111, ART 215, ART 216, CVPA 266, DNCE 111, MUSC 100, MUSC 121, MUSC 123, THEA 100, THEA 180 **OR** CHNS 101, CHNS 102, CHNS 201, CHNS 202, FORL 100, FORL 109, FORL 200, FORL 209, FORL 210, FORL 309, FORL 409, FREN 100, FREN 200, FREN 210, FREN 300, FREN 320, GRMN 100, GRMN 200, GRMN 210, GRMN 300, LATN 101, LATN 201, LATN 350, SPAN 101, SPAN 102, SPAN 201, SPAN 202

Social and Behavioral Sciences or Health and Wellness (Required 3 hours):

ANTH/SOCY 121, APST 200, ECON 105, ECON 106, GEOG 101, GEOG 102, GEOG 103, HIST 111, HIST 112, POSC 110, POSC 120, PSYC 121, RELN 205, SOCY 110 **OR** FDSN 214, HLTH 111, HLTH 200, NURS 111, RCPT 200

Students may use individual courses to meet only one Core Curriculum requirement. Some of the courses listed above have prerequisites. For additional information about Core Curriculum, consult the RU Catalog. 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

Core Curriculum Program (43-45 credit hours)
2009-2010 Academic Year

UNIVERSITY CORE

A. Core Foundations (12SH)

| | | |
|-----------|-------|---|
| CORE 101 | _____ | 3 |
| CORE 102 | _____ | 3 |
| CORE 103* | _____ | 3 |
| CORE 201 | _____ | 3 |
| CORE 202 | _____ | 3 |

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU Honors Academy

B. Core Skills & Knowledge (16SH)

Courses must be from different disciplines:

MATHEMATICAL SCIENCES (3SH)
(Math 111 or 112 recommended)

MATH _____ **3**
One of the following: **MATH** 111:112, 114, 116, 125, 126, 132, 137, 138, 151: 152

NATURAL SCIENCES (4 SH)

_____ **4**
One of the following: **ASTR** 111, 112 **BIOL** 103, 104, 105 **CHEM** 101: 102, 120 **GEOL** 100, 105:106 **PHYS** 111: 112, 221: 222

HUMANITIES (3 SH)

_____ **3**
One of the following: **ENGL** 201, 202, 203 **HIST** 101, 102 **PHIL** 111, 112, 114 **RELN** 111, 112, 200, 202, 206

VISUAL & PERFORMING ARTS (3 SH)

_____ **3**
One of the following: **ART** 111, 215, 216 **CVPA** 266, **DNCE** 111 **MUSC** 100, 121, 123 **THEA** 100, 180

SOCIAL/BEHAV. SCIENCES (3 SH)

_____ **3**
One of the following: **ANTH/SOCY** 121 **APST** 200 **ECON** 105, 106 **GEOG** 101, 102, 103 **HIST** 111, 112 **POSC** 110, 120 **PSYC** 121 **RELN** 205 **SOCY** 110

COLLEGE CORE

A. National & International Perspectives (6SH)

Courses must be from different disciplines:

U. S. PERSPECTIVES (3 SH)

_____ **3**
One of the following: **APST** 200 **ECON** 101, 105, 106, **ENGL** 203 **GEOG** 201, 202, 203 **HIST** 111, 112 **POSC** 120, **SOCY** 110

GLOBAL PERSPECTIVES (3SH)

_____ **3**
One of the following: **ANTH/SOCY** 121, **ENGL** 201 **CVPA** 266, **GEOG** 101, 102, 140, 280 **HIST** 101, 102 **INST** 101 **ITEC** 112 **PEAC** 200 **RELN** 112, 205, **THEA** 180 **WMST** 101

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)

_____ **3-4**
One of the following: **ASTR** 111, 112 **BIOL** 103, 104, 105 **CHEM** 101: 102, 120 **GEOL** 100, 105:106 **PHYS** 111: 112, 221:222 **OR MATH** 111:112, 114, 116, 125, 132, 137, 138, 151:152 **STAT** 200

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)

_____ **3-4**
One of the following: **ENGL** 201, 202, 203 **PHIL** 111, 112, 114 **RELN** 111, 112, 200, 202, 206 **Or ART** 111, 215, 216 **DNCE** 111 **MUSC** 100, 121, 123 **THEA** 100, 180 **Or CHNS** 101: 102, 201: 202 **FORL** 100, 109, 209, 309, 409, 200: 210 **FREN** 100, 200, 210, 300, 320 **GRMN** 100, 200: 210, 300 **LATN** 101: 102, 201, 350 **SPAN** 101: 102, 201: 202

SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)

_____ **3**
(**HLTH** 111, 200 recommended)
One of the following: **ANTH/SOCY** 121 **APST** 200 **ECON** 105, 106 **GEOG** 101, 102, 103 **HIST** 111, 112 **POSC** 110, 120 **PSYC** 121 **RELN** 205 **SOCY** 110 **HLTH** 111,200 **NURS** 111 **NUTR** 214 **RCPT** 200



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, careers in wellness, disease prevention, and nutrition therapy.

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.

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 15 for the progress sheet.

Fitness, Strength, and Conditioning concentration is offered through the Department of Exercise, Sport, and Health Education and allows students explore different areas of fitness, strength, and conditioning. In this concentration students choose 2 options in Commercial, Martial Arts Instructor, Health and Nutrition, Performance Training, or Children's Fitness Programming. This program is designed for students planning to pursue careers of leadership in the fitness industry, primarily in commercial, corporate, community or clinical outlets. See page 17 for the progress sheet.

Nutrition & Dietetics is offered through the Department of Exercise, Sport and Health Education and is designed to provide students the opportunity to become registered dietitians. The strength of the Radford University Dietetic Program is that the curriculum is focused on preparing students for careers in wellness, disease prevention and nutrition therapy. Alternative career paths also include nutrition management, public health, and the food industry. See page 21 for progress sheet.

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 19 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 23 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 25 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 27 for the progress sheet.

Progress Sheets

Exercise, Sport, and Health Education

- *Athletic Training (pg. 15)*
- *Fitness, Strength, and Conditioning (pg. 17)*
- *Nutrition and Dietetics (pg. 21)*
- *Physical/Health Education (pg. 23)*
- *Health Education and Health Promotion (pg. 19)*
- *Sport Administration (pg. 25)*
- *Sports Medicine (pg. 27)*

NAME _____ ID# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CORE

| | | | |
|---|---------|--|-----------|
| A. Core Foundations (12SH) | | B. Core Skills & Knowledge (16SH) | |
| CORE 101 | _____ 3 | Courses must be from different disciplines: | |
| CORE 102 | _____ 3 | MATHEMATICAL SCIENCES (3SH) | |
| CORE 103* | _____ 3 | MATH 137 | _____ 3** |
| CORE 201 | _____ 3 | NATURAL SCIENCES (4 SH) | |
| CORE 202 | _____ 3 | BIOL 105 | _____ 4** |
| NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement. | | HUMANITIES (3 SH) | |
| Students can use only one course with their major prefix to fulfill core requirements. | | _____ | _____ 3 |
| * Honors course – will replace CORE 101 & 102 for those students in the RU honors program | | One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 | |
| | | SOCIAL/BEHAV. SCIENCES (3 SH) | |
| | | PSYC 121 | _____ 3** |
| | | VISUAL & PERFORMING ARTS (3 SH) | |
| | | _____ | _____ 3 |
| | | One of the following: ART 111, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 | |

COLLEGE CORE

| | | | |
|---|---------|--|-----------|
| A. National & International Perspectives (6SH) | | B. Supporting Skills & Knowledge (9-11SH) | |
| Courses must be from different disciplines: | | NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH) | |
| U. S. PERSPECTIVES (3 SH) | | STAT 200 | _____ 3** |
| _____ | _____ 3 | HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH) | |
| One of the following: APST 200 | | _____ 3-4 | |
| ECON 101, 105, 106, ENGL 203 | | One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 Or | |
| GEOG 201, 202, 203 HIST 111, 112 | | ART 111, 215, 216 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 Or | |
| POSC 120, SOCY 110 | | CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200: 210 FREN 100, 200:210, 300, 320 GRMN 100, 200: 210, 300 LATN 101: 102, 201, 350 SPAN 101: 102, 201: 202 | |
| GLOBAL PERSPECTIVES (3SH) | | SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH) | |
| _____ | _____ 3 | HLTH 200 | _____ 3** |
| One of the following: ANTH/SOCY 121 ENGL 201 CVPA 266 GEOG 101, 102, 140, 280 HIST 101, 102 INST 101 ITEC 112 PEAC 200 RELN 112, 205, THEA 180 WMST 101 | | | |

ATHLETIC TRAINING

Concentration Requirements (77 Semester Hours)

A minimum of 120 hours is needed to graduate.

ESHE FOUNDATIONS: (18 Hours) (Athletic Training Specific):

| | | |
|-----------|---|------------------|
| ESHE 305* | Principles of Strength and Conditioning | _____ (3) F/S/SU |
| ESHE 350* | Sport and Exercise Psychology | _____ (3) F/S/SU |
| ESHE 390* | Kinesiology | _____ (3) FS |
| ESHE 392* | Exercise Physiology | _____ (3) FS |
| ESHE 461* | Org & Admin Health/Fitness Programs | _____ (3) S |
| HLTH 465* | Exercise, Performance, and Nutrition | _____ (3) F/S/SU |

Prerequisites

| |
|-------------------------------|
| HLTH 200/26 Hrs |
| PSYC 121 |
| BIOL 322 or 310 |
| BIOL 322 or 310 |
| HLTH 200, ESHE 360 or 460 |
| HLTH 200, BIOL 322 or 310/311 |

ATHLETIC TRAINING EDUCATION (59 Hours)

| | | |
|--------------|--|------------------|
| ESHE 150* | Fundamentals of Athletic Training | _____ (1) F |
| ESHE 201* | Introduction to Athletic Injuries | _____ (3) F/S/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 420* | Therapeutic Modalities | _____ (4) F |
| ESHE 422* | Assessment of Athletic Injuries II | _____ (3) S |
| ESHE 430* | Senior Seminar | _____ (3) S |
| HLTH 320* | Health and Safety Foundations | _____ (3) F/S/SU |
| 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 |
| CHEM 101/120 | General Chemistry/Chemistry of Life | _____ (4) F/S |

| |
|---|
| 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; **course must be completed 4 times. |
| ESHE 250, 323 |
| ESHE 250, 323 |
| ESHE 250, 323 |
| ESHE 325 |
| ESHE 323 |
| ESHE 323 |
| ESHE 355, 86 hrs. |
| HLTH 200 |
| BIOL 105 |
| BIOL 105 |
| BIOL 105 |

ADDITIONAL ELECTIVE of 2 credit hours if BIOL 322 is taken

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

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

Athletic Training 4 Year Plan 2009-2010

* Courses in **Bold** are required in Core Curriculum.

| Fall Semester | | Spring Semester | |
|---|------------------------|---|------------------------|
| Freshman Year | Cr. | Freshman Year | Cr. |
| *University Core A: Core 101 | 3 | *University Core A: Core 102 | 3 |
| University Core B: Math 137 | 3 | *University Core B: BIOL 105 | 4 |
| *CHEM 101 or CHEM 120 | 4 | University Core B: Humanities or V-P Arts | 3 |
| College Core B: HLTH 200 | 3 | University Core B: Psychology 121 | 3 |
| College Core A: US Perspectives | 3 | | |
| | Total 16 | (CHEM and BIOL105 must be completed before the fall sophomore year) | Total 13 |
| | | | |
| Sophomore Year | Cr. | Sophomore Year | Cr. |
| *University Core A: Core 201 | 3 | *University Core A: Core 202 | 3 |
| *ESHE 150: Fund. of Athletic Training | 1 | ESHE 201: Intro to Athletic Injuries | 3 |
| HLTH 320: HLTH and Safety Foundations | 3 | *ESHE 205: Intro to Athletic Training Skills | 2 |
| *BIOL 310 or BIOL 322: Anatomy/Physiology | 4/ 6 | *ESHE 225: Practicum I | 1 |
| University Core B: Humanities or V-P Arts | 3 | *BIOL 311 (if 310 taken in fall): Hum/Struc. II | 4 |
| | | ESHE 350: Sport Psychology | 3 |
| | | *ESHE 333: AT Skill Assessment | 1 |
| | Total 14-16 | | Total 13-17 |
| | | | |
| Junior Year | Cr. | Junior Year | Cr. |
| *ESHE 250: Practicum II | 3 | *ESHE 325: Practicum III | 3 |
| *ESHE 323: Assess. of Athletic Injuries I | 3 | *ESHE 335: Seminar in Athletic Training | 2 |
| ESHE 390: Kinesiology | 3 | *ESHE 340: General Medical Conditions | 3 |
| College Core B: STAT 200 | 3 | *ESHE 345: General Medical Rotation | 1 |
| ESHE 305: Strength and Conditioning | 3 | *ESHE 422: Assess. of Athletic Injuries II | 3 |
| *ESHE 333: AT Skill Assessment | 1 | *HLTH 465: Exercise, Perform, & Nutrition | 3 |
| | | *ESHE 333: AT Skill Assessment | 1 |
| | Total 16 | | Total 16 |
| | | | |
| Senior Year | Cr. | Senior Year | Cr. |
| *ESHE 355: Practicum IV | 4 | *ESHE 461: Org & Adm Health/Fitness | 3 |
| *ESHE 365: Therapeutic Exercise | 4 | *ESHE 430: Senior Seminar | 3 |
| *ESHE 420: Therapeutic Modalities | 4 | College Core A: Global Perspectives | 3 |
| ESHE 392: Exercise Physiology | 3 | College Core B : Human, VPA, FORL | 3 |
| *ESHE 333: AT Skill Assessment | 1 | Elective credits (if BIOL 322 taken) | 2 |
| | Total 16 | | Total 15 |

NAME _____ ID# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

| | | |
|-----------|-------|---|
| CORE 101 | _____ | 3 |
| CORE 102 | _____ | 3 |
| CORE 103* | _____ | 3 |
| CORE 201 | _____ | 3 |
| CORE 202 | _____ | 3 |

B. Core Skills & Knowledge (16SH)

Courses must be from different disciplines:
MATHEMATICAL SCIENCES (3SH)
 MATH 137 _____ 3**
NATURAL SCIENCES (4 SH)
 BIOL 105 _____ 4**
HUMANITIES (3 SH)
 _____ 3
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206
SOCIAL/BEHAV. SCIENCES (3 SH)
 PSYC 121 _____ 3**
VISUAL & PERFORMING ARTS (3 SH)
 _____ 3
 One of the following: ART 111, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU honors program

**Program requirements completed through Core Curriculum

COLLEGE CORE

A. National & International Perspectives (6SH)

Courses must be from different disciplines:
U. S. PERSPECTIVES (3 SH)
 _____ 3
 One of the following: APST 200 ECON 101, 105, 106, ENGL 203 GEOG 201, 202, 203 HIST 111, 112 POSC 120, SOCY 110
GLOBAL PERSPECTIVES (3SH)
 _____ 3
 One of the following: ANTH/SOCY 121 ENGL 201 CVPA 266 GEOG 101, 102, 140, 280 HIST 101, 102 INST 101 ITEC 112 PEAC 200 RELN 112, 205, THEA 180 WMST 101

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)
 STAT 200 _____ 3**
HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)
 _____ 3-4
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 Or ART 111, 215, 216 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 Or CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200: 210 FREN 100, 200:210, 300, 320 GRMN 100, 200: 210, 300 LATN 101: 102, 201, 350 SPAN 101: 102, 201: 202
SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)
 HLTH 200 _____ 3**

Fitness, Strength and Conditioning Required Courses (77-79 Semester Hours)

Fitness, Strength and Conditioning Option (48 Hrs)

| | | |
|----------|-----------|---------------------------------------|
| BIOL 322 | _____ (6) | Human Anatomy and Physiology |
| ESHE 201 | _____ (3) | Intro. Athletic Injuries |
| ESHE 305 | _____ (3) | Princ. & Prac. Strength and Condit. |
| ESHE 315 | _____ (3) | Physical Activity and Aging |
| ESHE 350 | _____ (3) | Sport and Exercise Psychology |
| ESHE 358 | _____ (3) | Technology in ESHE |
| ESHE 360 | _____ (3) | Marketing and Promotion ESHE |
| ESHE 395 | _____ (3) | Motor Behavior |
| ESHE 396 | _____ (3) | Assessment & Prescription Phy. Fit. |
| ESHE 397 | _____ (3) | Health/Fitness Program Development |
| ESHE 405 | _____ (3) | Personal Training Review |
| ESHE 460 | _____ (3) | Exercise Leadership in Health/Fitness |
| ESHE 461 | _____ (3) | Org. & Adm. Of Health/Fitness Prog. |
| HLTH 320 | _____ (3) | Health and Safety Foundations |
| HLTH 465 | _____ (3) | Exercise, Performance & Nutrition |

Term

F/S/SU
 F/S/SU
 F/S/SU
 F/S
 F/S/SU
 F/S
 F/S
 F/S/SU
 F/S
 S
 S
 F
 S
 F/S/SU
 F/S/SU

Pre-requisites

BIOL 105/26 Hrs
 HLTH 200/BIOL 322
 BIOL 322
 BIOL 105/ 56 HRS.
 PSYC 121
 56 Hrs
 PSYC 121
 ESHE 391 or ESHE 390 &392
 ESHE 391 or ESHE 390 &392
 ESHE 305, ESHE 391 or 390&392
 ESHE 391 or ESHE 390&392
 ESHE 391 or ESHE 390&392
 HLTH 200
 BIOL 322 OR 311, HLTH 200

Exercise Science Core (4-6 Hrs)

| | | | |
|-----------|----------|-----------|------------------------------|
| <u>AN</u> | ESHE 390 | _____ (3) | Kinesiology |
| | ESHE 392 | _____ (3) | Exercise Physiology |
| <u>O</u> | ESHE 391 | _____ (4) | Exercise Science Foundations |

F/S
 F/S
 F/S/SU

BIOL 310 & 311 or BIOL 322
 BIOL 310 & 311 or BIOL 322
 BIOL 322/HLTH 200

PROFESSIONAL FIELDWORK (7 Hrs)

| | | |
|----------|-----------|------------------------------------|
| ESHE 363 | _____ (1) | Seminar for Professional Fieldwork |
| ESHE 463 | _____ (6) | Fieldwork in ESHE |

F/S
 F/S/SU

To enroll and to graduate, gpa must be 2.1 overall and 2.5 in major (all ESHE and HTLH courses)

OPTIONS (18 Hrs) – Choose two options – All students must take ESHE 390 and ESHE 392 or ESHE 391 except for the Performance Training and these students must take ESHE 390 and 392. A prerequisite for ESHE 390/392 and 391 is BIOL 322.

| Commercial (9 hrs) | Martial Arts Instr. (9hrs) | Health & Nutr. (9hrs) | Perform. Training (6hrs) | Children's Fitness Prog. (10hrs) |
|---------------------------|-----------------------------------|----------------------------------|---------------------------------|---|
| COMS 173 _____ 3 | ESHE 262 _____ 3 | NUTR 214 _____ 3 | ESHE 388 _____ 3 | ESHE 210 _____ 2 |
| MKTG 340 _____ 3 | ESHE 310 _____ 3 | HLTH 250 _____ 3 | ESHE 496 _____ 3 | ESHE 294 _____ 2 |
| MKTG 341 _____ 3 | ESHE 361 _____ 3 | HLTH 475 _____ 3 | | ESHE 301 _____ 2 |
| MKTG 360 _____ 3 | ESHE 362 _____ 3 | NUTR 316 _____ 3 | | ESHE 302 _____ 2 |
| | | | | ESHE 306 _____ 2 |

Fitness Strength and Conditioning 4 Year Plan

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

| Fall Semester | | Spring Semester | |
|---|---------------------|---|-------------------------|
| Freshman Year | Cr. | Freshman Year | Cr. |
| *University Core A: Core 101 | 3 | *University Core A: Core 102 | 3 |
| University Core B: Math 137 | 3 | University Core B: BIOL 105 | 4 |
| University Core B: Humanities or V-P Arts | 3 | University Core B: Psychology 121 | 3 |
| College Core A: Global Perspectives | 3 | University Core B: Humanities or V-P Arts | 3 |
| College Core A: US Perspectives | 3 | | |
| | Total 15 | | Total 13 |
| | | | |
| Sophomore Year | Cr. | Sophomore Year | Cr. |
| *University Core A: Core 201 | 3 | *University Core A: Core 202 | 3 |
| College Core B: HLTH 200 | 3 | College Core B: STAT 200 | 3 |
| College Core B: Humanities/VPA/FORL | 3 | ESHE 390&392 or 391: Exer Science Core | 4 or 6 |
| BIOL 322: Human Anatomy and Physiology | 6 | ESHE 350: Sport Psychology | 3 |
| ESHE/HLTH Option Elective | 3 | | |
| | Total 18 | | Total 13 /15 |
| | | | |
| Junior Year | Cr. | Junior Year | Cr. |
| ESHE 201: Intro Athletic Injuries | 3 | ESHE 395: Motor Behavior | 3 |
| ESHE 315: Physical Activity & Aging | 3 | ESHE 305: P & P Strength and Conditioning | 3 |
| ESHE 358: Technology in ESHE | 3 | ESHE 396: Assessment and RX of Fitness | 3 |
| ESHE 360: Marketing and Promotion ESHE | 3 | *ESHE 397: Health/Fitness Prog. Develop. | 3 |
| ESHE/HLTH Option Elective | 3 | HTLH 320: Health & Safety Foundations | 3 |
| | | ESHE/HLTH Option Elective | 3 |
| | Total 18 | | Total 18 |
| | | | |
| Senior Year | Cr. | Senior Year | Cr. |
| *ESHE 460: Exercise Leadership in H/Fitness | 3 | *ESHE 405: Personal Training Review | 3 |
| HLTH 465: Ex., Perform, & Nutrition | 3 | *ESHE 461: O&A of Health/Fitness Prog. | 3 |
| ESHE/HLTH Option Elective | 3 | ESHE 463: Fieldwork in ESHE | 6 |
| ESHE/HLTH Option Elective | 3 | | |
| ESHE/HLTH Option Elective | 3 | | |
| ESHE 363: Seminar for Fieldwork | 1 | | |
| | Total 16 | | Total 12 |

****Plan ESHE Option Electives carefully to be sure they are offered when needed.**

NAME _____ ID# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

| | | |
|-----------|-------|---|
| CORE 101 | _____ | 3 |
| CORE 102 | _____ | 3 |
| CORE 103* | _____ | 3 |
| CORE 201 | _____ | 3 |
| CORE 202 | _____ | 3 |

B. Core Skills & Knowledge

(16SH)
 Courses must be from different disciplines:
MATHEMATICAL SCIENCES (3SH)
 MATH 137 _____ 3**

NATURAL SCIENCES (4 SH)
 BIOL 105 _____ 4**

HUMANITIES (3 SH)
 _____ 3
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206

SOCIAL/BEHAV. SCIENCES (3 SH)
 PSYC 121 _____ 3**

VISUAL & PERFORMING ARTS (3 SH)
 _____ 3
 One of the following: ART 111, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU honors program

**Program requirements met through Core Curriculum

COLLEGE CORE

A. National & International Perspectives (6SH)

Courses must be from different disciplines:
U. S. PERSPECTIVES (3 SH)
 _____ 3
 One of the following: APST 200 ECON 101, 105, 106, ENGL 203 GEOG 201, 202, 203 HIST 111, 112 POSC 120, SOCY 110

GLOBAL PERSPECTIVES (3SH)
 _____ 3
 One of the following: ANTH/SOCY 121 ENGL 201 CVPA 266 GEOG 101, 102, 140, 280 HIST 101, 102 INST 101 ITEC 112 PEAC 200 RELN 112, 205, THEA 180 WMST 101

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)
 STAT 200 _____ 3**

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)
 _____ 3-4
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 Or ART 111, 215, 216 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 Or CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200: 210 FREN 100, 200:210, 300, 320 GRMN 100, 200: 210, 300 LATN 101: 102, 201, 350 SPAN 101: 102, 201: 202

SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)
 HLTH 200 _____ 3**

HEALTH EDUCATION AND HEALTH PROMOTION

Required Courses (77 Semester Hours)

HEALTH EDUCATION AND PROMOTION CONCENTRATION (57 Semester hours)

| | | | |
|----------|-----------|--|-------|
| BIOL 322 | _____ (6) | Human Anatomy and Physiology | FS |
| NUTR 214 | _____ (3) | Introduction to Nutrition | FS |
| ESHE 315 | _____ (3) | Physical Activity and Aging | FS |
| ESHE 360 | _____ (3) | Marketing and Promotion of ESHE | F/S |
| ESHE 390 | _____ (3) | Kinesiology | FS/SU |
| ESHE 392 | _____ (3) | Exercise Physiology | FS/SU |
| ESHE 396 | _____ (3) | Assessment and Prescription | FS |
| HLTH 245 | _____ (3) | Foundations of Health | F |
| HLTH 250 | _____ (3) | Consumer Health | F |
| HLTH 300 | _____ (3) | Community Health and Epidemiology | S |
| HLTH 325 | _____ (3) | Diversity of Health in the United States | S |
| 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 |
| HLTH 475 | _____ (3) | Strategies for Health Behavior Change | F |
| HLTH 480 | _____ (3) | Helping Skills for Health Educators | S |
| HLTH 485 | _____ (3) | Health Program Planning and Evaluation | F |

Prerequisites

| |
|-----------------------------------|
| BIOL 105 |
| BIOL 105/ 56 HRS. |
| BIOL 322 |
| BIOL 322 |
| HLTH 200 & ESHE 391 or 392 |
| HLTH 200 |
| HLTH 245 & STAT 200 |
| HLTH 111, 200, NURS 111, NUTR 214 |
| BIOL 322 OR 311, HLTH 200 |
| HLTH 250 |
| HLTH 475 |
| 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 To enroll and to graduate, gpa must be 2.1 overall and 2.5 in major (all ESHE and HTLH courses) |

ELECTIVES (Minimum of 13 credit hours)

**** To graduate with Honors, a student must complete 60 semester hours at RU.**

Health Education/Health Promotion 4 Year Plan

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

| Fall Semester | | Spring Semester | |
|---|---------------------|---|---------------------|
| Freshman Year | Cr. | Freshman Year | Cr. |
| *University Core A: Core 101 | 3 | * University Core A: Core 102 | 3 |
| University Core B: BIOL 105 | 4 | College Core B: STAT 200 | 3 |
| University Core B: Psychology 121 | 3 | College Core B: HLTH 200 | 3 |
| University Core B: Humanities/VPA | 3 | University Core B: Humanities/VPA | 3 |
| University Core B: Math 137 | 3 | College Core A: Global Perspectives | 3 |
| | Total 16 | | Total 15 |
| | | | |
| Sophomore Year | Cr. | Sophomore Year | Cr. |
| * University Core A: Core 201 | 3 | * University Core A: Core 202 | 3 |
| BIOL 322 Human Anatomy and Physiology | 6 | HLTH 300 Community Health and Epidemiology | 3 |
| HLTH 245 Foundations of HEHP | 3 | NUTR 214 Introduction to Nutrition | 3 |
| HLTH 250 Consumer Health | 3 | College Core A: US Perspectives | 3 |
| | | College Core B: Humanities/VPA/FORL | 3 |
| | Total 15 | | Total 15 |
| | | | |
| Junior Year | Cr. | Junior Year | Cr. |
| ESHE 315 Physical Activity and Aging | 3 | ESHE 396 Assessment and Prescription | 3 |
| ESHE 360 Marketing Promotion ESHE | 3 | HLTH 325 Diversity of Health in the United States | 3 |
| ESHE 390, 392 Kinesiology, Exercise Physiology | 6 | HLTH 460 International Health | 3 |
| HLTH 451 Drug Use and Abuse | 3 | HLTH 453 Human Sexuality | 3 |
| _____ Elective | 3 | HLHT 465 Exercise, Perf. Nutrition | 3 |
| ESHE 315 Physical Activity and Aging | 3 | | |
| | Total 18 | | Total 15 |
| | | | |
| Senior Year | Cr. | Senior Year | Cr. |
| _____ Elective | 3 | ESHE 463 Fieldwork in ESHE | 6 |
| 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 | 3 | | |
| ESHE 363 Seminar Fieldwork | 1 | | |
| | Total 13 | | Total 12 |

NAME _____ ID# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

| | | |
|-----------|-------|---|
| CORE 101 | _____ | 3 |
| CORE 102 | _____ | 3 |
| CORE 103* | _____ | 3 |
| CORE 201 | _____ | 3 |
| CORE 202 | _____ | 3 |

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU honors program

** Program requirements met through Core Curriculum

B. Core Skills & Knowledge

(16SH)
 Courses must be from different disciplines:
MATHEMATICAL SCIENCES (3SH)
 MATH 137 _____ 3**

NATURAL SCIENCES (4 SH)
 CHEM 101 _____ 4**

HUMANITIES (3 SH)
 _____ 3
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206

SOCIAL/BEHAV. SCIENCES(3SH)
 PSYC 121 _____ 3**

VISUAL & PERFORMING ARTS (3 SH)
 _____ 3
 One of the following: ART 111, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180

COLLEGE CORE

A. National & International

Perspectives (6SH)
 Courses must be from different disciplines:
U. S. PERSPECTIVES (3 SH)
 _____ 3
 One of the following: APST 200 ECON 101, 105, 106, ENGL 203 GEOG 201, 202, 203 HIST 111, 112 POSC 120, SOCY 110

GLOBAL PERSPECTIVES (3SH)
 _____ 3
 One of the following: ANTH/SOCY 121 ENGL 201 CVPA 266 GEOG 101, 102, 140, 280 HIST 101, 102 INST 101 ITEC 112 PEAC 200 RELN 112, 205, THEA 180 WMST 101

B. Supporting Skills &

Knowledge (9-11SH)
NATURAL SCI. OR MATHEMATICAL SCIENCES (3-4 SH)
 STAT 200 _____ 3**

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)
 _____ 3-4
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 Or ART 111, 215, 216 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 Or CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200: 210 FREN 100, 200:210, 300, 320 GRMN 100, 200: 210, 300 LATN 101: 102, 201, 350 SPAN 101: 102, 201: 202

SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)
 NUTR 214 _____ 3**

NUTRITION AND DIETETICS MAJOR REQUIREMENTS

Required courses (59 Hours)

Major Courses:

| | | | |
|----------|--------------------------------------|-------|-------|
| NUTR 100 | Introduction to Prof. in FDSN | _____ | 2 (F) |
| NUTR 204 | Food Science and Preparation | _____ | 4 (F) |
| NUTR 214 | MET BY CORE REQUIREMENT | | |
| NUTR 218 | Food Service Studies I | _____ | 3 (F) |
| NUTR 219 | Food Service Studies II | _____ | 4 (S) |
| NUTR 300 | Medical Terminology | _____ | 1 (S) |
| NUTR 303 | Nutrition Assessment | _____ | 4 (F) |
| NUTR 304 | Rsrch Methods in Nutr. & Dietetics | _____ | 3 (S) |
| NUTR 314 | Comm. & Cult. Nutrition | _____ | 3 (F) |
| NUTR 316 | Nutr. Life Cycle I: Maternal & Child | _____ | 3 (F) |
| NUTR 317 | Nutr. Life Cycle II: Adult & Elderly | _____ | 3 (S) |
| NUTR 414 | Adv. Nutr. & Biochemistry I | _____ | 4 (F) |
| NUTR 415 | Adv. Nutr. & Biochemistry II | _____ | 4 (S) |
| NUTR 420 | Diet Planning & Preparation | _____ | 4 (S) |
| NUTR 425 | Medical Nutrition Therapy I | _____ | 4 (F) |
| NUTR 426 | Medical Nutrition Therapy II | _____ | 4 (S) |
| NUTR 435 | Nutr. Counseling & Educ. I | _____ | 3 (F) |
| NUTR 436 | Nutr. Counseling & Educ. II | _____ | 3 (S) |

Pre-requisites

NUTR 204 & 218

BIOL 322 & Junior Level
 BIOL 322, NUTR 316, CHEM 101, 103 or CHEM 120
 NUTR 214 & 48 hrs
 NUTR 214, BIOL 322, Junior Level
 NUTR 214, BIOL 322, Junior Level
 NUTR 304, 316, 317, CHEM 103, 120, BIOL 322, 334, SR level
 NUTR 304, 316, 317, CHEM 103, 120, BIOL 322, 334, SR level
 NUTR 204, 316, 317
 BIOL 322, NUTR 316, 317, 303, 300, CHEM 101, 103 or 120, SR level
 NUTR 425
 PSYC 121, BIOL 322, NUTR 316,303, CHEM 103 or 120, SR level
 NUTR 435

General Elective (3SH)

_____ 3
 Recommended electives include Spanish courses that indicate fluency in conversational Spanish

ADDITIONAL REQUIREMENTS (18SH)

| | | | | |
|----------|-----------------------------|-------|---|----------|
| CHEM 103 | General Chemistry | _____ | 4 | |
| BIOL 105 | Biology for Health Sciences | _____ | 4 | |
| BIOL 334 | Microbiology | _____ | 4 | BIOL 105 |
| BIOL 322 | Human Anatomy & Physiology | _____ | 6 | BIOL 105 |

B.S. Degree option : BIOL 322 fulfills the additional requirements for the B.S. Degree

Nutrition and Dietetics Program 4 Year Plan

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

| Fall Semester | | Spring Semester | |
|---|---------------------|---|---------------------|
| Freshman Year | Cr. | Freshman Year | Cr. |
| *University Core A: Core 101 | 3 | *University Core A: Core 102 | 3 |
| University Core B: CHEM 101 General Chemistry | 4 | CHEM 103 General Chemistry | 4 |
| College Core A: Global Perspectives | 3 | University Core B: Psychology 121 | 3 |
| * NUTR 100 Introduction to Professions in Nutrition and Dietetics | 2 | College Core A: US Perspectives | 3 |
| College Core B: NUTR 214 Introduction to Nutrition | 3 | University Core B: Visual/Performing Arts | 3 |
| | Total 15 | | Total 16 |
| | | | |
| Sophomore Year | Cr. | Sophomore Year | Cr. |
| *University Core A: Core 201 | 3 | *University Core A: Core 202 | 3 |
| * NUTR 204 Food Science and Preparation | 4 | BIOL 322 Anatomy and Physiology | 6 |
| BIOL 105 Biology for Health Science | 4 | * NUTR 219 Food Service Studies II: Operations Management | 4 |
| * NUTR 218 Food Service Studies I: Introduction to Food Service Systems | 3 | University Core B: MATH 137 College Algebra | 3 |
| | Total 14 | | Total 16 |
| | | | |
| Junior Year | Cr. | Junior Year | Cr. |
| College Core B: STAT 200 Intro to Statistics | 3 | * NUTR 300 Medical Terminology | 1 |
| University Core B: Humanities | 3 | * NUTR 304 Research Methods in Nutrition and Dietetics | 3 |
| * NUTR 303 Nutrition Assessment | 4 | * NUTR 317 Nutrition through the Life Cycle II: Adult and Elderly | 3 |
| * NUTR 314 Community and Cultural Nutrition | 3 | BIOL 334 Microbiology | 4 |
| * NUTR 316 Nutrition through the Life Cycle I. Maternal and Child | 3 | College Core B: Humanities, Visual & Performing Arts or Foreign Languages | 3 |
| | Total 16 | | Total 14 |
| | | | |
| Senior Year | Cr. | Senior Year | Cr. |
| * NUTR 414 Advanced Nutrition and Biochemistry | 4 | * NUTR 420 Diet Planning and Preparation | 4 |
| * NUTR 425 Medical Nutrition Therapy I | 4 | * NUTR 415 Advanced Nutrition and Biochemistry II | 4 |
| * NUTR 435 Nutrition Counseling and Education I | 3 | * NUTR 426 Medical Nutrition Therapy II | 4 |
| Elective | 3 | * NUTR 436 Nutrition Counseling and Education II | 3 |
| | Total 14 | | Total 15 |

NAME _____ ID# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

| | | |
|-----------|-------|---|
| CORE 101 | _____ | 3 |
| CORE 102 | _____ | 3 |
| CORE 103* | _____ | 3 |
| CORE 201 | _____ | 3 |
| CORE 202 | _____ | 3 |

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU honors program

**Program requirements met through Core Curriculum

B. Core Skills & Knowledge (16SH)

Courses must be from different disciplines:

MATHEMATICAL SCIENCES (3SH)
 MATH 137 _____ 3**

NATURAL SCIENCES (4 SH)
 BIOL 105 _____ 4**

HUMANITIES (3 SH)
 _____ 3
 One of the following: ENGL 201, 202, 203, HIST 101, 102, PHIL 111, 112, 114, RELN 111, 112, 200, 202, 206

SOCIAL/BEHAV. SCIENCES (3 SH)
 PSYC 121 _____ 3**

VISUAL & PERFORMING ARTS (3 SH)
 _____ 3
 One of the following: ART 111, 215, 216, CVPA 266, DNCE 111, MUSC 100, 121, 123 THEA 100, 180

COLLEGE CORE

A. National & International Perspectives (6SH)

Courses must be from different disciplines:
U. S. PERSPECTIVES (3 SH)

_____ 3
 One of the following: APST 200, ECON 101, 105, 106, ENGL 203, GEOG 201, 202, 203, HIST 111, 112, POSC 120, SOCY 110

GLOBAL PERSPECTIVES (3SH)

_____ 3
 One of the following: ANTH/SOCY 121, ENGL 201, CVPA 266, GEOG 101, 102, 140, 280, HIST 101, 102, INST 101, ITEC 112, PEAC 200, RELN 112, 205, THEA 180, WMST 101

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)

STAT 200 _____ 3**

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)

_____ 3-4
 One of the following: ENGL 201, 202, 203, HIST 101, 102, PHIL 111, 112, 114, RELN 111, 112, 200, 202, 206 Or ART 111, 215, 216, DNCE 111, MUSC 100, 121, 123, THEA 100, 180, Or CHNS 101: 102, 201: 202, FORL 100, 109, 209, 309, 409, 200: 210, FREN 100, 200:210, 300, 320, GRMN 100, 200: 210, 300, LATN 101: 102, 201, 350, SPAN 101: 102, 201: 202

SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)

HLTH 200 _____ 3**

Physical and Health Education

Required Courses (77 Semester Hours)

PHYSICAL AND HEALTH EDUCATION (38 Semester Hours)

| | | | Offered | Pre-requisites | |
|------|-----|-----------|-----------------------------------|----------------|-------------------------------|
| BIOL | 322 | _____ (6) | Human Anatomy and Physiology | F/S/SU | BIOL 105 |
| ESHE | 294 | _____ (2) | Motor Development | FS | ESHE 210 |
| ESHE | 301 | _____ (2) | T&P Fitness/Wellness | F/S | ESHE 210 |
| ESHE | 302 | _____ (2) | T&P Individual/Dual Activities | F/S | ESHE 210 |
| ESHE | 304 | _____ (2) | T&P Team Sport Activities | F/S | ESHE 210 |
| ESHE | 306 | _____ (2) | T&P Coop Games & Activities | F/SU | ESHE 210 |
| ESHE | 391 | _____ (4) | Exercise Science Foundations | F/S/SU | HLTH 200 & BIOL 322 |
| ESHE | 395 | _____ (3) | Motor Behavior | F/S | PSYC 121 |
| ESHE | 475 | _____ (3) | Applied PE Assessment | F/SU | ESHE 210 |
| HLTH | 362 | _____ (3) | Community Health and Disease | F | HLTH 200 |
| HLTH | 451 | _____ (3) | Drug Use and Abuse Education | F/S/SU | |
| HLTH | 453 | _____ (3) | Human Sexuality | S | |
| HLTH | 465 | _____ (3) | Exercise, Performance & Nutrition | F/S/SU | BIOL 322or BIOL 311, HLTH 200 |

PROFESSIONAL EDUCATION (18 Hrs.) NOTE: Must have a 2.5 gpa in professional education to student teach and graduate.

| | | | | | |
|------|-----|-----------|--|------|----------------|
| ESHE | 210 | _____ (2) | Introduction to Teaching PHED | S | |
| ESHE | 382 | _____ (4) | Methods of Teaching K-12 PE | F | ESHE 210 |
| ESHE | 385 | _____ (2) | Teaching PE for Inclusion | S/SU | ESHE 210 |
| HLTH | 382 | _____ (4) | Methods of Teaching K-12 Health | S | ESHE 210 |
| EDEF | 320 | _____ (3) | Introduction to Professional Education | F/S | 2.5 GPA |
| EDRD | 416 | _____ (3) | Content Reading and Literacy | F/S | 2.5 GPA |

PROFESSIONAL STUDENT TEACHING (12 Hrs.)

ESHE 453 _____ (12) %Student Teaching in PHED K-12 F/S %To enroll and to graduate, gpa must be a 2.5 overall and a 2.5 in major (all ESHE and HLTH courses except professional education); see admission/retention requirements for teacher education program

ELECTIVES (9 Hrs.)

| | | |
|-------|-------|-----------|
| _____ | _____ | _____ (3) |
| _____ | _____ | _____ (3) |
| _____ | _____ | _____ (3) |

* Electives must be approved by your advisor before you register for them.

Recommended electives include; ESHE 201 (3), ESHE 305 (3), ESHE 362 (3), ESHE 388 (3), HLTH 320 (3), HLTH 410 (3), and HLTH 412 (3).

*To graduate with honors, 60 semester hours must be completed at RU.

Physical and Health Education Teaching 4 Year Plan

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

| Fall Semester | | Spring Semester | |
|---|---------------------|---|---------------------|
| Freshman Year: (32 Hours) (Pre-Teaching) | Cr. | Freshman Year (Pre-Teaching) | Cr. |
| *University Core A: Core 101 | 3 | * University Core A: Core 102 | 3 |
| University Core B: Humanities or VPA | 3 | ESHE 210: Intro. to Teaching | 2 |
| College Core A: Global Perspectives | 3 | College Core B: HLTH 200 | 3 |
| College Core A: US Perspectives | 3 | College Core B: Humanities/VPA/Foreign Lang | 3 |
| University Core B: BIOL 105 | 4 | University Core B: Math 137 | 3 |
| | Total 16 | **Spring of Freshmen Year-take Praxis I | Total 14 |
| | | | |
| Sophomore Year (32 Hours) (Pre-Teaching) | | Sophomore Year (Pre-Teaching) | |
| * University Core A: Core 201 | 3 | * University Core A: Core 202 | 3 |
| University Core B: Psychology 121 | 3 | ESHE 294: Motor Development | 2 |
| BIOL 322: Anatomy & Phys. | 6 | University Core B: Humanities or VPA | 3 |
| ESHE 302: T & P Ind./Dual Sports | 2 | College Core B: STAT 200 | 3 |
| | | ESHE/HLTH Elective | 3 |
| | | ESHE 304: T & P Team Sports | 2 |
| | Total 14 | **Spring of Sophomore Year...Complete Praxis I | Total 16 |
| | | | |
| Junior Year (36 Hours) (In-Program) | | (In-Program) | |
| 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 | HLTH 453: Human Sexuality | 3 |
| HLTH 362: Community Health and Disease | 3 | HLTH 451: Drug Use/Abuse | 3 |
| ESHE/HLTH Elective | 3 | HLTH 465: Nutrition | 3 |
| | Total 15 | **Spring of Junior Year....take Praxis II @ end of spring semester **Apply to College of Education Teacher Education Program | Total 16 |
| | | | |
| Senior Year (30 Hours) (In-Program) | | Senior Year (In-Program) | |
| ESHE 306: T & P Coop Games | 2 | ESHE 453: Student Teaching (F/S) | 12 |
| ESHE 382: Physical Education Methods K-12 | 4 | | |
| ESHE 475: App. Physical Education Assess. | 3 | | |
| ESHE 301: T & P Fitness/Wellness | 2 | | |
| EDRD 416: Content Reading | 3 | | |
| ESHE/HLTH Elective | 3 | | |
| | Total 17 | | Total 12 |

NAME _____ ID# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

| | | |
|-----------|-------|---|
| CORE 101 | _____ | 3 |
| CORE 102 | _____ | 3 |
| CORE 103* | _____ | 3 |
| CORE 201 | _____ | 3 |
| CORE 202 | _____ | 3 |

B. Core Skills & Knowledge

(16SH)
 Courses must be from different disciplines:
MATHEMATICAL SCIENCES (3SH)
 MATH 137 _____ 3**

NATURAL SCIENCES (4 SH)
 BIOL 105 _____ 4**

HUMANITIES (3 SH)
 _____ 3
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206

SOCIAL/BEHAV. SCIENCES (3 SH)
 PSYC 121 _____ 3**

VISUAL & PERFORMING ARTS (3 SH)
 _____ 3
 One of the following: ART 111, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU honors program

**Program requirements met through Core Curriculum

COLLEGE CORE

A. National & International Perspectives (6SH)

Courses must be from different disciplines:
U. S. PERSPECTIVES (3 SH)
 _____ 3
 One of the following: APST 200 ECON 101, 105, 106 ENGL 203 GEOG 201, 202, 203 HIST 111, 112 POSC 120, SOCY 110

GLOBAL PERSPECTIVES (3SH)
 _____ 3
 One of the following: ANTH/SOCY 121 ENGL 201 CVPA 266 GEOG 101, 102, 140, 280 HIST 101, 102 INST 101 ITEC 112 PEAC 200 RELN 112, 205, THEA 180 WMST 101

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)
 STAT 200 _____ 3**

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)
 _____ 3-4
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 Or ART 111, 215, 216 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 Or CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200: 210 FREN 100, 200:210, 300, 320 GRMN 100, 200: 210, 300 LATN 101: 102, 201, 350 SPAN 101: 102, 201: 202

SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)
 HLTH 200 _____ 3**

Sport Administration Concentration

Required Courses (77 Semester Hours)

Sport Administration Concentration (46 Semester Hours)

| | | | |
|--------------|-----------|---|--------|
| BIOL 322 | _____ (6) | Human Anatomy and Physiology | F/S/SU |
| ENGL 306/307 | _____ (3) | Technical Writing | S |
| ESHE 201 | _____ (3) | Intro Athletic Training | F/S/SU |
| ESHE 212 | _____ (3) | Intro to Sport Management | F/S |
| ESHE 305 | _____ (3) | Principles of Strength and Conditioning | F/S |
| ESHE 350 | _____ (3) | Sports and Exercise Psychology | F/S/SU |
| ESHE 358 | _____ (3) | Technology in ESHE | F/S |
| ESHE 360 | _____ (3) | Marketing and Promotions of ESHE | F/S |
| ESHE 388 | _____ (3) | Coaching Management | F/S |
| ESHE 391 | _____ (4) | Exercise Science Foundations | F/S/SU |
| ESHE 395 | _____ (3) | Motor Behavior Foundations | F/S/SU |
| ESHE 415 | _____ (3) | Sport Administration | S |
| ESHE 461 | _____ (3) | Org & Adm of ESHE programs | S |
| ESHE/HLTH | _____ (3) | Elective | F/S/SU |

Pre-requisites

| | |
|-------------------|------------------|
| BIOL 105 | 56 hrs. |
| HLTH 200/BIOL 322 | 15 hrs. |
| HLTH 200 | 56 hrs. |
| PSYCH 121 | 56 hrs. |
| BIOL 322/HLTH 200 | 56 hrs. |
| PSYC 121 | ESHE 212/56 hrs. |
| HLTH 200 | |

Interdisciplinary (15 Semester Hours)

Select from 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) |
| COMS 104; 146; 173; 204; 225; 230; 250; 336; 337; 414 | _____ (3) |
| ECON 105/106; 313 | _____ (3) |

APPROVED ELECTIVES (total 120 hrs.)

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

ELECTIVES (Minimum of 9 Hrs.)

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

*Minors are encouraged in: Business Administration, Management, Marketing, Communication (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) | F/S |
| ESHE 463 | Professional Fieldwork in ESHE | _____ (6-12) | F/S/SU To enroll and to graduate, gpa must be 2.1 overall and 2.5 in major (all ESHE and HTLH courses) |

Sport Administration 4 Year Plan

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

| Fall Semester | | Spring Semester | |
|---|---------------------|--|---------------------|
| Freshman Year | Cr. | Freshman Year | Cr. |
| *University Core A: Core 101 | 3 | * University Core A: Core 102 | 3 |
| University Core B: Humanities or VPA | 3 | University Core B: Psychology 121 | 3 |
| College Core A: Global Perspectives | 3 | College Core B: HLTH 200 | 3 |
| College Core A: US Perspectives | 3 | College Core B: Humanities/VPA/Foreign Lang | 3 |
| University Core B: BIOL 105 | 4 | University Core B: Math 137 | 3 |
| | Total 16 | | Total 15 |
| | | | |
| Sophomore Year | | Sophomore Year | |
| * University Core A: Core 201 | 3 | * University Core A: Core 202 | 3 |
| University Core B: Humanities or VPA | 3 | BIOL 322: Anatomy & Phys. | 6 |
| College Core B: STAT 200 | 3 | ESHE 360: Marketing & Promotion in ESHE | 3 |
| ESHE 212: Intro to Sport Management | 3 | Interdisciplinary Course | 3 |
| ESHE 395: Motor Behavior Foundations | 3 | | |
| | | | |
| | Total 15 | <i>Talk to advisor about choosing a minor to complement your degree & interests.</i> | Total 15 |
| | | | |
| Junior Year | | Junior Year | |
| ESHE 391: Exercise Science Foundations | 4 | ESHE 201: Intro to Athletic Training | 3 |
| ESHE 358: Technology in ESHE | 3 | ESHE 388: Coaching Management | 3 |
| ENGL 306/307 | 3 | ESHE 350: Sport Psychology | 3 |
| Interdisciplinary Course | 3 | Interdisciplinary Course | 3 |
| Elective/minor | 3 | Elective/minor | 3 |
| | Total 16 | | Total 15 |
| | | | |
| Senior Year | | Senior Year | |
| ESHE 305: Principles of Strength & Conditioning | 3 | ESHE 415: Sport Administration | 3 |
| ESHE 363: Prof. Seminar in ESHE Fieldwork | 1 | ESHE 461: Org & Admin of ESHE Programs | 3 |
| ESHE/HLTH Elective | 3 | ESHE 463: Professional Fieldwork in ESHE | 6 |
| Interdisciplinary Course | 3 | | |
| Interdisciplinary Course | 3 | | |
| Elective/minor | 3 | | |
| | Total 16 | | Total 12 |

NAME _____ ID# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

| | | |
|-----------|-------|---|
| CORE 101 | _____ | 3 |
| CORE 102 | _____ | 3 |
| CORE 103* | _____ | 3 |
| CORE 201 | _____ | 3 |
| CORE 202 | _____ | 3 |

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU honors program

**Program requirements met through Core Curriculum

B. Core Skills & Knowledge (16SH)

Courses must be from different disciplines:

MATHEMATICAL SCIENCES (3SH)
 MATH 137 _____ 3**

NATURAL SCIENCES (4 SH)
 BIOL 105 _____ 4**

HUMANITIES (3 SH)
 _____ 3
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206

SOCIAL/BEHAV. SCIENCES (3 SH)
 PSYC 121 _____ 3**

VISUAL & PERFORMING ARTS (3 SH)
 _____ 3
 One of the following: ART 111, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180

COLLEGE CORE

A. National & International Perspectives (6SH)

Courses must be from different disciplines:

U. S. PERSPECTIVES (3 SH)
 _____ 3
 One of the following: APST 200 ECON 101, 105, 106, ENGL 203 GEOG 201, 202, 203 HIST 111, 112 POSC 120, SOCY 110

GLOBAL PERSPECTIVES (3SH)
 _____ 3
 One of the following: ANTH/SOCY 121 ENGL 201 CVPA 266 GEOG 101, 102, 140, 280 HIST 101, 102 INST 101 ITEC 112 PEAC 200 RELN 112, 205, THEA 180 WMST 101

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)
 STAT 200 _____ 3**

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)
 _____ 3-4
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 Or ART 111, 215, 216 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 Or CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200: 210 FREN 100, 200:210, 300, 320 GRMN 100, 200: 210, 300 LATN 101: 102, 201, 350 SPAN 101: 102, 201: 202

SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)
 HLTH 200 _____ 3**

Sports Medicine

Required Courses (77 Semester Hours)

Sports Medicine CONCENTRATION (57 Hours) *Must have a 3.00 gpa to enroll in course

| | | | |
|--------------|-----------|--|--------|
| CHEM 101 | _____ (4) | General Chemistry | F |
| CHEM 102/103 | _____ (4) | General Chemistry | S |
| BIOL 310 | _____ (4) | Human Structure and Function I | F |
| BIOL 311 | _____ (4) | Human Structure and Function II | S |
| PSYC 230/439 | _____ (3) | Lifespan Devel. or Abnormal Psys. | F/S |
| ESHE 201 | _____ (3) | Intro. Athletic Injuries | F/S/SU |
| ESHE 305* | _____ (3) | Princ. & Prac. Strength and Condit. | F/S/SU |
| ESHE 315* | _____ (3) | Physical Activity and Aging | F/S |
| ESHE 323* | _____ (3) | Assess. of Athletic Injuries I – Extrem. | F |
| ESHE 350* | _____ (3) | Sport and Exercise Psychology | F/S/SU |
| ESHE 365* | _____ (4) | Therapeutic Exercise | F |
| ESHE 390* | _____ (3) | Kinesiology | F/S |
| ESHE 392* | _____ (3) | Exercise Physiology | F/S |
| ESHE 396* | _____ (3) | Assessment and Prescription | F/S |
| ESHE 420* | _____ (4) | Therapeutic Modalities | F |
| HLTH 465* | _____ (3) | Exercise, Performance & Nutrition | F/S/SU |
| ESHE/HLTH | _____ (3) | ESHE/HTLH Approved Elective | F/S |

Approved Science (8 Hours): Choose 2 science courses from the approved courses below

| | | | |
|----------|-----------|-------------------|------|
| PHYS 111 | _____ (4) | General Physics | F/SU |
| PHYS 112 | _____ (4) | General Physics | S/SU |
| CHEM 301 | _____ (4) | Organic Chemistry | F |
| CHEM 302 | _____ (4) | Organic Chemistry | S |
| BIOL 334 | _____ (4) | Microbiology | S |
| BIOL 471 | _____ (4) | Biochemistry | F |

PROFESSIONAL FIELDWORK (7-13 Hrs.)

| | | | |
|----------|--------------|------------------------------------|--------|
| ESHE 363 | _____ (1) | Seminar for Professional Fieldwork | F/S |
| ESHE 463 | _____ (6-12) | Fieldwork in ESHE | F/S/SU |

NOTE: To Graduate with Honors, a student must complete 60 semester hours at RU.

Pre-requisites

| |
|----------------------------|
| BIOL 105 |
| BIOL 105 |
| PSYC 121 |
| HLTH 200/BIOL 310 |
| BIOL 322 |
| BIOL 105/ 56 HRS. |
| BIOL 310 |
| PSYC 121 |
| ESHE 323 |
| BIOL 310 & 311 or BIOL 322 |
| BIOL 310 & 311 or BIOL 322 |
| EHSE 392 |
| ESHE 323 |
| BIOL 322 OR 311, HLTH 200 |
| MATH 137 or equivalent |
| MATH 137 or equivalent |
| CHEM 102 |
| CHEM 102 |
| BIOL 105 |
| BIOL 105 and CHEM 302 |

ELECTIVES (5 hours)* electives should be approved by your advisor before you register for them

To enroll & graduate requires 2.1 gpa overall/2.5 in-major gpa (All ESHE, HLTH and BIOL 310 & 311)

Sports Medicine 4 Year Plan

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

| Fall Semester | | Spring Semester | |
|---|---------------------|--|---------------------|
| Freshman Year | Cr. | Freshman Year | Cr. |
| *University Core A: Core 101 | 3 | * University Core A: Core 102 | 3 |
| University Core B: Humanities or V-P Arts | 3 | University Core B: Math 137 | 3 |
| College Core A: Global Perspectives | 3 | University Core B: Psychology 121 | 3 |
| College Core A: US Perspectives | 3 | University Core B: Humanities/VPA | 3 |
| *Chemistry 101 | 4 | *Chemistry 102 or 103 | 4 |
| | Total 15 | Must take BIOL 105 (University Core B) 4 hrs summer to stay on track for BIOL 310 & 311 | Total 16 |
| | | | |
| Sophomore Year | Cr. | Sophomore Year | Cr. |
| * University Core A: Core 201 | 3 | * University Core A: Core 202 | 3 |
| *BIOL 310: Structure & Function I | 4 | *BIOL 311: Structure & Function II | 4 |
| College Core B: HLTH 200 | 3 | ESHE 201: Intro to Athletic Injuries | 3 |
| College Core B: Humanities/VPA/FORL | 3 | ESHE 315: Physical Activity and Aging | 3 |
| Approved Elective | 3 | Approved Elective | 3 |
| | | | |
| | Total 16 | | Total 16 |
| | | | |
| Junior Year | Cr. | Junior Year | Cr. |
| College Core B: STAT 200 | 3 | ESHE 305: Strength & Conditioning | 3 |
| *ESHE 323: Assess. of Athletic Injuries I | 3 | ESHE 396: Assess. & Prescription | 3 |
| ESHE 350: Sport Psychology | 3 | HLTH 465: Ex. Perform. & Nutrition | 3 |
| ESHE 390: Kinesiology | 3 | PSYC 230 or 439 | 3 |
| ESHE 392: Exercise Physiology | 3 | ESHE/HLTH approved elective | 3 |
| | | | |
| | Total 15 | Recommend: Take GRE in Summer | Total 15 |
| | | | |
| Senior Year | Cr. | Senior Year | Cr. |
| Approved Science | 4 | Approved Science | 4 |
| *ESHE 365: Therapeutic Exercise | 4 | ESHE 463: Fieldwork in ESHE | 6 |
| *ESHE 420: Therapeutic Modalities | 4 | | |
| ESHE 363: Pre-internship | 1 | | |
| | | | |
| Recommend: Apply for Graduate School | Total 13 | | Total 10 |



Department of Recreation, Parks and Tourism

Today, Americans have more discretionary time than any society in the history of the world. As a result, there has been extensive expansion in recreation, parks, and tourism provided through community agencies and private businesses. In addition, interest in the role recreation, parks, and tourism can play in the health, social adjustment, and rehabilitation of individuals of all ages has increased the demand for professionals with knowledge and skills in recreation therapy.

The Department of Recreation, Parks and Tourism prepares students for professional roles in public park and recreation agencies, youth-serving agencies, commercial for-profit facilities, health care and rehabilitation agencies, correctional institutions, church and religious-affiliated agencies, camping and outdoor settings, federal and state governmental units, resorts, adventure travel, and commercial recreation agencies. The undergraduate program offers a Bachelor of Arts (BA) or Bachelor of Science (BS) degree. The Council on Accreditation, which is sponsored by the National Recreation and Park Association (NRPA) in cooperation with the American Association for Leisure and Recreation (AALR) and recognized by the Council on Postsecondary Accreditation, accredits the program. Concentrations in tourism and recreation management and recreation therapy are accredited. A concentration in outdoor recreation is also available. Students that complete all requirements for the recreation therapy concentration meet eligibility requirements to take the certification examination from the National Council for Therapeutic Recreation Certification (NCTRC). All students, regardless of their concentration, are eligible to take the examination for certification through the National Recreation and Park Association as a Certified Park and Recreation Professional (CPRP).

Each graduate from the Department of Recreation, Parks and Tourism will be qualified to take the Certified Park and Recreation Professional (CPRP) examination. Requirements and further details can be obtained directly from National Recreation and Park Association (www.nrpa.org). The CPRP process is separate from university degree requirements and is the responsibility of each individual student and not the faculty nor Radford University.

Recreation, Parks, and Tourism Summary of Program

Recreation, Parks, and Tourism prepares students for management and leadership roles in municipal park and recreation agencies, correctional institutions, churches and religious-affiliated agencies, camping and outdoor settings, federal and state governmental units, resorts, adventure travel, and commercial recreation agencies. Students get to choose from 3 different concentration in this program, *Tourism and Recreation Management, Recreation Therapy, and Outdoor Recreation*. Progress Sheet can be found on Page 35.

NAME _____

ID# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12 SH)

CORE 101 _____ 3

CORE 102 _____ 3

CORE 103 _____ 3
(CORE 103 will replace CORE 101 & 102 for those students in the RU Honors Academy)

CORE 201 _____ 3

CORE 202 _____ 3

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

**Program requirement met through Core Curriculum

B. Core Skills & Knowledge (16 SH)

Courses must be from different disciplines:

MATHEMATICAL SCIENCES (3 SH)

MATH 114 is recommended.

MATH _____ 3

One of the following: MATH 111: 112, 114, 116, 125, 126, 132, 137, 138, 151: 152

NATURAL SCIENCES (4 SH)

*BIOL 105 required for Recreation Therapy. BIOL 103 required for Outdoor Recreation***

_____ 4

One of the following: ASTR 111, 112 BIOL 103, 104, 105 CHEM 101: 102, 120 GEOL 100, 105: 106 PHYS 111: 112, 221: 222

HUMANITIES (3 SH)

_____ 3

One of the following: *ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206

SOCIAL/BEHAV. SCIENCES (3 SH)

*PSYC 121 required for Recreation Therapy***

_____ 3

One of the following: ANTH/SOCY 121 APST 200 ECON 105, 106 GEOG 101, 102, 103 HIST 111, 112 POSC 110, 120 PSYC 121 RELN 205 SOCY 110

VISUAL & PERFORMING ARTS (3 SH)

_____ 3

One of the following: ART 111, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180

COLLEGE CORE

A. National & International Perspectives (6 SH)

Courses must be from different disciplines:

U. S. PERSPECTIVES (3 SH)

_____ 3

One of the following: APST 200 ECON 101, 105, 106 ENGL 203 GEOG 201, 202, 203 HIST 111, 112 POSC 120 SOCY 110

GLOBAL PERSPECTIVES (3 SH)

_____ 3

One of the following: ANTH/SOCY 121 ENGL 201 CVPA 266 GEOG 101, 102, 140, 280 HIST 101, 102 INST 101 ITEC 112 PEAC 200 RELN 112, 205 THEA 180 WMST 101

B. Supporting Skills & Knowledge (9-11 SH)

NATURAL SCIENCES OR

MATHEMATICAL SCIENCES (3-4 SH)

BIOL 104 recommended for Recreation Therapy.

_____ 3-4

One of the following: ASTR 111, 112 BIOL 103, 104, 105 CHEM 101: 102, 120 GEOL 100, 105: 106 PHYS 111: 112, 221: 222 MATH 111: 112, 114, 116, 125, 126, 132, 137, 138, 151: 152 STAT 200

HUMANITIES, VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGES (3-4 SH)

One of the following: *ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 ART 111, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200: 210 FREN 100, 200:210, 300, 320 GRMN 100, 200: 210, 300 LATN 101: 102, 201, 350 SPAN 101: 102, 201: 202

SOCIAL & BEHAVIORAL SCIENCES OR HEALTH & WELLNESS (3 SH)

RCPT 200 is NOT recommended.

_____ (3)

One of the following: ANTH/SOCY 121 APST 200 ECON 105, 106 GEOG 101, 102, 103 HIST 111, 112 POSC 110, 120 PSYC 121 RELN 205 SOCY 110 NUTR 214, HLTH 111, 200 NURS 111 RCPT 200

RECREATION, PARKS & TOURISM MAJOR REQUIREMENTS

MAJOR REQUIREMENTS (45 SH)

RCPT 112 _____ 3
RCPT 210 _____ 3
RCPT 230 _____ 3
RCPT 313 _____ 3
RCPT 314 _____ 3
RCPT 319 _____ 3
RCPT 328 _____ 3
RCPT 336 _____ 3
RCPT 365 _____ 3
RCPT 413 _____ 3
RCPT 423 _____ 3
RCPT 470 _____ 12

NOTE for all RCPT programs:

120 Sem. Hrs. Required for Graduation

To graduate with honors, 60 sem. Hrs. must be completed at RU

2.1 GPA overall and 2.5 major GPA required to register for RCPT 413 and RCPT 470

RCPT CONCENTRATIONS

Outdoor Recreation

RCPT 317 _____ 3
RCPT 331 _____ 3
6 SH from:
RCPT 235/417(Must be related to Outdoor Recreation)/421/441/476
RCPT _____ 3
RCPT _____ 3
*6-8 SH from ANTH, ASTR, BIOL, COMS, CRJU, GEOG, GEOL, MGNT, MKTG, PHSC, PSYC, SOCY or SOWK
_____ 3-4
_____ 3-4

Recreation Therapy

RCPT 340 _____ 3
RCPT 342 _____ 3
RCPT 344 _____ 3
RCPT 445 _____ 3
*BIOL 322 or 310&311 _____ 6-8
PSYC 230 _____ 3
PSYC 439 _____ 3

Tourism & Recreation Management

12 SH from:
RCPT 350 _____ 3
RCPT 424 _____ 3
RCPT 425 _____ 3
RCPT 431 _____ 3
RCPT 435 _____ 3
RCPT 417 _____ 3
(Must be related to management)
*6 SH from ACTG, ANTH, BLAW, COMS, ECON, GEOG, MGNT, MKTG, NUTR, PSYC, SOCY or SOWK
_____ 3
_____ 3

GENERAL ELECTIVES

(8-17 SH)

Students are encouraged to select additional supportive coursework to enhance their education.

_____ 3-4
_____ 3-4
_____ 3-4
_____ 3-4
_____ 3-4

DEGREE CONCENTRATION

For BS Degree:

*These semester hours meet BS degree requirements.

For BA Degree:

Take 8-12 SH of one foreign language. See catalog.

_____ 3-4
_____ 3-4
_____ 3-4
_____ 3-4

Year Academic Plan (2009-10)

Outdoor Recreation Concentration

You should attempt to structure your course schedule as indicated in the following plan. There is some flexibility within the course sequencing of core curriculum requirements. Students may want to alter the sequence of some courses based on individual academic strengths and weaknesses. These changes should always be done in consultation with your advisor.

FALL SEMESTER

SPRING SEMESTER

FRESHMAN YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|------------------------------|-----------------------|
| CORE 101 | 3 |
| BIOL 103 | 4 |
| Social & Behavioral Sciences | 3 |
| Visual & Performing Arts | 3 |
| RCPT 112 | 3 |
| UNIV 100 or Elective | <u>1</u> |
| Total | 17 |

| <u>Course</u> | <u>Semester Hours</u> |
|---|-----------------------|
| CORE 102 | 3 |
| Mathematical Sciences | 3 |
| Social & Behavioral Sciences or Health & Wellness | 3 |
| Humanities | 3 |
| RCPT 210 | <u>3</u> |
| Total | 15 |

SOPHOMORE YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|---|-----------------------|
| CORE 201 | 3 |
| Natural Sciences or Mathematical Sciences | 3-4 |
| Global Perspectives | 3 |
| RCPT 230 | 3 |
| Elective | <u>3</u> |
| Total | 15-16 |

| <u>Course</u> | <u>Semester Hours</u> |
|---|-----------------------|
| CORE 202 | 3 |
| U.S. Perspectives | 3 |
| Humanities, Visual & Performing Arts or Foreign Languages | 3 |
| RCPT 313 | 3 |
| RCPT 331 (spring) | <u>3</u> |
| Total | 15 |

JUNIOR YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|------------------------|-----------------------|
| RCPT 314 | 3 |
| RCPT 317 (fall) | 3 |
| RCPT 319 | 3 |
| RCPT 421 (fall) | 3 |
| OR Supportive Elective | <u>3</u> |
| Total | 15 |

| <u>Course</u> | <u>Semester Hours</u> |
|------------------------|-----------------------|
| RCPT 328 | 3 |
| RCPT 336 | 3 |
| RCPT 441 (spring) | 3 |
| OR Supportive Elective | 3 |
| Elective | <u>3</u> |
| Total | 15 |

SENIOR YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|---------------|-----------------------|
| RCPT 365 | 3 |
| RCPT 413 | 3 |
| RCPT 423 | 3 |
| Electives | <u>6-7</u> |
| Total | 15-16 |

| <u>Course</u> | <u>Semester Hours</u> |
|---------------|-----------------------|
| RCPT 470 | 12 |

Recreation, Parks and Tourism: Four-Year Academic Plan (2009-10)

Recreation Therapy Concentration

You should attempt to structure your course schedule as indicated in the following plan. There is some flexibility within the course sequencing of core curriculum requirements. Students may want to alter the sequence of some courses based on individual academic strengths and weaknesses. These changes should always be done in consultation with your advisor.

FALL SEMESTER

SPRING SEMESTER

FRESHMAN YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|----------------------|-----------------------|
| CORE 101 | 3 |
| BIOL 105 | 4 |
| PSYC 121 | 3 |
| RCPT 112 | 3 |
| RCPT 210 | 3 |
| UNIV 100 or Elective | <u>1</u> |
| Total | 17 |

| <u>Course</u> | <u>Semester Hours</u> |
|---|-----------------------|
| CORE 102 | 3 |
| Natural Sciences or Mathematical Sciences | 3-4 |
| Visual & Performing Arts | 3 |
| RCPT 230 | 3 |
| RCPT 319 | 3 |
| Total | 15-16 |

SOPHOMORE YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|---|-----------------------|
| CORE 201 | 3 |
| Social & Behavioral Sciences or Health & Wellness | 3 |
| BIOL 322 or 310 & 311 | 6-8 |
| RCPT 340 (fall) | <u>3</u> |
| Total | 15 |

| <u>Course</u> | <u>Semester Hours</u> |
|-------------------|-----------------------|
| CORE 202 | 3 |
| U.S. Perspectives | 3 |
| PSYC 230 | 3 |
| RCPT 313 | 3 |
| RCPT 342 (spring) | <u>3</u> |
| Total | 15 |

JUNIOR YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|-----------------------|-----------------------|
| Mathematical Sciences | 3 |
| Global Perspectives | 3 |
| RCPT 314 | 3 |
| RCPT 328 | 3 |
| RCPT 344 (fall) | <u>3</u> |
| Total | 15 |

| <u>Course</u> | <u>Semester Hours</u> |
|---|-----------------------|
| RCPT 336 | 3 |
| RCPT 423 | 3 |
| RCPT 445 (spring) | 3 |
| Humanities, Visual & Performing Arts or Foreign Languages | 3-4 |
| Electives | <u>3-4</u> |
| Total | 15-16 |

SENIOR YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|---------------|-----------------------|
| RCPT 365 | 3 |
| RCPT 413 | 3 |
| PSYC 439 | 3 |
| Humanities | 3 |
| Electives | <u>3-4</u> |
| Total | 15-16 |

| <u>Course</u> | <u>Semester Hours</u> |
|---------------|-----------------------|
| RCPT 470 | 12 |

Recreation, Parks and Tourism: Four-Year Academic Plan (2009-10)

Tourism and Recreation Management Concentration

You should attempt to structure your course schedule as indicated in the following plan. There is some flexibility within the course sequencing of core curriculum requirements. Students may want to alter the sequence of some courses based on individual academic strengths and weaknesses. These changes should always be done in consultation with your advisor.

FALL SEMESTER

SPRING SEMESTER

FRESHMAN YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|------------------------------|-----------------------|
| CORE 101 | 3 |
| Natural Science | 4 |
| Social & Behavioral Sciences | 3 |
| Visual & Performing Arts | 3 |
| RCPT 112 | 3 |
| UNIV 100 or Elective | <u>1</u> |
| Total | 17 |

| <u>Course</u> | <u>Semester Hours</u> |
|---|-----------------------|
| CORE 102 | 3 |
| Mathematical Sciences | 3 |
| Humanities | 3 |
| Social & Behavioral Sciences or Health & Wellness | 3 |
| RCPT 210 | <u>3</u> |
| Total | 15 |

SOPHOMORE YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|---|-----------------------|
| CORE 201 | 3 |
| Natural Sciences or Mathematical Sciences | 3-4 |
| Global Perspectives | 3 |
| RCPT 230 | 3 |
| RCPT 313 | <u>3</u> |
| Total | 15-16 |

| <u>Course</u> | <u>Semester Hours</u> |
|---|-----------------------|
| CORE 202 | 3 |
| U.S. Perspectives | 3 |
| Humanities, Visual & Performing Arts or Foreign Languages | 3 |
| RCPT 319 | 3 |
| RCPT 328 | <u>3</u> |
| Total | 15 |

JUNIOR YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|------------------------|-----------------------|
| RCPT 314 | 3 |
| RCPT 336 | 3 |
| RCPT 423 | 3 |
| MN Supportive Elective | 3 |
| Elective | <u>3</u> |
| Total | 15 |

| <u>Course</u> | <u>Semester Hours</u> |
|---------------------------|-----------------------|
| RCPT 365 | 3 |
| RCPT 425 or 435* (spring) | 3 |
| RCPT 424* (spring) | 3 |
| MN Supportive Elective | 3 |
| Elective | <u>3</u> |
| Total | 15 |

SENIOR YEAR

| <u>Course</u> | <u>Semester Hours</u> |
|------------------|-----------------------|
| RCPT 413 | 3 |
| RCPT 350* (fall) | 3 |
| RCPT 431* (fall) | 3 |
| Electives | <u>6-7</u> |
| Total | 15-16 |

| <u>Course</u> | <u>Semester Hours</u> |
|---------------|-----------------------|
| RCPT 470 | 12 |

* Students must take 12 semester hours from RCPT 350/424/425/431/435 or 417 related to tourism and recreation management.



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 120 hours to 125 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 37 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 39 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 5th year leading to licensure) See page 41 for progress sheet.
- Deaf and Hard of Hearing (IDHH, a 4-year licensure program) See page 45 for progress sheet.
- General Curriculum-Emotional Disorders, Learning Disabilities, and Mental Retardation (IDSP, a 4-year pre-licensure option with a 5th year leading to licensure) See page 43 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. 37)*
- *Middle School Education (IDSM) (pg. 39)*
- *Early Childhood/Early Childhood Special Education (IDEC) (pg. 41)*
- *General Curriculum (IDSP) (pg. 43)*
- *Deaf/Hard of Hearing (IDHH) (pg. 45)*

NAME _____ ID# _____

CORE CURRICULUM – 43 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

CORE 101 _____ 3
 CORE 102 _____ 3
 CORE 103* _____ 3
 CORE 201 _____ 3
 CORE 202 _____ 3

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU honors program

**Program requirements met through Core Curriculum

B. Core Skills & Knowledge (16SH)

Courses must be from different disciplines:
MATHEMATICAL SCIENCES (3SH)
 MATH 111 _____ 3**
NATURAL SCIENCES (4 SH)
 (BIOL or GEOL recommended)
 _____ 4
 One of the following: ASTR 111, 112
 BIOL 103, 104, 105 CHEM 101: 102,
 120 GEOL 100, 105: 106 PHYS 111:
 112, 221: 222

HUMANITIES (3 SH)
 HIST 101 or 102 _____ 3**

SOCIAL/BEHAV. SCIENCES(3SH)
 ECON 105 or 106 _____ 3**

VISUAL & PERFORMING ARTS (3 SH)
 _____ 3
 One of the following: ART 111, 215,
 216 CVPA 266, DNCE 111 MUSC 100,
 121, 123 THEA 100, 180

COLLEGE CORE

A. National & International Perspectives (6SH)

Courses must be from different disciplines:
U. S. PERSPECTIVES (3 SH)
 HIST 111 or 112 _____ 3**
GLOBAL PERSPECTIVES (3SH)
 GEOG _____ 3**
 One of the following: GEOG 101,
 102, 140, 280

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)
 MATH 112 _____ 3**
HUMANITIES, VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGES (3-4 SH)
 (SPAN is recommended)
 _____ 3
 One of the following: ENGL 201, 202, 203
 PHIL 111, 112, 114 RELN 111, 112, 200,
 202, 206 Or ART 111, 215, 216 DNCE 111
 MUSC 100, 121, 123 THEA 100, 180 Or
 CHNS 101: 102, 201: 202 FORL 100, 109,
 209, 309, 409, 200: 210 FREN 100, 200,
 210, 300, 320 GRMN 100, 200: 210, 300
 LATN 101: 102, 201, 350 SPAN 101: 102,
 201: 202
SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)
 (HLTH 111 or 200 recommended)
 _____ 3
 One of the following: ANTH/SOCY 121
 APST 200 ECON 105, 106 GEOG 101, 102,
 103 HIST 111, 112 POSC 110, 120 PSYC
 121 RELN 205 SOCY 110 HLTH 111,200
 NURS 111 NUTR 214 RCPT 200

ELEMENTARY EDUCATION MAJOR – 43 Semester Hours – Students must maintain a grade of C or better in IDSE core and concentration courses; 2.75 GPA required for acceptance into the Teacher Education Program, field work and graduation.

Interdisciplinary Core – 19 Sem. Hrs.

2 CONCENTRATIONS (24 Sem. Hrs.) Each concentration requires 12 Sem. Hrs. (Foreign Lang concentration requires 15 Hours due to structure of program). See additional information below.

| | | | |
|--|---|------------------|-----------------|
| POSC 110, 120, or 130 (Government) _____ | 3 | # 1 _____ (12SH) | #2 _____ (12SH) |
| MATH 312 _____ | 3 | _____ 3 | _____ 3 |
| HUMD 300 _____ | 3 | _____ 3 | _____ 3 |
| ENGL 463 _____ | 3 | _____ 3 | _____ 3 |
| PHSC 350 _____ | 4 | _____ 3 | _____ 3 |
| EDSP 361 _____ | 3 | | |

PROFESSIONAL EDUCATION – A GPA of 2.75 ** is required to be admitted into and retained in the Teacher Education Program, to enroll in early field experience, student teach, and graduate. Additionally, all IDSE majors must obtain passing scores on Praxis I and II and the VCLA, and must also pass the Basic Competency Exam in EDRD 314.

| | | |
|--------------------------------|--------------------------------|---|
| 50 Clock Hrs Doc. Recvd. _____ | Early Field Experience: | Student Teaching: |
| EDUC 304 _____ 3 | EDUC 410 _____ 3 | EDUC 450 _____ 12 |
| EDEF 320 _____ 3 | EDRD 414 _____ 3 | Reminder: this program requires a minimum of 125 |
| EDRD 314 _____ 3 | EDUC 425 _____ 3 | semester hours to graduate. Students must have |
| EDUC 310 _____ 3 | EDUC 430 _____ 6 | completed 60 SH at RU to graduate with honors. |

Praxis I Scores: Reading _____ Writing _____ Math _____ or Composite _____; Praxis II _____; VCLA _____; VRA _____

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.

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 -- | | | |
|--------------------------------|---|---|----|
| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
| CORE 101 | 3 | CORE 102 | 3 |
| MATH 111 | 3 | ECON (College A) | 3 |
| HIST 111 or 112 (University B) | 3 | HIST 101 or 102 (University B) | 3 |
| VPA (University B) | 3 | Humanities or FORL (College B) | 3 |
| Natural Science (University B) | 4 | Health and Wellness (College B) | 3 |
| (16 credits) | | (15 credits) | |
| -- SOPHOMORE YEAR -- | | | |
| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
| CORE 201 | 3 | CORE 202 | 3 |
| MATH 112 (College B) | 3 | HUMD 300 | 3 |
| GEOG (College A) | 3 | EDSP 361 | 3 |
| Concentration 1 course #1 | 3 | EDEF 320 | 3 |
| Concentration 2 course #1 | 3 | Concentration 1 course #2 | 3 |
| (15 credits) | | POSC 110, 120, or 130 (government course) | 3 |
| | | (18 credits) | |
| -- JUNIOR YEAR -- | | | |
| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
| Math 312 (IDS Core) | 3 | EDUC 304 | 3 |
| ENGL 463 (IDS Core) | 3 | EDRD 314 | 3 |
| Concentration 1 course #3 | 3 | Concentration 1 course # 4 | 3 |
| Concentration 2 course #2 | 3 | Concentration 2 course #3 | 3 |
| PHSC 350 | 4 | Concentration 2 course # 4 | 3 |
| (16 credits) | | EDUC 310 | 3 |
| | | (18 credits) | |
| -- SENIOR YEAR -- | | | |
| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
| Early Field Experience | | Student Teaching | |
| EDUC 410 | 3 | EDUC 450 | 12 |
| EDUC 414 | 3 | | |
| EDUC 425 | 3 | | |
| EDUC 430 | 6 | | |
| (15 credits) | | (12 credits) | |

B.S. = 125 credit hours

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# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

| | | |
|-----------|-------|---|
| CORE 101 | _____ | 3 |
| CORE 102 | _____ | 3 |
| CORE 103* | _____ | 3 |
| CORE 201 | _____ | 3 |
| CORE 202 | _____ | 3 |

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU honors program

NOTE: Remember to choose courses wisely because 9 hours can be used from the Core Curriculum to supplement each concentration areas; these courses are not double counted but are used to meet the 21 hour concentration requirement.

B. Core Skills & Knowledge (16SH)

Courses must be from different disciplines:
MATHEMATICAL SCIENCES (3SH)
 (Math 111 recommended)
MATH _____ **3**
 One of the following: MATH 111:112, 114, 116, 125, 126, 132, 137, 138, 151:152
NATURAL SCIENCES (4 SH)
 _____ **4**
 One of the following: ASTR 111, 112 BIOL 103, 104, 105 CHEM 101: 102, 120 GEOL 100, 105: 106 PHYS 111: 112, 221: 222
HUMANITIES (3 SH)
 _____ **3**
 One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206
VISUAL & PERFORMING ARTS (3 SH)
 _____ **3**
 One of the following: ART 111, 215, 216 CVPA 266, DNCE 111 MUSC 100, 121, 123 THEA 100, 180
SOCIAL/BEHAV. SCIENCES (3 SH)
 _____ **3**
 One of the following: ANTH/SOCY 121 APST 200 ECON 105, 106 GEOG 101, 102, 103 HIST 111, 112 POSC 110, 120 PSYC 121 RELN 205 SOCY 110

COLLEGE CORE

A. National & International Perspectives (6SH)

Courses must be from different disciplines:
U. S. PERSPECTIVES (3 SH)
 _____ **3**
 One of the following: APST 200 ECON 101, 105, 106, ENGL 203 GEOG 201, 202, 203 HIST 111, 112 POSC 120, SOCY 110

GLOBAL PERSPECTIVES (3SH)

_____ **3**
 One of the following: ANTH/SOCY 121, ENGL 201 CVPA 266, GEOG 101, 102, 140, 280 HIST 101, 102 INST 101 ITEC 112 PEAC 200 RELN 112, 205, THEA 180 WMST 101

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)
 (Math 112 recommended)

_____ **3-4**
 One of the following: ASTR 111, 112 BIOL 103, 104, 105 CHEM 101: 102, 120 GEOL 100, 105:106 PHYS 111: 112, 221:222 OR MATH 111:112, 114, 116, 125, 132, 137, 138, 151:152 STAT 200

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)

_____ **3-4**
 One of the following: ENGL 201, 202, 203 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 Or ART 111, 215, 216 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 Or CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200: 210 FREN 100, 200, 210, 300, 320 GRMN 100, 200: 210, 300 LATN 101: 102, 201, 350 SPAN 101: 102, 201: 202

SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)

(HLTH 111, 200 recommended)
 _____ **3**
 One of the following: ANTH/SOCY 121 APST 200 ECON 105, 106 GEOG 101, 102, 103 HIST 111, 112 POSC 110, 120 PSYC 121 RELN 205 SOCY 110 HLTH 111,200 NURS 111 NUTR 214 RCPT 200

MIDDLE EDUCATION MAJOR – 43 Semester Hours – 2.50 GPA required for acceptance into the Teacher Education Program, enroll in field experiences and graduate.

Interdisciplinary Core – 19 Sem. Hrs.

| | | |
|--------------------------------|-------|---|
| VPA | _____ | 3 |
| MATH/STAT/ITEC (MATH 312 Rec.) | _____ | 3 |
| HUMD 300 | _____ | 3 |
| ENGL 425 | _____ | 3 |
| SCIENCE (PHSC 350 Rec.) | _____ | 4 |
| EDSP 361 | _____ | 3 |

2 CONCENTRATIONS (24 Sem. Hrs./ Each requires 12 Sem. Hrs.)

| | | | |
|-----|--------------|----|--------------|
| # 1 | _____ (12SH) | #2 | _____ (12SH) |
| | _____ 3 | | _____ 3 |
| | _____ 3 | | _____ 3 |
| | _____ 3 | | _____ 3 |
| | _____ 3 | | _____ 3 |

Note: Courses must be approved by Middle Education Advisor due to specific requirements & are supplemented by courses in the Core Curriculum to equal 21 hrs in the concentration/content area.

PROFESSIONAL EDUCATION – A GPA of 2.50 ** is required to be admitted and retained in the Teacher Education Program, to enroll in early field experience, student teach, and graduate. Additionally, all IDSM majors must attain passing scores on Praxis I and the VCLA for admission to the TEP and early field exp. IDSM majors must attain passing scores on Praxis II in order to student teach.

EARLY FIELD EXPERIENCE:

| | | | | |
|---------------------------|---------|----------|-------|---|
| 50 Clock Hrs Doc. Recv'd. | _____ | EDME 408 | _____ | 3 |
| | | EDME 409 | _____ | 2 |
| EDEF 320 | _____ 3 | EDME 410 | _____ | 2 |
| | | EDET 411 | _____ | 2 |
| | | EDRD 415 | _____ | 3 |
| | | EDME 432 | _____ | 6 |

STUDENT TEACHING:

EDUC 451 _____ 12
 EDME 413 _____ 2
 Reminder: this program requires a minimum of 121 semester hours to graduate. **Students must have completed 60 SH at RU to graduate with honors.**

Praxis I Scores: Reading _____ Writing _____ Math _____ or Composite _____; Praxis II _____; VCLA _____

Concentrations must be selected from: English, science, math, social science (courses must be from two of the following areas: ECON, GEOG, HIST, and POSC).

Radford University

**Interdisciplinary Studies
Middle 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> | |
|-----------------------------------|---|-------------------------------------|---|
| CORE 101 | 3 | CORE 102 | 3 |
| Math. Science (University B) | 3 | U.S. Perspectives (College A) | 3 |
| Soc. & Behav. Sci. (University B) | 3 | Humanities (University B) | 3 |
| VPA (University B) | 3 | Humanities, VPA or FORL (College B) | 3 |
| Natural Science (University B) | 4 | Health and Wellness (College B) | 3 |
| (16 credits) | | (15 credits) | |

----- **SOPHOMORE YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|-------------------------------------|---|---------------------------------|---|
| CORE 201 | 3 | CORE 202 | 3 |
| Nat. Sci. or Math. Sci. (College B) | 3 | Global Perspectives (College A) | 3 |
| HUMD 300 | 3 | EDSP 361 | 3 |
| Concentration 1 course #1 | 3 | Concentration 1 course #2 | 3 |
| Concentration 2 course #1 | 3 | | |
| (15 credits) | | (12 credits) | |

----- **JUNIOR YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|---------------------------------|---|----------------------------|---|
| Math (IDS Core) (MATH 312 Rec.) | 3 | EDEF 320 | 3 |
| ENGL 425 (IDS Core) | 3 | Concentration 1 course # 4 | 3 |
| Concentration 1 course #3 | 3 | Concentration 2 course #3 | 3 |
| Concentration 2 course #2 | 3 | Concentration 2 course # 4 | 3 |
| Sci. (IDS CORE) (PHSC 350 Rec.) | 4 | VPA (IDS CORE) | 3 |
| (16 credits) | | (15 credits) | |

----- **SENIOR YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|------------------------|---|------------------------|----|
| Early Field Experience | | Student Teaching | |
| EDME 408 | 3 | EDUC 451 | 12 |
| EDME 409 | 2 | EDME 413 | 2 |
| EDME 410 | 2 | | |
| EDRD 415 | 3 | | |
| EDME 432 | 6 | | |
| EDET 411 | 2 | | |
| (18 credits) | | (14 credits) | |

B.S. = 121 credit hours

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# _____

CORE CURRICULUM – 43-45 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

- CORE 101 _____ 3
- CORE 102 _____ 3
- CORE 103* _____ 3
- CORE 201 _____ 3
- CORE 202 _____ 3

B. Core Skills & Knowledge(16 SH)

Courses must be from different disciplines:
MATHEMATICAL SCIENCES (3SH)
 MATH 111 _____ 3**

NATURAL SCIENCES (4 SH)
 BIOL 103, 104, or 105 recommended _____ 4
 One of the following: ASTR 111, 112, 120 GEOL 100, 105 CHEM 101: 102, 112, 221: 222

HUMANITIES (3 SH)
 HIST 101 or 102 recommended _____ 3
 One of the following: HIST 101, 102, ENGL 201, 202, 203 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206

SOCIAL/BEHAV. SCIENCES(3 SH)
 ECON recommended _____ 3
 One of the following: ECON 101, 105, 106 POSC 110, 120 GEOG 101, 102,

VISUAL & PERFORMING ARTS (3 SH)
 _____ 3
 One of the following: ART 111, 215, 216, CVPA 266, DNCE 111, MUSC 100, 121, 123, THEA 100, 180

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU Honors program.

**Program requirement met through Core Curriculum

COLLEGE CORE

A. National & International Perspectives (6 SH)

Courses must be from different disciplines:

U. S. PERSPECTIVES (3 SH)
 HIST 111 or 112 recommended _____ 3
 One of the following: APST 200, ECON 101, 105, 106 ENGL 203, POSC 120 GEOG 201, 202, 203, HIST 111, 112 SOCY 110

GLOBAL PERSPECTIVES 3SH)
 GEOG recommended _____ 3
 One of the following: ANTH/SOCY 121, ENGL 201, CVPA 266, GEOG 101, 102, 140, 280, HIST 101, 102, INST 101, ITEC 112, PEAC 200, RELN 112, 205, THEA 180, WMST 101

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)

MATH 112 recommended _____ 3
 One of the following: MATH 112, 114, 116, 125, 132, 137, 138, 151:152 STAT 200 ASTR 111, 112 BIOL 103, 104, 105 CHEM 101: 102, 120 GEOL 100, 105: 106 PHYS 111: 112, 221: 222

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)
 ENGL recommended _____ 3

One of the following: ENGL 201, 202, 203, HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 Or ART 111, 215, 216 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 Or CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200: 210 FREN 100, 200:210, 300, 320 GRMN 100, 200: 210, 300 LATN 101: 102, 201, 350 SPAN 101: 102, 201: 202

SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)

HLTH 111, 200 recommended _____ 3
 One of the following: APST 200, ECON 105, 106, GEOG 101, 103, HIST 111, 112, POSC 110, 120, PSYC 121, RELN 205, SOCY 110, NUTR 214, HLTH 111,200, NURS 111, RCPT 200

EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION MAJOR – 54 Sem Hrs; 2.5 GPA required for field work/graduation

Interdisciplinary Core- 19 Sem. Hrs.

- VPA: (DNCE 370 or ART 212 Rec) _____ 3
- MATH : (MATH 312 Rec) _____ 3
- SOC SCI: HUMD 300 _____ 3
- HUMANITIES: (ENGL 463 or 424 Rec) _____ 3
- SCIENCE: (PHSC 350 Rec) _____ 4
- EDSP 360 _____ 3

Concentrations – 35 Sem. Hrs.

- EDEC 321 _____ 4
- EDEC 322 _____ 4
- EDEC 323 _____ 3
- EDEC 400 _____ 3
- EDEC 445 _____ 3
- EDSP/COSD 225 _____ 3
- EDSP 436 _____ 3
- EDSP 437 _____ 3
- EDSP 438 _____ 3
- EDSP 439 _____ 3
- EDSP 451 _____ 3

PROFESSIONAL EDUCATION AND PRACTICA COURSES – 2.5 GPA required for field work/graduation

| Early Field Experience: | Licensure Option: | OR | Non-Licensure Option: | 5 th Year Masters |
|--|--------------------------------|----|-----------------------|-----------------------------------|
| EDEC 430 _____ 6 | EDSP 440 _____ 3 | | EDSP 440 _____ 3 | Summer after BS: |
| EDEC 425 _____ 3 | EDSP 445 _____ 3 | | EDSP 445 _____ 3 | EDEF 606 _____ 3 EDEF 607 _____ 3 |
| EDRD 413 _____ 3 | EDRD 688 _____ 3* | | EDSP 462 _____ 3 | EDUC 670 _____ 3 |
| | Elec _____ 3 | | Elec _____ 3 | |
| Additional Elective: (Licensure Option) | *EDRD 688 Counts in MS not BS. | | | Fall: |
| _____ 3 | | | | EDSP 750 _____ 9 EDSP 670 _____ 3 |

Choose Elective from: COSD 221, 222, EDSP 400, 464, 472, EDUC 310, EDET 454

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

Spring:
 EDEC 750 _____ 9 EDET 620 _____ 3

Total Hours for BS in IDEC = 121 (5-year students) or 124 (4-year students); 2.5 overall gpa required to graduate. To obtain licensure in ECE and ECSE, complete MS in Education. Passing scores on Praxis I and 3.00 required for admission/retention in graduate study. Passing scores on Praxis II & VCLA required for internships. Praxis I Scores: Reading _____ Writing _____ Math _____ or Comp _____; Praxis II _____; VCLA _____; VRA _____

**B.S. in IDEC and M.S. in Education
COHORT SCHEDULE**

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

FRESHMAN YEAR

Fall Semester

| | |
|---------------------------------|---|
| CORE 101 | 3 |
| MATH 111 (Univ. B) | 3 |
| HIST 111 or 112 (rec) (Univ. B) | 3 |
| VPA (University B) | 3 |
| ECON (rec) (UNIV B) | 3 |

TAKE PRAXIS I AND VCLA

(15 credits)

Spring Semester

| | |
|------------------------------------|---|
| CORE 102 | 3 |
| MATH 112 (rec) (College B) | 3 |
| HIST 101 or 102 (rec) (Univ B) | 3 |
| BIOL 103 or 104 or 105 (rec) (U B) | 4 |
| Health and Wellness (Col. B) | 3 |

TAKE PRAXIS II (licensure assessments)

(16 credits)

SOPHOMORE YEAR

Fall Semester

| | |
|---------------------------------------|---|
| CORE 201 | 3 |
| ENGL Literature (rec)(Col. B) | 3 |
| <i>Math (Math 312 rec) (IDS Core)</i> | 3 |
| <i>HUMD 300 (IDS Core)</i> | 3 |
| <i>Elective</i> | 3 |

(15 credits)

Spring Semester

| | |
|---------------------------------|---|
| CORE 202 | 3 |
| Science for Core (PHSC 350 rec) | 4 |
| EDUC 310 (Science: concent.) | 3 |
| <i>EDSP 360 (IDS Core)</i> | 3 |
| GEOG (rec) (College A) | 3 |

(16 credits)

JUNIOR YEAR

Fall Semester

| | |
|---|---|
| <i>EDEC 321 (Ea Dev & Lrn: IT)</i> | 4 |
| <i>COSD 421 (Lang Dev and Inter)</i> | 3 |
| <i>EDSP 439 (Med & Neuro Aspects)</i> | 3 |
| <i>EDSP 451 (Collaborative Skills)</i> | 3 |
| Humanities/Core ENGL 463/424 rec)3 | |

PASS PRAXIS I, II AND VCLA

(16 credits)

Spring Semester

| | |
|---------------------------------------|---|
| <i>EDEC 322 (Ea Dev & Lrn:PP)</i> | 4 |
| <i>EDEC 323 (Lang Art/Lit Yng Ch)</i> | 3 |
| <i>EDSP 436 (Teaching I, T, P)</i> | 3 |
| <i>EDSP 445 (Adapt Arith)</i> | 3 |
| <i>EDSP 438 (Program Mgt in ECSE)</i> | 3 |

(16 credits)

SENIOR YEAR

Fall Semester

| | |
|---------------------------------------|---|
| <i>EDEC 430 (ECE practicum)</i> | 6 |
| <i>EDEC 425(4) (C& I for ECE)</i> | 3 |
| <i>EDET 454 (Tech diff lnrs)</i> | 3 |
| <i>EDRD 413 (Ea Lit and Lrn)</i> | 3 |

PASS VRA (licensure assessment)

(15 credits)

Spring Semester

| | |
|---|---|
| <i>EDSP 440 EI Prac.</i> | 3 |
| <i>EDEC 400/500 (EC Foundations)</i> | 3 |
| <i>EDSP 437 (ECSE Assessment)</i> | 3 |
| <i>EDSP 462 or EDRD 688 (counts for MS)</i> | 3 |
| <i>Elective</i> | 3 |

(15 credits for 4 yrs, 12 credits towards BS for 5 yrs.)

B.S. Degree: 121 licensure / 124 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)

Fall Semester

| |
|---|
| <i>EDSP 750 (EDSP student teaching) (9)</i> |
| <i>EDSP 670 (Positive Behav Sup) (3)</i> |

(12 credits)

Spring Semester

| |
|---|
| <i>EDEC 750 (EDEC student teaching) (9)</i> |
| <i>EDET 620 (Technology in Education) (3)</i> |

(12 credits)

M.S. in Education = 36 credit hours & Dual Licensure: Prek 3rd Grade & ECSE

NAME _____ ID# _____

CORE CURRICULUM – 43 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

| | | |
|-----------|-------|---|
| CORE 101 | _____ | 3 |
| CORE 102 | _____ | 3 |
| CORE 103* | _____ | 3 |
| CORE 201 | _____ | 3 |
| CORE 202 | _____ | 3 |

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

*Honors course – will replace CORE 101 & 102 for those students in the RU honors program

**Program requirements met through Core Curriculum

B. Core Skills & Knowledge (16SH)

Courses must be from different disciplines:

MATHEMATICAL SCIENCES (3SH)

MATH 111 _____ 3**

NATURAL SCIENCES (4 SH)

(BIOL, CHEM, GEOL recommended)

One of the following: ASTR 111, 112
BIOL 103, 104, 105 CHEM 101: 102,
120 GEOL 100, 105: 106 PHYS 111:
112, 221: 222

HUMANITIES (3 SH)

ENGL 201, 202, or 203 _____ 3**

SOCIAL/BEHAV. SCIENCES(3SH)

HIST 111 or 112 _____ 3**

VISUAL & PERFORMING ARTS (3 SH)

One of the following: ART 111, 215,
216 , CVPA 266, DNCE 111, MUSC
100, 121, 123, THEA 100, 180

COLLEGE CORE

A. National & International Perspective (6SH)

Courses must be from different disciplines:

U. S. PERSPECTIVES (3 SH)

ECON, APST, POSC _____ 3**

One of the following: ECON 101,
105, 106, APST 200, POSC 120

GLOBAL PERSPECTIVES (3SH)

GEOG or ANTH/SOCY _____ 3**

One of the following: ANTH/
SOCY 121, GEOG 101, 102, 140,
180,

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)

MATH 112 _____ 3**

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)

HIST 101 or 102 _____ 3**

SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)

(HLTH 111, 200 or RCPT 200, or NUTR 214 recommended)

One of the following: APST 200, ECON
105, 106, GEOG 101, 103, HIST 111, 112,
POSC 110, 120, PSYC 121, RELN 205,
SOCY 110, NUTR 214, HLTH 111,200,
NURS 111, RCPT 200

SPECIAL EDUCATION MAJOR - 43 Semester Hours – 2.5 GPA required to enroll in early field experience and graduate

Interdisciplinary Core –19 Sem. Hrs.

| | | |
|----------------------|-------|---|
| MATH 312 | _____ | 3 |
| EDSP/EDET 454 | _____ | 3 |
| HUMD 300 | _____ | 3 |
| Humanities: ENGL 463 | _____ | 3 |
| PHSC 350 | _____ | 4 |
| EDSP 361 | _____ | 3 |

2 CONCENTRATIONS (24 Sem. Hrs.) Special Education & Liberal Arts.

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

1 Special Education _____ #2 _____ (12SH)
(12SH)

| | | | | |
|-------------------|-------|---|-------|---|
| EDSP 445/EDUC 410 | _____ | 3 | _____ | 3 |
| EDSP 451 | _____ | 3 | _____ | 3 |
| EDSP 462 | _____ | 3 | _____ | 3 |
| EDSP 472 | _____ | 3 | _____ | 3 |

PROFESSIONAL EDUCATION – A GPA of 2.5 ** is required to enroll in early field experience, student teach, and graduate.

| | | Early Field Experience: | Student Teaching: Fall | Student Teaching: Spring | | | | |
|----------|-------|--------------------------------|-------------------------------|---------------------------------|----------------|---|----------------|---|
| EDUC 304 | _____ | 3 | EDSP 400 _____ | 3 | EDSP 791 _____ | 6 | EDSP 792 _____ | 6 |
| EDUC 310 | _____ | 3 | EDRD 414 _____ | 3 | EDSP 669 _____ | 3 | EDSP 622 _____ | 3 |
| EDRD 314 | _____ | 3 | EDSP 430 _____ | 3 | EDSP 675 _____ | 3 | EDSP 641 _____ | 3 |
| EDSP 464 | _____ | 3 | | | | | | |
| EDEF 320 | _____ | 3 | EDSP 466 _____ | 3 | EDSP 695 _____ | 3 | EDSP 676 _____ | 3 |
| EDUC 425 | _____ | 3 | EDEF 606 _____ | 3 | | | | |
| EDSP 429 | _____ | 3 | (Counts towards B.S.) | | | | | |

Praxis I Scores: Reading _____ Writing _____ Math _____ or Composite _____; VCLA _____; VRA _____
Liberal arts Concentration 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, or Math (STAT 200 may be included).

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

**All IDSP students entering the teacher education program: 2.5 gpa, passing or provisional scores on PRAXIS I and the VCLA, and must also pass the Basic Competency Exam in EDRD 314. Total hours for BS in IDSP=122 semester hours; a 2.50 overall gpa is required to graduate.

Radford University

**Interdisciplinary Studies
Special Education General Curriculum (K-12)**

SAMPLE SCHEDULE (The primary purpose of this example is to enable students to develop their own undergraduate program.)

----- **FRESHMAN YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|---------------------------------|---|---------------------------------------|---|
| CORE 101 | 3 | CORE 102 | 3 |
| MATH 111 | 3 | MATH 112 | 3 |
| HIST 111 or 112 (University B) | 3 | HIST 101 or 102 (University B) | 3 |
| Visual & Perform Arts (Univ B) | 3 | Humanities ENG 201, 202, 203 (Univ B) | 3 |
| Health and Wellness (College B) | 3 | APST, POSC, ECON (College A) | 3 |

(15 credits) (15 credits)

----- **SOPHOMORE YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|--------------------------------|---|---------------------------|---|
| CORE 201 | 3 | CORE 202 | 3 |
| Concentration 1 course # 1 | 3 | HUMD 300 (IDS Core) | 3 |
| GEOG or ANTH/SOCY (College A) | 3 | EDSP 361 (IDS Core) | 3 |
| Concentration 1 course #2 | 3 | EDEF 320 (Pro Ed) | 3 |
| Natural Science (University B) | 4 | Concentration 1 course #3 | 3 |

(16 credits) (15 credits)

----- **JUNIOR YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|---------------------------|---|------------------------|---|
| Math 312 (IDS Core) | 3 | EDUC 304 | 3 |
| ENGL 463 (IDS Core) | 3 | EDRD 314 | 3 |
| EDSP 464 | 3 | EDSP/EDET 454 | 3 |
| Concentration 1 course #4 | 3 | EDSP 451 | 3 |
| PHSC 350 (IDS Core) | 4 | EDUC 310 | 3 |

(16 credits) (15 credits)

----- **SENIOR YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|---------------------------|---|------------------------|---|
| EDSP 430 (EFE: Elem) | 3 | EDSP 429 | 3 |
| EDUC 410/EDSP 445 | 3 | EDSP 462 | 3 |
| EDRD 414 | 3 | EDEF 606 | 3 |
| EDUC 425 (Social Studies) | 3 | EDSP 466 | 3 |
| EDSP 472 | 3 | EDSP 400 | 3 |

(15 credits) (15 credits)

B.S. = 122 credit hours

Talk with an advisor about the process for securing approval for transfer credit.

----- **GRADUATE YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|----------------------|---|------------------------|---|
| EDSP 675 | 3 | EDSP 676 | 3 |
| EDSP 669 | 3 | EDSP 641 | 3 |
| EDSP 791 | 6 | EDSP 792 | 6 |
| EDSP 695 | 3 | EDSP 622 | 3 |

NAME _____ ID# _____

CORE CURRICULUM – 43 Semester Hours (SH)

UNIVERSITY CORE

A. Core Foundations (12SH)

B. Core Skills & Knowledge (16SH)

CORE 101 _____ 3
 CORE 102 _____ 3
 CORE 103* _____ 3
 CORE 201 _____ 3
 CORE 202 _____ 3

Courses must be from different disciplines:
MATHEMATICAL SCIENCES (3SH)
 MATH 111 _____ 3 **
NATURAL SCIENCES (4 SH)
 (BIOL or GEOL recommended)
 _____ 4
 One of the following: ASTR 111, 112
 BIOL 103, 104, 105 CHEM 101: 102,
 120 GEOL 100, 105: 106 PHYS 111:
 112, 221: 222

HUMANITIES (3 SH)
 ENGL 201, 202, or 203 _____ 3**

SOCIAL/BEHAV. SCIENCES(3SH)
 HIST 111 or 112 _____ 3**

VISUAL & PERFORMING ARTS (3 SH)
 _____ 3
 One of the following: ART 111, 215,
 216 CVPA 266, DNCE 111 MUSC 100,
 121, 123 THEA 100, 180

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

* Honors course – will replace CORE 101 & 102 for those students in the RU Honors program.

**Program requirements met through Core Curriculum

COLLEGE CORE

A. National & International Perspectives (6SH)

Courses must be from different disciplines:
U. S. PERSPECTIVES (3 SH)
 (APST, ECON, POSC recommended)
 _____ 3
 One of the following: One of the following: APST 200 ECON 101, 105, 106, ENGL 203 GEOG 201, 202, 203 HIST 111, 112 POSC 120, SOCY 110

GLOBAL PERSPECTIVES (3SH)
 (ANTH/SOCY or GEOG recommended)
 _____ 3

One of the following: ANTH/SOCY 121 ENGL 201 CVPA 266 GEOG 101, 102, 140, 280 HIST 101, 102 INST 101 ITEC 112 PEAC 200 RELN 112, 205, THEA 180 WMST 101

B. Supporting Skills & Knowledge (9-11SH)

NATURAL SCI. OR MATHEMATICAL SCIENCES (3/4 SH)

MATH 112 _____ 3**

HUMANITIES, VISUAL & PERFORMING ARTS, OR FOREIGN LANGUAGES (3-4 SH)

HIST 101 or 102 _____ 3**

SOCIAL/ BEHAV. SCI. OR HEALTH & WELLNESS (3SH)

(HLTH 111, 200 recommended)
 _____ 3

One of the following: ANTH/SOCY 121 APST 200 ECON 105, 106 GEOG 101, 102, 103 HIST 111, 112 POSC 110, 120 PSYC 121 RELN 205 SOCY 110 HLTH 111,200 NURS 111 NUTR 214 RCPT 200

SPECIAL EDUCATION MAJOR – 58 Semester Hours – 2.5 GPA required to enroll in early field experience, student teach, and graduate. INTERDISCIPLINARY CORE – 25 Sem. Hrs.

CONCENTRATIONS

| | # 1 Special Education (15SH) | #2 COSD (18SH) |
|---|------------------------------|------------------|
| MATH 312 _____ 3 | EDSP 426 _____ 3 | COSD 221 _____ 3 |
| HUMD 300 _____ 3 | EDSP 428 _____ 3 | COSD 222 _____ 3 |
| ENGL 463 _____ 3 | EDSP 451 _____ 3 | COSD 223 _____ 3 |
| PHSC 350 _____ 4 | EDSP 462 _____ 3 | COSD 224 _____ 3 |
| EDSP 361 _____ 3 | EDSP 469 _____ 3 | COSD 421 _____ 3 |
| Recommended Electives (9 hours) (EDRD 314, EDSP 445, and EDUC 310) | | COSD 422 _____ 3 |
| _____ 3 | | |
| _____ 3 | | |
| _____ 3 | | |

PROFESSIONAL EDUCATION – A GPA of 2.5 ** is required for this program to enroll in early field experience, student teach, and graduate.

| | |
|--------------------------------|---------------------------------|
| 50 Clock Hrs Doc. Recvd. _____ | Student Teaching: Spring |
| EDEF 320 _____ 3 | EDSP 455 _____ 6 |
| EDSP 427 _____ 3 | EDSP 456 _____ 6 |
| EDSP 432 _____ 4 | |

123 Total Hrs Required to Graduate

Note: To graduate with honors, 60 hours must be completed at RU

Praxis I Scores: Reading _____ Writing _____ Math _____ or Composite _____; VCLA _____; VRA _____

**All IDHH students entering the teacher education program: the following are required to enroll in early field experience: 2.5 gpa, passing scores on PRAXIS I and the VCLA, and must also pass the Basic Competency Exam in EDRD 314.

Radford University

**Interdisciplinary Studies
Deaf and Hard of Hearing (PreK-12)**

SAMPLE SCHEDULE (The primary purpose of this example is to enable students to develop their own undergraduate program.)

----- **FRESHMAN YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|--------------------------------|---|--------------------------------------|---|
| CORE 101 | 3 | CORE 102 | 3 |
| MATH 111 | 3 | MATH 112 | 3 |
| HIST 111 or 112 (University B) | 3 | HIST 101 or 102 (College Core B) | 3 |
| VPA (University B) | 3 | Natural Sciences (University Core B) | 4 |
| GEOG/SOCY(College Core A) | 3 | Health and Wellness (College Core B) | 3 |
| (15 credits) | | (16 credits) | |

----- **SOPHOMORE YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|---------------------------------------|---|------------------------|---|
| CORE 201 | 3 | CORE 202 | 3 |
| Hum/ ENGL 201, 202,203 (University B) | 4 | HUMD 300 | 3 |
| ECON, APST, POSC (College A) | 3 | EDSP 361 | 3 |
| COSD 221 | 3 | EDEF 320 | 3 |
| MATH 312 (IDS Core) | 3 | COSD 222 | 3 |
| (16 credits) | | (15 credits) | |

----- **JUNIOR YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|----------------------|---|---------------------------------|---|
| EDSP 426 | 3 | EDSP 428 | 3 |
| EDRD 314 (Elective) | 3 | ENGL 463 (IDS Core) | 3 |
| COSD 421 | 3 | COSD 224 | 3 |
| COSD 223 | 3 | EDSP 451 | 3 |
| PHSC 350 (IDS Core) | 4 | EDUC 310 or EDSP 445 (Elective) | 3 |
| | | EDUC 310 or EDSP 445 (Elective) | 3 |
| (16 credits) | | (18 credits) | |

----- **SUMMER** -----

| | |
|----------|---|
| COSD 422 | 3 |
|----------|---|

----- **SENIOR YEAR** -----

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|------------------------|---|------------------------|----|
| Early Field Experience | | Student Teaching | |
| EDSP 432 | 4 | EDSP 455/456 | 12 |
| EDSP 462 | 3 | (12 credits) | |
| EDSP 469 | 3 | | |
| EDSP 427 | 3 | | |
| (13 credits) | | | |

B.S. = 122 credit hours

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.



Radford University
College of Education and
Human Development
Concentration Information
Interdisciplinary Studies

Concentrations require 15 semester hours above core curriculum in each concentration including a course in the IDS Core.

- 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 core curriculum)
- 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
- 403 Grammar and Style for Writers
- 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 core curriculum
- 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

- EDSP 451 – Collab. Consultation & Comm Skills
- EDSP 462 – Pro Class Mngt & Positive Behav
- EDSP 472 – Charac. of student w/ Disabilities
- Elective from:
EDSP 225 – Comm. Processes & Development
EDSP400 – Intro to Autism
EDSP 426 – Intro. Deaf and Hard of Hearing
EDSP 427 – Curriculum. & Methods for DHH
EDSP 436 - Teach Infants-PreK w/ Special Needs
EDSP 437 - Assessment of Young Children
EDSP 439 – Medical Aspects of Teaching
EDSP/EDET 454 – Educ. Technology
EDSP 466 - Students w/ Indiv. Adpt Curric.
EDSP 469 – Evaluative Technique

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 | |
| | 20720 | PPST Writing | 176 | |
| | | PPST Mathematics (calculators prohibited) | 178 | |
| | 10730 | *Or, Composite Score | | 532 |
| | 5710 | Computerized PPST Reading | 178 | |
| | | Computerized PPST Writing | 176 | |
| | 5720 | Computerized PPST Mathematics (calculators prohibited) | 178 | |
| | | *Or, Composite Score | | 532 |

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 or 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 |
| Physics | 0089 | Social Studies | 160 |
| | 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.

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.

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

General Curriculum: 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.

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 STUDENT RESPONSIBILITIES



The following information relating to academic advising and student responsibilities has been developed through a collaborative effort by the College faculty, the Advising Center, and the College Advising, Recruitment, and Retention Committee.

The academic 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 following has been developed to aid **students in accepting their responsibilities** in the advising process and maneuver through your degree program in a timely, positive, proactive, and rewarding manner. You, the student, as an active participant in earning your undergraduate degree need to:

- Maintain an “I’m a Professional in Training” attitude at all times;
- Exhibit professional behavior in your actions, written communications, oral communications;
- Develop an professional academic relationship with your professors and your academic advisor;
- Take the initiative to ask for assistance;
- Be familiar with your degree program requirements;
- Be familiar with University and program policies including deadlines;
- Attend all classes and turn all work in based on due dates and deadlines;
- Turn in any application required in your specific program to meet established deadlines;
- Meet grade point average requirements established for your specific program;
- Schedule and take any formal assessment requirements based on guidelines provided by your academic advisor and your program (Praxis I for teacher education students);
- **Read the e-mail you receive from College and University representatives;**
- Review your academic advising manual and your specific program handbook;
- 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;
- Communicate with parents about your progress (including sharing grades), problems, accomplishments, and exciting educational opportunities; 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.

Accepting your responsibilities as a college student will contribute to a more positive and successful experience. Please ask if you have questions about academic advising or these responsibilities. Print and sign your name below to indicate that you have read this information. **An advising note will be entered into your electronic advising record and a copy will be placed in your advising file for future reference by your advisor.**

Student’s Printed Name

Student’s Signature

Today’s Date

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

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 student's responsibility for meeting all stated requirements for the degree and the policies related thereof. It is also the student's responsibility to actively utilize their campus e-mail and the university web site as it tends to be a major communication resource and is often our primary form of communication with our students.

GRADES AND CREDIT

Grading System

- A** excellent work
- B** work that is distinctly above average
- C** work of average quality
- D** work of below average quality; D 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. See "Auditing Courses," below.
- I** work is incomplete.
- NR** no grade was recorded by instructor (for temporary administrative use only)
- ON** temporary grade awarded for classes that are not designed to be completed during the term of initial enrollment; used in some situations for Study Abroad, Internships, and other selected classes.
- P** passed with satisfactory work of "C" or better
- W** student withdrew, without penalty, from the course after schedule adjustment but before the end of the eighth week or 60 percent of the term. No credit was awarded.

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 eighth week of the semester (or 60 percent of the total class meetings of a summer session or any other non-traditional course, whichever comes first) will receive a grade of "W." Students may not withdraw from individual classes following the end of the eighth week of the semester.

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?

Before making an appointment, check your Student Information System to see if you have been assigned an advisor; go to the Student Information System and look under **DEGREE WORKS**, click **VIEW AUDIT** and under **ADVISOR 1** see if you have a faculty advisor or are assigned to the EH Advising Center. If you have a faculty advisor, you will need to contact that faculty member directly to schedule an appointment to meet with him/her. **If your advisor is "EH Advising Center,"** you can make an appointment using the AdvisorTrac system. In addition, Lauren Thomas (Academic Advisor) who advises all new ESHE freshmen and Donna Dunn (Advising Coordinator) have appointment times available through the AdvisorTrac system.

This appointment will be scheduled using our web-based appointment scheduling program, AdvisorTrac. To learn more, go to the Advising Center website at https://eduweb.education.radford.edu/advising_office/; find the link to "Schedule Advising Appointment" and notice that when your cursor is over the link a drop down menu with "Directions" appears. Click on the directions link and learn more about making your appointment. Once you learn about AdvisorTrac, you can simply click on the "Schedule Advising Appointment" link and proceed directly to the scheduling program.

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.

Radford University Professional Preparation Programs

College of Education and Human Development

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 with the.

- 1. Oral communication skills**
Expresses self very well; communicates ideas very well; is adept in using voice effectively
- 2. Written communication skills**
Writing is error-free and is very clear, organized and highly developed
- 3. Attendance and punctuality**
Perfect attendance
- 4. Work habits / Commitment to excellence**
Work and performance consistently demonstrates commitment to candidate's own high standards for professional work
- 5. Quality of work**
Reaches beyond the minimum and turns in excellent work
- 6. Professional dress**
Consistently dresses professionally
- 7. Quality of interactions and participation (classroom, practicum, internship, field experience)**
Contributes to classroom and field activities, often as a leader; highly engaged with students and/or colleagues; comes well-prepared
- 8. Critical thinking skills**
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**
Strong contributor to group/team efforts
- 10. Respect for others**
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**
Creative, resourceful and self directed
- 12. Attitude toward clients/learners**
Effectively develops professional /personal connections with clients/students which contribute to growth/development; uses many strategies that effectively motivate clients/students; teacher education candidates act on a strong belief that all students can learn
- 13. Response to constructive feedback**
Receptive; subsequent performances consistently show productive changes
- 14. Ability to handle stress and to manage workload**
Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with being a professional very well
- 15. Commitment to diversity and equity**
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

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.



Rho Phi Lambda Honorary Fraternity – Radford University is the home of the Omega Chapter of the Rho Phi Lambda National Honorary Fraternity which is dedicated to outstanding students within the Department of Recreation, Parks, and Tourism. Members are inducted one a year based on their class standing, grade point average, leadership, and service. Students must have at least junior standing, successfully completed at least 12 semester hours at RU in required RCPT prefix courses, a minimum CUM GPA of 3.0 overall and a minimum of 3.2 in RCPT prefix courses.



Radford University Dietetic Association – Gain valuable volunteer experience, learn more about the nutrition professions and network with other students in the Nutrition and Dietetics Program majors' club. The RUDA participates in community health/nutrition activities on and off campus. Every year the club raises funds to help send members to professional meetings and contributes to charities of their choice.



Recreation, Parks, and Tourism Majors Club – Take advantage of the department of recreation, parks and tourism majors club. Students pursue common issues and concerns related to the recreation, parks and tourism profession. Club activities might include guest speakers about current issues, special events, internships and course offerings.

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 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 communicate their experiences at Radford University with perspective and continuing students and their families.



Student Council for Exceptional Children – The council is 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.



Get involved in curriculum related activities; being actively involved with help you to grow into a well-rounded, in demand professional!

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. 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 core curriculum when it doesn't apply to my major?

All students at Radford University are required to complete 43-45 hours of core curriculum. 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; Lauren Thomas, Assistant Coordinator; Teacher Licensure Specialist, Libby Hall; Receptionist, Joyce Nester.

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

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, Joyce Mabry.

Chair, Department of Recreation, Parks, and Tourism: Dr. Ed Udd, Waldron Hall 150, 831-7720, Administrative Assistant, Danielle Reid.

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.

Career Center - assists students with choosing a major, career planning, assessment of career goals, researching experiential learning opportunities, resume writing, interview skills, locating employers. The office is located in Walker Hall 132.

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 Heth Hall Room 105.

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!!