

# REAL Curriculum Program Alignment Proposal

Department or School: Enter dept/school name:CHED/STEL/ELEM ED Date: 4/20/20

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

Program: Enter program name including concentration, etc. Be as specific as possible.

REAL Area Program Designation Sought (check all that apply): R E A L

Dept/School Contact: ggustafso@radford.edu

BS/BA Requirements: The BS requirements for the major are covered in the program requirements and no change is being requested.

- Any degree program that fulfills a REAL area must include at least 9 unique credit hours for each area covered. At least 3 of these 9 credit hours must be at the 300 level or above
- A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements.
- A single minor or certificate degree program may fulfill no more than two REAL areas.
- Degree program may cover up to two REAL areas using a single prefix.
- All courses documenting the coverage of a REAL area must fulfill all learning outcomes and be designated in that area.
- All courses that document fulfillment of a REAL area within a degree program of study are NOT required to be taught by the department/school. However, departments/schools are expected to formally communicate with other departments about reliance on and inclusion of courses in their degree program plans of study. Indicate this through signature of chair or director of the partnering department or school in the areas below.
- Departments or schools that seek to fulfill REAL areas must acknowledge assessment requirements for those areas. Assessment of degree seeking students is required to be conducted yearly by the department or school offering the degree program.
- If departments or schools want to use a menu of courses to fulfill a particular area, please duplicate the sections below for each REAL area and include information for each course included in the menu of options.

By signing, the department/school acknowledges the above conditions and considerations:

Dept/School Signature	Date:
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## Official Program Description:

Please paste the entire official program description from the Radford University catalog in the space within this box. Find those here: <https://catalog.radford.edu/>

### Elementary Education

Teaching children in elementary schools requires both a broad understanding of the world and detailed knowledge of how children grow, develop, and learn. Elementary school teachers design instruction for mathematics, literacy, science, social studies, the arts, and technology. The Interdisciplinary Studies\* degree (IDSE) prepares students to teach in the elementary grades (PreK-6) by including coursework in each of the content areas as well as foundational studies in education. A concentration (4 courses) in diverse learners, a variety of methods courses, and multiple field experiences connect knowledge across all of the content areas with the latest research on learning science, child development, and family engagement. To demonstrate commitment to the high standards of the profession, students will achieve a 3.0 GPA by the time they apply for their final year of intensive field experiences.\*\* Students finish the program academically prepared, skilled in the classroom, and well-positioned to make a difference in the lives of children.

\*Interdisciplinary: multiple branches of knowledge

\*\*Students are required to retake any coursework that doesn't result in a grade of "C" or better.

### Core Curriculum Requirements (30-36 credits)

Majors are required to take the following courses and are advised to take them as part of their Core Curriculum requirements:

#### Writing Intensive

ENG 112 Critical Reading and Writing in the Digital Age

EDUC 430 Field Applications of Professional Studies in the Elementary Classroom

- MATH 121 - Math Content for Teachers I (foundational math)
- MATH 122 - Math Content for Teachers II
- Math 212 for Social Analysis
- ASTR 111. General Astronomy I or
- ASTR 112. General Astronomy II or
- BIOL 103. Environmental Biology or
- BIOL 104. Human Biology or
- BIOL 105. Biology for Health Sciences or
- CHEM 111. General Chemistry I or
- CHEM 112. General Chemistry II or
- CHEM 120. Chemistry of Life or
- GEOL 100. Earth Resources and Natural Hazards or
- GEOL 105. Exploring Earth or
- GEOL 106. The Earth through Time or
- PHYS 111. General Physics I or
- PHYS 112. General Physics II or

- PHYS 221. Physics I or
- PHYS 222. Physics II
  
- HIST 111 - U.S. History to 1865
- HIST 112 - U.S. History since 1865
  
- HIST 101 - World History to 1500 or  
HIST 102 - World History since 1500
  
- GEOG 101 - Europe and the Americas (World Geography) or
- GEOG 102 - Africa and Asia (World Geography) or
- GEOG 103 – Introduction to Human Geography or
- GEOG 140 - Introduction to Environmental Studies (SS) or
- GEOG 201 – North America (SS) or
- GEOG 202 – The Commonwealth of Virginia (SS) or
- GEOG 203 – Appalachian Geography (SS) or
- GEOG 280 - Regional Geography (SS)

#### Interdisciplinary Core (19 credits)

- MATH 212 - Elementary and Middle Grades Mathematics for Social Analysis
- EDEF 300 - Human Development and Learning: Birth through Adolescence
- ENGL 424 – The Study of Children’s Literature
- PHSC 350 - Physical Science
- EDEF 320 – Introduction to Professional Education
- EDSP 451 - Collaborative Consultation and Communication Skills for Special Education

#### Concentrations (39 credits)

##### Pre-Professional Concentration (27 credits)

- EDRD 314 – Reading Instruction and Assessment for the Primary Grades
- EDSP 361 – Introduction to Students with Diverse Learning Needs and the Special Education Process
- EDUC 200 – Exploring Education
- EDUC 303 – Basic Instructional Design and Assessment
- EDUC 304 – Methods for Teaching Elementary Language Arts
- EDUC 370 – Multicultural Education
- EDUC 390 – Methods for Teaching Elementary Mathematics, Part 1
- EDUC 415 – Methods for Teaching Elementary Science
  
- EDUC 420 – Methods for Teaching Elementary Social Studies

##### Diverse Learners concentration (12 credits)

- EDSP 454- Technology for Diverse Learners
- EDSP 462 – Proactive Classroom Management and Positive Behavior Supports
- EDSP 472 – Characteristics for Students with Disabilities
  
- EDUC 380 – Differentiation for Diverse Learners

Elementary Education Licensure Option (27 credits)

(Grades PreK-6)

- EDUC 410 – Methods for Teaching Elementary Mathematics \*
- EDRD 414 - Reading II: Instruction and Assessment \*
- EDUC 430 - Field Applications of Professional Studies in the Elementary Classroom \*
  
- EDUC 450 - Student Teaching: Grades PreK-6

**Electives** (12 hours)

Students should consult their academic advisors in selecting elective courses to complete the 125 hours required for graduation.

## SCIENTIFIC AND QUANTITATIVE REASONING

<p><b>R Area:</b>                  Course Prefix: MATH                  Course Number: 122                  Course Title: MATH CONTENT FOR TEACHERS – PT.2                  Credit Hours: 3                  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected enrollment need per academic year: 60</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective                  Is this course offered within your dept/school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school: See attached email.</p>
<p><b>R Area:</b>                  Course Prefix: MATH                  Course Number: 212                  Course Title: MATH FOR SOCIAL ANALYSIS                  Credit Hours: 3                  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected enrollment need per academic year: 60</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective                  Is this course offered within your dept/school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school: See attached email.</p>
<p><b>R Area:</b>                  Course Prefix: PHSC                  Course Number: 350                  Course Title: PHYSICAL SCIENCE                  Credit Hours: 4                  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected enrollment need per academic year: 60</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective                  Is this course offered within your dept/school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school: See attached email.</p>

R Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be)

Math 112 and PHSC 350 are approved for General Education.

<p><b>R Area:</b>                  Learning Goal: To apply scientific and quantitative reasoning to questions about the natural world, mathematics, or related areas.                  Describe assessment plan:</p>	
<p>Learning Outcome 1:                  Students apply scientific and quantitative information to test problems and draw conclusions.</p>	<p>Description of learning outcome assessment plan:                  We will use the REAL Studies minor assessment for R</p>

<p>Learning Outcome 2: Students evaluate the quality of data, methods, or inferences used to generate scientific and quantitative knowledge.</p>	<p>Description of learning outcome assessment plan: We will use the REAL Studies minor assessment plan for R.</p>
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## HUMANISTIC OR ARTISTIC EXPRESSION

<p>E Area:          Course Prefix:          Course Number:          Course Title:          Credit Hours:          New course: <input type="checkbox"/> Yes <input type="checkbox"/> No          Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No            Projected enrollment need per academic year: 4</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> Required <input type="checkbox"/> Elective          Is this course offered within your dept/school? <input type="checkbox"/> Yes <input type="checkbox"/> No          If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation:      <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency:   <input type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year                                           <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
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<p>E Area:          Course Prefix:          Course Number:          Course Title:          Credit Hours:          New course: <input type="checkbox"/> Yes <input type="checkbox"/> No          Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No            Projected enrollment need per academic year:</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> Required <input type="checkbox"/> Elective          Is this course offered within your dept/school? <input type="checkbox"/> Yes <input type="checkbox"/> No          If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation:      <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency:   <input type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year                                           <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
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<p>E Area:          Learning Goal: To explore humanistic or artistic expression through inquiry or creativity.          Describe assessment plan:</p>	
<p>Learning Outcome 1:          Students demonstrate understanding of diverse ideas, languages, products, or processes of humanistic inquiry or artistic expression.</p>	<p>Description of learning outcome assessment plan:</p>
<p>Learning Outcome 2:          Students critically evaluate, synthesize, or create forms of human expression or inquiry.</p>	<p>Description of learning outcome assessment plan:</p>

## CULTURAL OR BEHAVIORAL ANALYSIS

<p><b>A Area:</b>                  Course Prefix: EDEF                  Course Number: 300                  Course Title: Human Development and Learning: Birth through Adolescence                  Credit Hours: 3                  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                  Revised course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                  EDEF 300 was HUMD 300 in the past.                  Projected enrollment need per academic year: 186</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective                  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Area:</b>                  Course Prefix: EDSP                  Course Number: 361                  Course Title: Introduction to Students with Diverse Learning Needs and the Special Education Process                  Credit Hours: 3                  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                  Revised course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Projected enrollment need per academic year:</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective                  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>A Area:</b>                  Course Prefix: EDEF                  Course Number: 320                  Course Title: Introduction to Professional Education                  Credit Hours: 3                  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                  Revised course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Projected enrollment need per academic year: 168</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective                  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>

A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be) EDEF 300, EDSP 361

All of these courses have no course pre-requisites and are open to all students, regardless of minor/major. The content in them is broad and does “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.”

<p><b>A Area:</b>                  Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).                  Describe assessment plan:</p>
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<p>Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Assessments around these assignments are currently being developed by faculty.</p> <p>In EDEF 320, students will write one essay where they respond to case studies of students, classroom, or school scenarios (e.g., describing factors related to school choice).</p> <p>The students will <b>describe</b> and <b>analyze the interactions between</b> factors related to the social institution of schools and students' success in school. The essay will be scored with a rubric (currently under construction) with two relevant criteria. One criterion will address the students' ability to <u>describe</u> factors related to the social institution of school and students' success (LO1). The second criterion will assess the students' ability to <u>analyze how</u> these individual and institutional/environmental factors interact (LO2).</p> <p>At the conclusion of the EDEF 320, the students will take an online Qualtrics survey, currently under construction, that will capture their reflections and perceived progress in considering how these factors manifest (LO1) and interact (LO2) in schools. This will be an indirect measure of both LO1 and LO2. A similar survey for EDEF 300 that will represent students' reflections and perceived learning about various factors impacting child development (e.g., culture, behaviors, and beliefs) is also under design.</p>
<p>Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan: See above for how the students will analyze the interactions between individual factors and institutional systems related to schools and education..</p>

## APPLIED LEARNING

### L Area:

Course Prefix: EDUC

Course Number: 200

Course Title: Exploring  
Education

Credit Hours: 3

New course:  Yes  No

Revised course:  Yes  No

Projected enrollment need per  
academic year: 180

### L Area:

Course Prefix: EDUC

Course Number: 370

Course Title: Introduction to  
Multicultural Education

Credit Hours: 3

New course:  Yes  No

Revised course:  Yes  No

Projected enrollment need per  
academic year: 180

### L Area:

Course Prefix: EDSP

Course Number: 454

Course Title: Educational  
Technology

Credit Hours: 3

New course:  Yes  No

Revised course:  Yes  No

Projected enrollment need per  
academic year: 63

Is this course required or an elective for your degree program?  Required  Elective

Is this course offered within your dept/school?  Yes  No

If no, collaborating dept/school must also complete the remaining elements, and must sign below.

Course Rotation:  Fall  Spring  Intersession  Other (Explain below)

Intended Frequency:  Every academic year  Every semester  Every other year

At least once every three years  Other

Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:

Is this course required or an elective for your degree program?  Required  Elective

Is this course offered within your dept/school?  Yes  No

If no, collaborating dept/school must also complete the remaining elements, and must sign below.

Course Rotation:  Fall  Spring  Intersession  Other (Explain below)

Intended Frequency:  Every academic year  Every semester  Every other year

At least once every three years  Other

Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:

Is this course required or an elective for your degree program?  Required  Elective

Is this course offered within your dept/school?  Yes  No

If no, collaborating dept/school must also complete the remaining elements, and must sign below.

Course Rotation:  Fall  Spring  Intersession  Other (Explain below)

Intended Frequency:  Every academic year  Every semester  Every other year

At least once every three years  Other

Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:

L Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be)

EDUC 200, EDUC 370

All of these courses have no course pre-requisites and are open to all students, regardless of minor/major. The content in them is broad and does "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession."

### L Area:

Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.

Describe assessment plan:

Learning Outcome 1:  
Students apply acquired  
knowledge and skills to  
develop professional  
identity or professional  
practice.

Description of learning outcome assessment plan:  
Students create a Google site or website in EDET 445/EDUC 454 that showcases their developing understanding, skills, and ability to critically evaluate instructional technology.

	<p>The faculty who teach these courses are developing a common rubric that will be used to evaluate students' developing expertise, knowledge and or skills as it relates to incorporating instructional technology into their future teaching. Faculty will use the rubric twice during the semester to assess two of the module assignments that students create as part of their Google site or website that they develop (e.g., lesson plans, plans for incorporating Assistive Technology).</p>
<p>Learning Outcome 2: Students critically reflect on their learning, abilities, experiences, or role within professional contexts.</p>	<p>Students create a Google site or website in EDSP 454 that showcases their developing understanding, skills, and ability to critically evaluate instructional technology.</p> <p>Measure 1: The faculty who teach these courses are developing a common rubric that will be used to evaluate students' ability to critically evaluate their own strengths and ability to meet challenges when developing and applying instructional technology in real world educational settings.</p> <p>Measure 2: The faculty who teach these courses are developing a common rubric that will be used to assess students' self-reflection of how using online professional development resources or online classes, or joining professional organizations shapes their growing professional identity.</p>

Are existing material resources adequate to support this program alignment proposal?

Yes  No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?

Yes  No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes  No If not, what additional human resources would be needed?

Department Curriculum Committee  
Recommendation:

Signature:

Date:

Chair/Dean on Behalf of Dept/School:

Signature:

Date:

College Curriculum Committee  
Approval:

Signature:

Date:

Dean/AVP Approval:

Signature:

Date:

REAL Council Recommendation:

Signature:

Date:

Faculty Senate Curriculum Committee  
Recommendation:

Signature:

Date:

Faculty Senate Approval:

Signature:

Date:

Provost Approval:

Signature:

Date: