

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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The College of Education and Human Development offers programs to prepare students for areas of specialization that include teaching; elementary, middle, and secondary schools; special education; exercise, sport and health education; nutrition and dietetics; and recreation, parks, and tourism. Students may select from a wide range of program options at both the undergraduate and graduate levels. Many of these options lead to professional licensure or certification. Through programs emphasizing academic and professional excellence, the college is committed to the development of knowledgeable, thoughtful, skillful professionals who continue to reflect critically on their experiences and become effective practitioners, leaders and innovators in human services profession.

Students in the College of Education and Human Development work closely with a highly competent faculty, 90 percent of whom hold terminal degrees in their specialties. The programs in the college are, in fact, university wide, involving Core Curriculum faculty and faculty who teach in majors in each of the other university colleges. The faculty is dedicated to teaching, to providing service, and to promoting academic excellence at Radford University.

The College of Education and Human Development includes the following units:

Counseling and Human Development
(Community Mental Health Counseling and School Counseling)
p. 132

Exercise, Sport, and Health Education
(Athletic Training, Fitness/Strength/ and Conditioning, Health Education/Health Promotion, Health/Physical Education- Teaching, Nutrition and Dietetics, Sports Administration, Sports Medicine)
p. 111

Recreation, Parks, and Tourism
(Recreation Therapy, Outdoor Recreation, and Tourism and Recreation Management)
p. 120

School of Teacher Education and Leadership
(Elementary Education, Middle Education, Secondary Education, Early Childhood Education/Early Childhood Special Education, Deaf and Hard of Hearing Education and Special Education General Curriculum)
p. 123

ACADEMIC ADVISING

The College of Education and Human Development recognizes the importance of academic advising and encourages all students to meet with their academic advisers at least twice each semester. Each student has ultimate responsibility for meeting the requirements of his or her academic program. Academic advising goes beyond the selection of courses for registration. It provides students with an opportunity to talk about concerns such as building a strong program

leading to a promising career, employment opportunities, expectations of prospective employers such as grade point average or extracurricular activities and financial opportunities. Both faculty advisers and the Advising Center staff are committed to assisting students in: exploring educational and career options; clarifying university and departmental requirements; selecting appropriate courses; evaluating academic progress; and obtaining referral information for academic and student support services.

The Center for Academic Advising and Student Support assists faculty advisers by offering general and technical advising to any student in the college. Center personnel are available to clarify policies and procedures as well as help students find answers to their academic questions. It is the student's responsibility to verify that all graduation requirements are met as specified in his or her selected program. Students are expected to contact their advisers to schedule advising appointments. Additional information can be found on the Center's webpage at https://eduweb.education.radford.edu/advising_office/.

Academic Advising: (a definition developed through a collaborative effort by the College's Advising, Recruitment, and Retention Committee and the faculty of the College):

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

Advisers encourage students to:

- Gain a clearer understanding of the experience of higher education,
- Approach their education in an organized and meaningful way,

- Think critically,
- Take responsibility for their education,
- Seek out resources,
- Develop plans of action towards goal achievement, and
- Evaluate progress toward their goals.

Students are expected to become familiar with the College of Education and Human Development Academic Advising Manual available from the Center or the website.

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. ..."

TEACHER EDUCATION PROGRAM

All programs in professional education preparation at Radford University are accredited by the National Council for Accreditation of Teacher Education, the Southern Association of Colleges and Secondary Schools, and the Virginia Department of Education. Information related to admission to and retention in programs and information on the professional studies component of preparation programs is found in the following pages. Additional information specific to the degree or subject area and departmental requirements are found on the following pages in this catalog. Because national and state standards are continually being modified, program requirements are subject to change. Students should stay in contact with advisers and with the Field Experience Office to keep abreast of possible changes.

Programs administered through the College of Education and Human Development:

Interdisciplinary Studies

Elementary Education p. 123

Middle Education p. 124

Special Education (Deaf and Hard of Hearing, PreK-12) p. 127

Special Education General Curriculum, (K-12) p. 128

Early Childhood Education/Early Childhood Special (PreK-3)

Education (Birth-age 5) p. 127

Health and Physical Education (K-12) p. 115

Programs administered in conjunction with other Colleges (see Departmental information for details):

Secondary Education: Biology (College of Science and Technology) p. 192

Secondary Education: Chemistry (College of Science and Technology) p. 197

Secondary Education: Earth Sciences (College of Science and Technology) p. 213

Secondary Education: Physics (College of Science and Technology) p. 217

Secondary Education: English (College of Humanities and Behavioral Sciences) p. 162

Secondary Education: Mathematics (College of Science and Technology) p. 206

Secondary Education: Social Studies (College of Humanities and Behavioral Sciences) p. 178

K-12 Art Education (College of Visual and Performing Arts) p. 233

K-12 Dance Education (College of Visual and Performing Arts) p. 249

K-12 Music Education (College of Visual and Performing Arts) p. 244

GRADUATE PROGRAMS

(See the *Radford University Graduate Catalog* for details):

Curriculum and Instruction

(College of Education and Human Development)

Educational Leadership (College of Education and Human Development)

Literacy Education

(College of Education and Human Development)

School Counselor

(College of Education and Human Development)

School Psychology

(College of Humanities and Behavioral Sciences)

Secondary Science/Licensure Option (College of Education and Human Development)

Special Education -- General Curriculum, Adapted Curriculum, Severe

Disabilities, Early Childhood Special Education,

Deaf and Hard of Hearing and Visual Impairment

(College of Education and Human Development)

Speech-Language Pathology

(Waldron College of Health and Human Services)

ADMISSION REQUIREMENTS

Criteria for admission to the Teacher Education Program fall into three areas: high academic achievement, proficiency in basic skills, and professional qualities that contribute to success in teaching. To be eligible to apply, students must meet the following minimal criteria:

- Completion of 45 semester hours of course work, except 50 hours is required for secondary education programs
- A minimum 2.5 grade point average (GPA) on all college work, a 2.5 GPA on

all work at Radford and a 2.5 GPA on all work attempted in the major, except elementary education and secondary social studies which require a 2.75 GPA on all college work, a 2.75 GPA on all work at Radford and a 2.75 GPA on all work attempted in the major and in professional studies; applicants for the five-year programs, early childhood education/early childhood special education and special education/general curriculum must maintain a 2.50 grade point average in all above mentioned areas and must meet additional requirements for admission to the College of Graduate and Professional Studies

- Successful completion of all department requirements including a departmental screening examination
- Successful completion of EDEF 320 and/or HUMD 300 as determined by program requirements
- Passing scores on Praxis I, the Virginia Communication and Literacy Assessment and the subject matter exams (Praxis II) required for licensure by the State of Virginia (for full admission)
- Demonstrate professional characteristics and dispositions.

ADMISSION PROCEDURES

Applications for admission to the Teacher Education Program should be obtained online or may be obtained from Field Experience Programs, Peters Hall A104. Students should apply to the Teacher Education Program at least two semesters prior to the semester in which they plan to student teach. The dates for the deadline for applications will be publicized by Field Experience Programs. Applications are reviewed by the programs to ensure that students meet minimum Field Experience Programs criteria to be eligible for admission. If a student does not meet minimal criteria, he or she is notified by the office and is not allowed to

register for early field experience courses or student teaching.

After the application is submitted, if a department conducts a screening examination, the department will notify the applicants to schedule screening appointments. The department's recommendation regarding the student's admission to the Teacher Education Program is then sent to Field Experience Programs.

Applications and supporting information are reviewed each semester by Field Experience Programs and the Associate Dean. Each applicant will be notified by Field Experience Programs regarding his or her admission status. If admission is denied, the Associate Dean will provide reasons for the denial. A student who is denied admission may reapply.

An applicant may appeal denial of admission by letter from the student to the Dean of the College of Education and Human Development within 10 working days after the date of the letter of notification. The student's letter requesting an appeal must include or be accompanied by a statement of information supporting the appeal.

RETENTION POLICIES

After admission to the Teacher Education Program, a student's progress is under continued review by the faculty. Retention policies are fully described in Policies and Procedures Governing Admission and Retention in the Teacher Education Program, available online.

ELIGIBILITY FOR STUDENT TEACHING

A full semester of student teaching is required of all students in the Teacher Education Program. To be eligible to enroll in student teaching, a student must have:

- earned a minimum of 92 hours of credit and met course work prerequisites for student teaching;
- successfully completed all departmental prerequisites for student teaching;
- earned a minimum 2.5 grade point average (GPA) in total hours attempted at Radford, a 2.5 GPA over all college level work attempted except for Elementary Education and Secondary Social Science which require a 2.75 GPA in these areas; applicants for the five-year programs, early childhood education/early childhood special education and special education/general curriculum must maintain a 2.50 grade point average in all above mentioned areas and must meet additional requirements for admission to the College of Graduate and Professional Studies
- satisfactorily completed professional education courses that are prerequisites to student teaching with a minimum 2.5 grade point average except for Elementary Education and Secondary Social Science which require a 2.75 grade point average; applicants for the five-year programs, early childhood education/early childhood special education and special education/general curriculum must maintain a 2.50 grade point average in all above mentioned areas and must meet additional requirements for admission to the College of Graduate and Professional Studies
- earned a minimum 2.5 grade point average in those Radford University courses designated as comprising the major; and not have any “incompletes” on current academic record except for Elementary Education and Secondary Social Science which require a minimum 2.75 GPA in the Radford University courses designated as comprising the major and not have any “incompletes” on current academic record; applicants for the five-year programs, early childhood education/early childhood special education and special education/general curriculum must maintain a 2.50 grade point average in all above mentioned areas and must meet additional requirements for admission to the College of Graduate and Professional Studies
- earned a minimum 2.5 GPA in professional studies except Elementary Education, and Secondary Social Science which require a minimum 2.75 GPA and be recommended for admission to student teaching by professional education faculty; applicants for the five-year programs, early childhood education/early childhood special education and special education/general curriculum must maintain a 2.50 grade point average in all above mentioned areas and must meet additional requirements for admission to the College of Graduate and Professional Studies
- submitted passing scores on the basic proficiency exam required for licensure, the Virginia Communication and Literacy Assessment/VCLA, the basic proficiency exam required for admission to the teacher education program (PRAXIS I), and passing scores on the subject exams required for licensure (PRAXIS II) except for Elementary Education which requires PRAXIS I, PRAXIS II, and the VCLA to be passed prior to admission to the Teacher Education Program; the Virginia Department of Education does not require a Praxis II exam for any program in special education (Early Childhood Education/Early Childhood special Education will take the elementary Praxis II to cover the endorsement in early childhood education for early/primary preK-3 endorsement);
- passing scores on the Virginia Reading Assessment (VRA) by candidates in the elementary education (preK-6), early childhood/early childhood special education, and special education /general curriculum and special education/hearing impairments; passing scores on the

VRA are required for program completion and recommendation for licensure.

Each student is expected to demonstrate knowledge, skills, and dispositions that reflect professional development in the following key areas of performance: content knowledge and content pedagogy knowledge and skills; learner development and learner differences; establishing a climate for learning; planning and instruction; and professional responsibilities and professional characteristics and dispositions.

LICENSURE, PROGRAM COMPLETION, AND GRADUATION REQUIREMENTS

To fully complete the program and be recommended for licensure, a student must have successfully completed student teaching in an assigned classroom setting and met all other requirements in the Radford University state-approved Teacher Education Program (including passing scores on all required licensure exams), be a citizen of the United States (this is a requirement for licensure only, and may be waived by the Virginia Department of Education), and have earned at least a 2.5 grade point average in professional education courses, in courses comprising the major, and in all work within the degree except for Elementary Education and Secondary Social Science which require a 2.75 grade point average in all areas; students in the five-year programs must meet grade point average requirements specific to the individual program.

Each student is responsible for meeting all requirements for licensure and graduation.

By action of the Virginia General Assembly, all candidates completing teacher preparation programs are required to earn passing scores on examinations determined by the Board of Education and must meet

other requirements as stated by the Virginia licensure requirements. Applications for graduation and applications for Virginia teacher licensure are distributed through the Center for Academic Advising and Student Support. Completed applications should be turned in at the Center for processing.

For information, contact the Center for Academic Advising and Student Support, Peters Hall A104.

ADDITIONAL SERVICES

Additional services in the College of Education and Human Development are provided through the following offices:

Center for Academic Advising and Student Support

Donna Dunn

Peters Hall A104, (540) 831-5424

This office supports the mission of the University and College by providing student-centered support through academic advising to students who have questions about curricula, teacher licensure requirements, academic requirements, academic policies and procedures, transfer work and graduation requirements. Students are expected to become familiar with the College of Education and Human Development Academic Advising Manual available from the Center or the Center's website. See additional information on p. 105.

Office of Field Experience Programs

William Zuti

Peters Hall A113, (540) 831-5277

This office administers a variety of services which support academic programs within the college and the University. Specifically, the office coordinates the undergraduate and graduate field programs including Early Field Experiences, Pre-Student Teaching, Student Teaching, and Graduate Practica. The office also coordinates special programs, seminars, workshops, and institutes

which are developed by the faculty and oversees the unit assessment for Teacher Education Programs.

EXERCISE, SPORT AND HEALTH EDUCATION

Beverly Zeakes, Chairperson
<http://eshe-web.asp.radford.edu>

UNDERGRADUATE PROGRAM

Exercise, Sport, and Health Education (ESHE) majors prepare to be leaders in the promotion of physically active and healthy lifestyles in today's society. A diverse range of program offerings in areas of teaching, exercise leadership, sport administration, the exercise sciences, athletic training and dietetics allow students to pursue careers in specialized content areas as well as broad-based programs of study. Academic programs in Physical and Health Education, Athletic Training Education, and Dietetics lead to licensure and are accredited by their professional bodies. Nutrition and Dietetics students must complete an internship after completing the RU degree to obtain certification. The majority of ESHE programs require 120 hours of coursework (with the exception of the teaching licensure program) and include extensive field experiences such as internships, or student teaching. For the non-ESHE major, the department offers minors in contemporary content areas, including coaching, self-defense, sport administration, and exercise science.

ACADEMIC ADVISING

All freshmen are advised in the Center for Academic Advising and Student Support and are assigned a faculty advisor at the end of the freshman year. The Advising Center provides support and assistance to

all students and faculty within the department. Students are encouraged to consult with their academic adviser regularly to facilitate smooth progress towards completion of their degree.

B.S. DEGREE

EXERCISE, SPORT AND HEALTH EDUCATION MAJOR

All Exercise, Sport and Health Education majors must complete the core requirements in each area listed below. Refer to the ESHE concentration/option or major to determine exact requirements.

Core Curriculum Requirements 43-45
 (see p. 81)

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

MATH 137. College Algebra.	3
BIOL 105. Biology for Health Sciences.	4
PSYC 121. Introductory Psychology.	3
STAT 200. Introduction to Statistics.	3
HLTH 200. Wellness Lifestyles.	3

Concentration 77

Majors must choose one of the seven concentrations/options/majors shown below. These hours include any required field-work hours.

Other Requirements and Electives

Students should consult with their academic adviser when selecting other requirements and electives to complete 120 semester hours required for graduation.

Total Credits Needed for Degree 120

Major Grade Point Average (GPA)

The major GPA is calculated using all ESHE, HLTH and NUTR courses. The sports medicine major GPA also includes BIOL 310 and 311.

CONCENTRATIONS

SPORT AND WELLNESS LEADERSHIP CONCENTRATION

This area of study is designed for students interested in working in leadership positions within the fitness and/or sport industry. Students may choose either a Fitness, Strength, and Conditioning option, which emphasizes the leadership of fitness and wellness programs in corporate, clinical, commercial and community settings; or a Sports Administration option, which provides coursework and experiences related to the management and administration of athletics, coaching, and organizations within the sport industry.

FITNESS, STRENGTH AND CONDITIONING OPTION

Minimum of 77 hours

ESHE 201. Introduction to Athletic Injuries.	3
ESHE 305. Principles of Strength and Conditioning.	3
ESHE 315. Physical Activity and Aging.	3
ESHE 350. Sport and Exercise Psychology.	3
ESHE 358. Technology in ESHE.	3
ESHE 360. Marketing of ESHE.	3
ESHE 395. Motor Behavior Foundations.	3
ESHE 396. Assessment and Prescription of Physical Fitness.	3
ESHE 397. Health/Fitness Program Development.	3
ESHE 405. Personal Training Review.	3
ESHE 460. Exercise Leadership in Health Fitness.	3
ESHE 461. Organization and Administration of Health/Fitness Programs.	3
HLTH 320. Health and Safety Foundations.	3
HLTH 465. Nutrition in Sport and Exercise.	3

BIOL 322. Anatomy and Physiology. 4-6

Options-Choose two options from below:

Commercial Option 9

COMS 173. Introduction to Advertising.	3
MKTG 340. Principles of Marketing.	3
MKTG 341. Advertising Strategy.	3
MKTG 360. Logistics.	3

Fitness Martial Arts Instructor Option 9

ESHE 262. Introduction to Asian Martial Arts.	3
ESHE 310. Multicultural Self Defense Education.	3
ESHE 361. World Martial Arts.	3
ESHE 362. Principles of Self Defense	3

Health and Nutrition Option 9

NUTR 214. Introduction to Nutrition.	3
NUTR 316. Nutrition in the Life Cycle I.	3
HLTH 250. Consumer Health.	3
HLTH 475. Health Behavior Change.	3

Performance Training Option 6

ESHE 388. Coaching the Athlete.	3
ESHE 496. Topical Seminar in ESHE.	3
*If a student selects this option, he/she must take ESHE 390 and ESHE 392.	

Fitness Programming for Children Option 10

ESHE 210. Introduction to Teaching Physical and Health Education.	2
ESHE 294. Motor Development.	2
ESHE 301. Theory and Practice of Fitness/Wellness.	2
ESHE 302. Theory and Practice of Individual/Dual Activities.	2
ESHE 306. Principles and Practice of Strength and Conditioning.	2

Professional Fieldwork 7-13

Required of all majors in the Sport and Wellness Leadership Concentration:

ESHE 363. Seminar in Professional Fieldwork.	1
ESHE 463. Professional Fieldwork in ESHE.	6-12

Major Grade Point Average (GPA)

A 2.1 overall GPA and a 2.5 major GPA are required for fieldwork and graduation in this option. Refer to fieldwork manual for all requirements.

Electives

Students should consult their academic advisers in selecting elective courses to complete the 120 semester hours required for graduation.

Total Credits Needed for Degree 120

SPORT ADMINISTRATION OPTION

ESHE 201. Introduction to Athletic Injuries.	62
ESHE 212. Introduction to Sport Management.	3
ESHE 305. Principles of Strength and Conditioning.	3
ESHE 350. Sport and Exercise Psychology.	3
ESHE 358. Technology in ESHE.	3
ESHE 360. Marketing of ESHE.	3
ESHE 388. Coaching the Athlete.	3
ESHE 391. Exercise Science.	4
ESHE 395. Motor Behavior Foundations.	3
ESHE 415. Issues in Sport Management.	3
ESHE 461. Organization and Administration of Health/Fitness Programs.	3
ENGL 306. Professional Writing.	-or-
ENGL 307. Business Writing.	3
BIOL 322. Human Anatomy and Physiology.	6
ESHE/HLTH elective	3

Interdisciplinary 15

Select 15 hours from the following interdisciplinary courses (please note that some courses will have prerequisites):

MGNT 322, 323, 357, 421, 425
 MKTG 340, 341, 342, 344, 350, 360
 ACTG 211, 212
 BLAW 203
 FINC 331, 332
 COMS 104, 146, 173, 204, 225, 230, 250, 414
 ECON 105/106, 313

**Minors are encouraged in: Business Administration, Management, Marketing, Communication, and Media Studies. However, no more than 6 credits toward a minor may be double counted from the major course work.

Professional Fieldwork 7-13

Required of all majors in the Sport and Wellness Leadership Concentration
 ESHE 363. Seminar in Professional Fieldwork. 1
 ESHE 463. Professional Fieldwork in ESHE. 6-12

Major Grade Point Average (GPA)

A 2.1 overall GPA and a 2.5 major GPA are required for fieldwork and graduation in this option. Refer to fieldwork manual for all requirements.

Electives

Students should consult their academic advisers in selecting elective courses to complete the 120 semester hours required for graduation.

EXERCISE AND SPORT SCIENCE CONCENTRATION

This area of study is designed for students interested in advanced degree programs in the allied health field: physical

therapy, occupational therapy, exercise physiology, cardiac rehabilitation. Chiropractic medicine or other allied health disciplines. Students will be required to achieve and maintain a 3.0 or higher GPA to take 300- and 400-level ESHE/HLTH courses in the Sports Medicine Option. This option also requires a capstone fieldwork experience.

SPORTS MEDICINE OPTION

Sports Medicine Concentration

BIOL 105. Concepts of Biology.	4
CHEM 101. General Chemistry.	4
CHEM 102/103. General Chemistry.	4
BIOL 310. Human Structure and Function I.	4
BIOL 311. Human Structure and Function II.	4
*ESHE 201. Introduction to Athletic Training.	3
*ESHE 305. Principles of Strength and Conditioning.	3
*ESHE 315. Physical Activity and Aging.	3
*ESHE 323. Assessment of Athletic Injuries I.	3
*ESHE 350. Sport Psychology.	3
*ESHE 365. Therapeutic Exercise.	4
*ESHE 390. Kinesiology.	3
*ESHE 392. Exercise Physiology.	3
*ESHE 396. Assessment and Prescription of Fitness.	3
*ESHE 420. Therapeutic Modalities.	4
*HLTH 465. Nutrition for Sport and Exercise.	3
*ESHE/HLTH approved electives	3
PSYC 230. Lifespan Developmental Psychology.	-or-
PSYC 439. Abnormal Psychology.	3

*Must have a 3.00 overall grade point average to enroll in the course

Choose two science courses from the following list:

PHYS 111. General Physics.	4
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PHYS 112. General Physics.	4
CHEM 301. Organic Chemistry.	4
CHEM 302. Organic Chemistry.	4
BIOL 334. Microbiology.	4
BIOL 471. Biochemistry.	4

Professional Fieldwork 7-13

Required for Students in Sports Medicine	
ESHE 363. Seminar in Professional Fieldwork.	1
ESHE 463. Professional Fieldwork in ESHE.	6-12

Electives

Students should consult their academic advisers in selecting elective courses to complete the 120 hours required for graduation.

Major Grade Point Average (GPA)

An overall and major GPA of 3.0 or higher must be maintained in order to remain in this program, intern, and graduate. All ESHE, HLTH, NUTR courses and BIOL 310 and 311 are included in the major GPA calculation.

Total Credits Needed for Degree 120

HEALTH EDUCATION AND HEALTH PROMOTION CONCENTRATION

This program of study prepares students to become Certified Health Education Specialists (CHES). This degree prepares students to develop the knowledge and skills to develop, implement, and evaluate health behavior change programs in order to promote and protect the health of individuals, communities, and the nation. Graduates of this program have the opportunity to work in communities, schools, health departments, worksites, or hospitals.

Health Education and Health Promotion Concentration (HEHP) Courses 77

BIOL 322. Human Anatomy and Physiology.	6
NUTR 214. Introduction to Nutrition.	3
ESHE 315. Physical Activity and Aging.	3
ESHE 360. Marketing of ESHE.	3
ESHE 390. Kinesiology.	3
ESHE 392. Exercise Physiology.	3
ESHE 396. Assessment and Prescription.	3
HLTH 245. Foundations of Health.	3
HLTH 250. Consumer Health.	3
HLTH 300. Community Health and Epidemiology.	3
HLTH 325. Diversity of Health in the United States.	3
HLTH 451. Drug Use and Abuse Education.	3
HLTH 453. Human Sexuality.	3
HLTH 460. International Health.	3
HLTH 465. Nutrition.	3
HLTH 475. Health Behavior Change.	3
HLTH 480. Helping Skills for Health Educators.	3
HLTH 485. Health Program Planning and Evaluation.	3

Professional Fieldwork 7

ESHE 363. Seminar for Professional Field Work.	1
ESHE 463. Fieldwork in ESHE.	6

Major Grade Point Average (GPA)

A 2.1 overall grade point average and a 2.5 major GPA are required for fieldwork and graduation for this concentration. Refer to the fieldwork manual for additional information and requirements for fieldwork.

Electives

Students should consult with their academic advisers in selecting elective courses to complete the 120 hours required for graduation.

Total Credits Needed for Degree 120

PHYSICAL AND HEALTH EDUCATION TEACHING CONCENTRATION

This program of study prepares students to teach physical education and health education to young people in grades K-12. Students in this program earn a BS degree and a license issued by the Commonwealth of Virginia. To be admitted to the Professional Education Program, a student must meet minimum requirements for admission. Graduates obtain positions as teachers of physical and health education in schools and/or directors of community-based physical activity programs for youth. (See teacher education program in College of Education and Human Development admissions requirements on p. 107).

Core Curriculum Requirements 43-45 (see p. 81)

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

MATH 137. College Algebra.	3
BIOL 105. Biology for Health Sciences.	4
PSYC 121. Introductory Psychology.	3
STAT 200. Introduction to Statistics.	3
HLTH 200. Wellness Lifestyles.	3

ESHE Health Content 12

HLTH 362. Community Health, Diseases, and Disorders.	3
HLTH 451. Drug Use and Drug Abuse Education.	3
HLTH 453. Human Sexuality.	3
HLTH 465. Exercise, Performance, and Nutrition.	3

ESHE Physical Education Content 13

ESHE 301. TandP of Fitness/Wellness.	2
ESHE 302. TandP of Individual/Dual Activities.	2
ESHE 304. TandP of Team Sport Activities.	2

ESHE 306. Theory and Practice of Cooperative Games and Activities.	2
ESHE 475. Applied Physical Education Assessment.	3

Professional Education Requirements 18

In addition to the Foundation Courses listed above, 18 additional hours of courses in the College of Education and Human Development are required for licensure to teach in the State of Virginia. ESHE 453 is a student teaching experience in two clinical settings: one in an elementary school and the other in a high school.

ESHE 210. Introduction to Teaching Physical Health Education.	2
ESHE 382. Methods of Teaching K-12 Physical Education.	4
ESHE 385. Teaching Physical Education for Inclusion.	2
HLTH 382. Methods of Teaching K-12 Health Education.	4
EDEF 320. Introduction to Professional Education.	3
EDRD 416. Content Reading and Literacy.	3

Major Grade Point Average (GPA)

A 2.5 overall GPA and a 2.5 major GPA are required for admission to the teacher education program and student teaching. See the teacher education admission requirements on p. 107.

Electives

Students should consult with their academic advisers in selecting elective courses to complete the 120 hours required for graduation.

Fieldwork Requirement	12
ESHE 453. Student Teaching.	12

DRIVER'S EDUCATION ADD-ON ENDORSEMENT

A Driver's Education add-on endorsement can be received upon completion of HLTH 410 and HLTH 412 if the candidate is licensed in Secondary or K-12.

ATHLETIC TRAINING CONCENTRATION

The athletic training concentration prepares students for a career in athletic training, an allied health care profession. The program is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Program admission is competitive and the number of qualified applicants admitted into the program is limited. Technical standards must be met for a student to enter the athletic training program. Students should see the athletic training web site at: (<http://www.radford.edu/~atep>) for specific admittance and technical standards information.

ESHE General Courses 18

ESHE 305. Principles and Practice of Strength and Conditioning.	3
ESHE 350. Sport and Exercise Psychology.	3
ESHE 390. Kinesiology.	3
ESHE 392. Exercise Physiology.	3
ESHE 461. Organization and Administration of Health/Fitness Programs.	3
HLTH 465. Exercise, Performance, and Nutrition.	3

Athletic Training Concentration 57-59

#ESHE 150. Fundamentals of Athletic Training.	1
#ESHE 201. Introduction to Athletic Injuries.	3
#ESHE 205. Introduction to Athletic Training Skills.	2
#ESHE 225. Practicum I.	1

#ESHE 250. Practicum II.	3	ATHLETIC TRAINING WITH HEALTH AND PHYSICAL EDUCATION LICENSURE	
#ESHE 323. Assessment of Athletic Injuries I.	3		
#ESHE 325. Practicum III.	3		
*#ESHE 333. Athletic Training Skill Assessment.	1		
#ESHE 325. Practicum III.	3	Option Requirements	48
#ESHE 335. Seminar in Athletic Training.	2	ESHE Courses	30
#ESHE 340. General Medical Conditions and Concerns.	3	ESHE 210. Introduction to Teaching Physical and Health Education.	2
#ESHE 345. General Medical Rotation.	1	ESHE 294. Motor Development.	2
#ESHE 422. Assessment of Athletic Injuries II.	3	ESHE 301. Theory and Practice of Fitness/Wellness.	2
#ESHE 355. Practicum IV.	4	ESHE 302. Theory and Practice of Individual/Dual Activities.	2
#ESHE 365. Therapeutic Exercise.	4	ESHE 304. Theory and Practice of Team Sport Activities.	2
#ESHE 420. Therapeutic Modalities.	4	ESHE 306. Theory and Practice of Cooperative Games and Activities.	2
#ESHE 430. Senior Seminar.	3	ESHE 382. Methods for Teaching K-12 Physical Education.	3
#HLTH 320. Health and Safety Foundations.	3	ESHE 385. Teaching Physical Education for Inclusion.	2
#BIOL 310/311. Human Structure and Function I/II.	-or-	ESHE 475. Applied Physical Education Assessment.	3
**#BIOL 322. Human Anatomy and Physiology.	6-8	HLTH 362. Community Health and Disease.	3
CHEM 101. General Chemistry.	-or-	HLTH 382. Methods of Teaching K-12 Health.	4
CHEM 120. Chemistry of Life.	4	HLTH 451. Drug Use and Abuse Education.	3
*This course must be taken 4 times.		Professional Education Courses	6
**If a student selects BIOL 322, he/she must take at least 2 additional elective credits.		EDEF 320. The School and the Student.	3
#Course must be passed with a "C" or better.		EDRD 416. Content Reading and Literacy.	3
Major Grade Point Average (GPA)		Professional Student Teaching Fieldwork.	12
A 2.5 overall and a 2.5 major GPA are required to be admitted into, to progress in and to graduate from this program.		ESHE 453. Student Teaching in PHED K-12.	12
Electives		NUTRITION AND DIETETICS MAJOR	
Students should consult with their academic advisers in selecting elective courses to complete the 120 hours required for graduation.		The curriculum in Nutrition and Dietetics is interdisciplinary in nature and includes	
Total Credits Needed for Degree	120		

courses that provide a broad background to prepare students for employment as dietitians and nutritionists in a wide variety of settings. RU's program is accredited by the American Dietetic Association's Commission on Accreditation for Dietetics Education. Upon completion of the B.S. Degree, students are eligible to apply to an accredited dietetic internship and subsequently sit for the national registration exam, the final step in the credentialing process to become a Registered Dietitian (RD). Registered Dietitians are employed in hospitals, wellness centers, health departments, private practice, health-related agencies and consulting positions with pharmaceutical and food companies.

RU's curriculum is focused on preparing students for careers in wellness, disease prevention and nutrition therapy. Alternative career paths also include foodservice management, public health and the food industry.

ACADEMIC ADVISING

All Nutrition and Dietetics students are assigned to a faculty adviser. Students are encouraged to consult with their academic adviser regularly to facilitate smooth progress towards completion of their degree. In addition, the Advising Center provides support and assistance to students and faculty within the department. Both faculty advisers and the Advising Center staff are committed to assisting students in: exploring educational and career options; clarifying university and departmental requirements; selecting appropriate courses; evaluating academic progress; and obtaining referral information for academic and student support services.

ADMISSION CRITERIA TO UPPER DIVISION COURSES

Applicants must meet the following criteria for admission to the Nutrition and Dietetics upper division coursework:

1. Official transcripts reflecting a cumulative GPA of 2.5 or better from all post secondary schools attended including RU.
2. Completion and grade of C or better in the following courses:
 - a. NUTR 100
 - b. NUTR 204
 - c. NUTR 214
 - d. CHEM 101
 - e. CHEM 103
 - f. BIOL 105
 - g. BIOL 322 or BIOL 310 and BIOL 311
3. All of the above courses must be completed before beginning upper division NUTR courses.
 - a. If any of the above courses have not been taken at the time of application, those students could be provisionally approved for registration into upper division course work.
 - b. If students do not complete the prerequisite courses with a C or better, admission to the courses will be withdrawn.
4. Submission of transcripts for those intending to enroll in upper division courses is due to the Advising Center by January 31 for fall enrollment.

B.S. DEGREE

All requirements for a degree are outlined below.

Core Curriculum Requirements 43-45 (see p. 81)

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

CHEM 101. General Chemistry.	4	B.S. Degree Requirement	6
PSYC 121. Introductory Psychology.	3	BIOL 322. Anatomy and Physiology.	6
MATH 137. College Algebra.	3		
STAT 200. Introduction to Statistics.	3	Electives	3
NUTR 214. Introduction to Nutrition.	3	Recommended Electives include: Spanish courses that indicate fluency in conversational Spanish.	
Major Core Requirements	56		
NUTR 100. Introduction to Professions of Foods and Nutrition.	2	Major Grade Point Average (GPA)	
NUTR 204. Food Science and Preparation.	4	A 2.50 GPA on all college work attempt- ed, a 2.5 GPA overall at RU, and a 2.5 GPA in the major are required to complete and graduate in this major.	
NUTR 218. Food Service Studies I: Introduction to Food Service Systems.	3		
NUTR 219. Food Service Studies II: Operations Management.	4	Total Credits Needed for Degree	120
NUTR 300. Medical Terminology.	1		
NUTR 303. Nutrition Assessment.	4		
NUTR 304. Research Methods in Nutrition and Dietetics.	3	HONORS PROGRAM IN NUTRITION AND DIETETICS	
NUTR 314. Community and Cultural Nutrition.	3	The Nutrition and Dietetics program offers an honors program. For a general description of the Honors Academy at Rad- ford University, see p. 91. For specific re- quirements of this program, contact the de- partment head or the director of the Honors Academy.	
NUTR 316. Nutrition in the Life Cycle I: Maternal and Child.	3		
NUTR 317. Nutrition in the Life Cycle II: Adult and Elderly.	3		
NUTR 414. Advanced Nutrition and Biochemistry I.	4		
NUTR 415. Advanced Nutrition and Biochemistry II.	4	EXERCISE, SPORT AND HEALTH EDUCATION MINORS	
NUTR 420. Diet Planning and Preparation.	4	Minors in ESHE are open to all students outside the ESHE Department at Radford University. All ESHE minors require 15-18 hours of approved course work.	
NUTR 425. Medical Nutrition Therapy I.	4		
NUTR 426. Medical Nutrition Therapy II.	4		
NUTR 435. Nutrition Counseling and Education I.	3	COACHING EDUCATION MINOR	15
NUTR 436. Nutrition Counseling and Education II.	3	ESHE 201. Introduction to Athletic Injuries.	3
Related Courses	12	ESHE 212. Introduction to Sport Management.	3
BIOL 105. Biology for Health Science.	4	ESHE 305. Principles and Practice of Strength and Conditioning.	3
BIOL 334. Microbiology.	4	ESHE 388. Coaching the Athlete.	3
CHEM 103. General Chemistry.	4		

Choose one of the following:

ESHE 350. Sport and Exercise Psychology. 3
 HLTH 465. Exercise, Performance and Nutrition. 3

EXERCISE AND SPORT SCIENCE MINOR 18

ESHE 201. Introduction to Athletic Injuries. 3
 ESHE 305. Principles and Practice of Strength and Conditioning. 3
 ESHE 390. Kinesiology. 3
 ESHE 392. Exercise Physiology. 3
 Choose two of the following:
 ESHE 315. Physical Activity and Aging. 3
 ESHE 396. Assessment and Prescription in ESHE. 3
 HLTH 465. Exercise, Performance and Nutrition. 3

ASIAN MARTIAL ARTS MINOR 16

ESHE 262. Introduction to Asian Martial Arts. 3
 ESHE 310. Multicultural Self Defense Education. 3
 ESHE 361. World Martial Arts. 3
 Choose seven hours from the following:
 ESHE 130. Karate.
 -or-
 ESHE 136. Taekwondo.
 -or-
 ESHE 330. Advanced Karate. 1
 ESHE 201. Introduction to Athletic Injuries. 3
 ESHE 362. Principles of Self Defense. 3
 ESHE 364. Pre-Professional Fieldwork in ESHE. 3
 HLTH 320. Health and Safety Foundations. 3
 Study Abroad in Japan/China/Korea with course of study to be assigned by advisor 3-6

SPORT ADMINISTRATION MINOR 18

ESHE 212. Introduction to Sport Management. 3
 ESHE 360. Marketing of ESHE. 3
 ESHE 388. Coaching the Athlete. 3
 ESHE 415. Issues in Sport Management. 3
 Choose two of the following:
 ESHE 201. Introduction to Athletic Injuries. 3
 ESHE 305. Principles and Practice of Strength and Conditioning. 3
 ESHE 350. Sport and Exercise Psychology. 3
 ESHE 358. Technology for ESHE. 3
 ESHE 391. Exercise Science. 4
 Approved interdisciplinary course. 3

RECREATION, PARKS AND TOURISM

Edward Udd*, Chairperson
www.radford.edu/~recparks/

UNDERGRADUATE PROGRAM

The mission of the department is to assist in promoting the full potential for quality of life for the citizens of the region, the Commonwealth of Virginia, and the nation. Thus, the faculty is committed to excellence in teaching, advising, scholarship, research and service.

The department provides each student with opportunities, resources, and guidance to enhance the quality of life of individuals through effective leadership in tourism and recreation management, recreation therapy, and outdoor recreation. Toward this end, both the Bachelor of Science and Bachelor of Arts degrees are designed for the student who is seeking basic, pre-professional knowledge, understanding and experience

toward a career in recreation, parks and tourism.

The undergraduate program and the recreation therapy concentration are accredited by the National Recreation and Park Association (NRPA); concentrations in tourism and recreation management and outdoor recreation are also available. Students who successfully complete courses, recommended electives, and a 560-hour internship in the recreation therapy concentration are qualified to take the national examination for certification through the National Council for Therapeutic Recreation Certification. Also, students who obtain a major in recreation, parks and tourism are eligible to take the national examination for a Certified Park and Recreational Professional through the National Recreation and Park Association National Certification Board.

ACADEMIC ADVISING

All students are advised by the Academic Advising Center and are also assigned to a faculty adviser upon entry into the recreation, parks and tourism department. In addition, the Advising Center provides support and assistance to students and faculty within the department. Both faculty advisers and the Advising Center staff are committed to assisting students in: exploring educational and career options; clarifying university and departmental requirements; selecting appropriate courses; evaluating academic progress; and obtaining referral information for academic and student support services.

B.A. OR B.S. DEGREE

RECREATION, PARKS AND TOURISM MAJOR

All requirements for recreation, parks and tourism are outlined below. Among the requirements are Core Curriculum, major

requirements, course work for one of three concentrations, and recreation, parks and tourism electives. A minimum 2.1 cumulative grade point average (GPA) and 2.5 major GPA are required for RCPT 413: Professional Issues and RCPT 470: Internship. Major GPA is calculated from all RCPT courses.

Core Curriculum Requirements 43-45 (see p. 81)

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

For Recreation Therapy majors:

BIOL 105. Biology for Health Sciences.	4
PSYC 121. Introductory Psychology	3

For Outdoor Recreation majors:

BIOL 103. Environmental Biology	4
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Major Requirements 45

RCPT 112. Activity Leadership and Analysis.	3
RCPT 210. Introduction to Recreation, Parks and Tourism.	3
RCPT 230. Introduction to Outdoor Recreation.	3
RCPT 313. Program Planning in Recreation, Parks and Tourism.	3
RCPT 314. Recreation Workshop.	3
RCPT 319. Introduction to Recreation Therapy.	3
RCPT 328. Design and Maintenance of Recreation, Parks, and Tourism Resources.	3
RCPT 336. Research and Technology Applications in Recreation, Parks and Tourism.	3
RCPT 365. Legal Liability and Risk Management.	3
RCPT 413. Professional Issues in Recreation, Parks and Tourism.	3
RCPT 423. Recreation Administration.	3
RCPT 470. Internship.	12

Majors also must fulfill one of the following concentrations:

RECREATION THERAPY CONCENTRATION 24-26

BIOL 105. Biology for Health Science. (BIOL 104 is recommended)	4
PSYC 121. Introductory Psychology.	3
PSYC 230. Lifespan Developmental Psychology.	3
PSYC 439. Abnormal Psychology.	3
RCPT 340. Process in Recreation Therapy.	3
RCPT 342. Assessment in Recreation Therapy.	3
RCPT 344. Program Design and Evaluation in Recreation Therapy.	3
RCPT 445. Professional Advancement in Recreation Therapy.	3
PSYC 230. Lifespan Developmental Psychology.	3
PSYC 439. Abnormal Psychology.	3
Six to eight credits from:	6-8
BIOL 322. Human Anatomy and Physiology.	6
BIOL 310. Human Structure and Function I.	4
BIOL 311. Human Structure and Function II.	4

OUTDOOR RECREATION CONCENTRATION 18-20

BIOL 103. Environmental Biology.	4
RCPT 317. Adventure Programming.	3
RCPT 331. Outdoor Living Skills.	3
Six credits from:	6
RCPT 235. Camp Counseling.	3
RCPT 417. Topical Seminar. (Must be related to Outdoor Recreation)	3
RCPT 421. Ropes Course Programming.	3
RCPT 441. Advanced Ropes Course Programming.	3
RCPT 476. Wilderness Institute.	9

Six to eight credits of supportive elective courses from ANTH, ASTR, BIOL, COMS, CRJU, GEOG, GEOL, MGNT, MKTG, PHSC, PSYC, SOCY or SOWK. These hours meet the B.S. degree requirements. Radford University has an articulation agreement with the National Outdoor Leadership School (NOLS) whereby NOLS courses may be transferred for academic credit.

TOURISM AND RECREATION MANAGEMENT CONCENTRATION 18

Twelve credits from:	
RCPT 350. Commercial Recreation and Tourism.	3
RCPT 417. Topical Seminar. (Must be related to Tourism and Recreation Management)	3
RCPT 424. Advanced Recreation Administration.	3
RCPT 425. Ethical Issues in Recreation, Parks and Tourism Management.	3
RCPT 431. Managing Travel Resources.	3
RCPT 435. Tourism and Recreation Marketing.	3
RCPT 480. Global Exchange in Recreation, Parks and Tourism.	1-9

Six to eight credits of supportive elective courses from ACTG, ANTH, BLAW, COMS, ECON, NUTR, GEOG, MGNT, MKTG, PSYC, SOCY or SOWK. These hours meet the B.S. degree requirements.

HONORS PROGRAM

The Recreation, Parks and Tourism Department offers a departmental honors program. For a general description of the Honors Academy at Radford University, see p. 91. For specific requirements of this department's program, contact the department chairperson or the director of the Honors Academy.

SCHOOL OF TEACHER EDUCATION AND LEADERSHIP

Sandra Moore*, Director
Debora Bays*, Assistant Director
www.radford.edu/~eduweb/

TEACHER EDUCATION PROGRAMS

Students seeking licensure to teach in early childhood education/early childhood special education, hearing impairment (preK-12) special education - general curriculum, and elementary or middle school education must major in Interdisciplinary Studies. Students who seek licensure to teach in secondary schools (grades 6-12) complete an approved Bachelor of Arts or Bachelor of Science degree in a specific major and also complete the Secondary Education Licensure Option.

General information regarding admission and retention in the Teacher Education Programs can be found on p. 107.

ACADEMIC ADVISING

All freshmen enrolled in the elementary education and the early childhood education/early childhood special education program are advised in the Center for Academic Advising and Student Support and are assigned a faculty advisor at the end of the freshman year or when program grade point average requirements are met. Students pursuing the deaf and hard of hearing program, middle education program, and special education--general curriculum are assigned a faculty advisor upon entering the major. The Advising Center provides support and assistance to all students and faculty within the school. Students are encouraged to consult with their academic adviser regularly to facilitate smooth progress towards completion of their degree.

ELEMENTARY EDUCATION

Students who intend to seek a license to teach elementary education (grades PreK - 6 / IDSE) complete an Interdisciplinary Studies degree with concentrations in two of the following areas: science, social science, English, special education, mathematics/statistics, or foreign language. Courses taken to complete the 12-hour social science concentration must be selected from at least two of the following areas: economics, history, geography, or political science.

Core Curriculum Requirements 43-45

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

MATH 111. Math Content for Teachers I.	3
MATH 112. Math Content for Teachers II.	3
HIST 111. U.S History to 1865.	-or-
HIST 112. U.S. History since 1865.	3
HIST 101. World History to 1500	-or-
HIST 102. World History since 1500	3
ECON 105. Principles of Macroeconomics	-or-
ECON 106. Principles of Microeconomics	3
GEOG 101. Europe and the Americas	-or-
GEOG 102. Africa and Asia	-or-
GEOG 140. Introduction to Environmental Studies	-or-
GEOG 280. Regional Geography	3

Interdisciplinary Core 19

POSC 110. Introduction to Politics	-or-
POSC 120. Introduction to American Government	3
Math: MATH 312. Elementary and Middle Grades Mathematics for Social Analysis.	3

HUMD 300. Human Growth and Development Birth through Adolescence. 3
 Humanities: ENGL 463. Grammar and Language for Teachers. 3
 Science: PHSC 350. Intro to the Physical Science Processes. 4
 EDSP 361. Introduction to Students with Diverse Learning Needs and the Special Education Process. 3

Concentrations 24

Students must choose two from English, mathematics, science, social science (economics, history, geography, and political science), foreign language, and special education.

Elementary Education

Licensure Option 39

(Grades PreK-6)

EDEF 320. Introduction to Professional Education. 3

EDUC 310. Teaching and Learning Elementary Science. 3

EDRD 314. Development and Instruction for Emergent and Beginning Readers. 3

EDUC 304. Teaching Language Arts. 3

EDUC 410. Teaching and Learning Elementary Mathematics. 3

EDRD 414. Reading II: Comprehension Instruction and Assessment Practices in Reading. 3

EDUC 425. Curriculum, Instruction, and Teaching: Social Studies Connections. 3

EDUC 430. Field Applications of Professional Studies in the Elementary Classroom. 6

* EDSP 361. Introduction to Students with Diverse Learning Needs and the Special Education Process. 3

EDUC 450. Student Teaching: Grades PreK-6. 12

*Satisfied in the Interdisciplinary Core

Total Credits Needed for Degree 125

MIDDLE SCHOOL EDUCATION

Students seeking licensure in middle school education (grades 6-8 / IDSM) complete an Interdisciplinary Studies degree with concentrations in two of the following areas: mathematics, science, social science, or English. Courses taken to complete the 21-hour social science concentration must be selected from the following areas: history, geography, economics, or political science. The concentrations have specific requirements that reflect licensure requirements; students are advised to work closely with their faculty advisor when selecting courses for their concentrations. Also, ENGL 425 and EDSP 361 must be completed as part of the Interdisciplinary Core. Courses from the Core Curriculum (maximum of 9 hours in a specific concentration) are used to meet the 21-hour concentration requirement.

Core Curriculum Requirements 43-45

Students need to choose courses for the Core Curriculum in consultation with the academic adviser because 9 hours can be used from the Core Curriculum to supplement each concentration area; although these hours are not double counted, they are used to meet the 21-hour concentration requirement. Students are encouraged to include MATH 111 Math Content for Teachers I and MATH 112 Math Content for Teachers in their Core Curriculum course work.

Interdisciplinary Core 19

Visual and Performing Arts.
 (Any class from Art, Dance, Music, Theatre) 3

Math: Any math, statistics, computer science or ITEC (Recommend MATH 312) 3

Humanities: ENGL 425. Adolescent Literature 3

Social Science: HUMD 300.

Human Growth and Development Birth through Adolescence. 3

Science: Any 4-hour lab science

(PHSC 350. Intro to the Physical Science Processes (recommended) 4
 EDSP 361. Introduction to Students with Diverse Learning Needs and the Special Education Process. 3

Concentrations 24

Students must choose two from English, mathematics, science, social science (economics, history, geography, and political science).

Middle Education Licensure Option 35 (Grades 6-8)

EDEF 320. Introduction to Professional Education. 3
 EDME 408. Approaches to Teaching. 3
 EDME 409. The Middle School Learner. 2
 EDME 410. Community: A Middle School Perspective. 2
 EDET 411. Technology for Middle School Teachers 2
 EDME 413. Conceptualizing, Planning and Teaching. 2
 EDRD 415. Interdisciplinary Connections through Reading and Writing. 3
 EDME 432. Middle Level Teacher Assistant Program. 6
 * EDSP 361. Introduction to Students with Diverse Learning Needs and the Special Education Process. 3
 EDUC 451. Student Teaching. 12

*Satisfied in the Interdisciplinary Core.

Total Credits Needed for Degree 121

SECONDARY EDUCATION

Students who seek licensure to teach in secondary schools (grades 6-12) complete an approved Bachelor of Arts or Bachelor of Science degree in a specific major (math, biology, chemistry, earth science, physics, social studies, or English) and also complete the Secondary Education Licensure Option described below.

Licensure Program Grades 6-12 36-39

HUMD 300. Child and Adolescent Development Birth through Adolescents. 3
 EDEF 320. Introduction to Professional Education. 3
 EDUC 440. Teaching Grades 6-12. 3
 *EDUC 441. Field Experience Grades 6-12. 3-6
 **EDRD 416. Reading in the Content Area. 3
 EDET 445. Integration of Educational Technology. 3
 EDSP 404. Introduction to Special Education for Secondary Educators. 3
 EDUC 442. Teaching Grades 9-12. 3
 EDUC 452. Student Teaching Grades 9-12. 12

*Secondary social studies majors must take EDUC 441 for six (6) credit hours; secondary mathematics, science, or English majors may take EDUC 441 for three (3) credit hours.

**EDRD 416 is not required in the English education program.

Departmental courses in the student's teaching endorsement content area, i.e., mathematics, English, social studies, and science, are required in addition to those courses listed.

DEAF/HARD OF HEARING OPTION (IDHH)

Licensure Option (Hearing Impairment, preK-12): B.S. in Interdisciplinary Studies with Concentrations in Special Education and Communication Sciences and Disorders.

For students interested in teaching students who are deaf/hard of hearing, the College of Education and Human Development offers a Special Education: Hearing Impairment PreK-12 (IDHH) licensure option within the Interdisciplinary Studies major.

In addition to Core Curriculum requirements, the Interdisciplinary Core, and Professional Education coursework, students complete concentrations in Communication Sciences and Disorders and Special Education. Students must complete EDSP 361 as part of the Interdisciplinary Core and other specific courses in their core curriculum requirements. Upon admission to the Professional Education Program, students will do their student teaching experience at two age levels with children and youth who are deaf/hard of hearing.

Core Curriculum Requirements 43-45

All majors must complete the following courses and are advised to take them as part of their Core Curriculum requirements:

HIST 101. World History to 1500.	-or-	
HIST 102. World History since 1500.	3	
ENGL 201. Readings in World Literature		
-or-		
ENGL 202. Readings in British Literature		
-or-		
ENGL 203. Readings in American Literature	3	
MATH 111. Math Content for Teachers I.	3	
MATH 112. Math Content for Teachers II	3	
HIST 111. U.S. History to 1865.	-or-	
HIST 112. U.S. History since 1865.	3	

Interdisciplinary Core 25

Math.	3	
HUMD 300 Human Growth and Development Birth through Adolescence.	3	
Humanities (ENGL 463)	3	
Science (PHSC 350)	4	
EDSP 361. Introduction to Students with Diverse Learning Needs and the Special Education Process.	3	
Electives (must be approved by adviser)	9	

(Recommended electives: EDRD 314, EDSP 445, and EDUC 310)

Required Courses in Communication Sciences and Disorders

Concentration 18

COSD 221. Introduction to American Sign Language (ASL) and Deaf Culture.	3	
COSD 222: American Sign Language (ASL) II.	3	
COSD 223. American Sign Language (ASL) III.	3	
COSD 224. American Sign Language (ASL) IV	3	
COSD 421. Language Development Birth to Five Years.	3	
COSD 422. Audiologic Rehabilitation.	3	

Required Courses in Special Education

Concentration 15

EDSP 426. Introduction to Deaf/Hard of Hearing.	3	
EDSP 428. Language Development And Literacy for Deaf and Hard of Hearing Students.	3	
EDSP 451. Collaborative Consultation and Communication Skills for Special Education.	3	
EDSP 462. Proactive Classroom Management and Positive Behavior Support.	3	
EDSP 469. Evaluative Techniques.	3	

Required Courses in Professional Education 22

EDEF 320. Introduction to Professional Education.	3	
EDSP 427. Curriculum and Methods for Deaf and Hard of Hearing Students.	3	
EDSP 432. Practicum: Deaf and Hard of Hearing.	4	
EDSP 455/456. Student Teaching in Special Education: Deaf and Hard of Hearing (Preschool-Elementary and Secondary)	12	

Total Hours in Program 123

EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION OPTION

Pre-Professional Option: B.S. in Interdisciplinary Studies with concentrations in Early Childhood Education and Early Childhood Special Education (IDEC) with 5th Year M.S. Leading to Dual Licensure in Early Childhood Education (PreK-3), and Early Childhood Special Education, (Birth-Age 5 all disabilities)

For students interested in teaching young children, the College of Education and Human Development offers a unified early childhood education and early childhood special education option within the Interdisciplinary Studies major. This option provides the basis for a 5th Year M.S. in Education with Virginia licensure in both early childhood education (pre-kindergarten through third grade) and early childhood special education (children with all disabilities from birth through age five). Students must complete EDSP 360 as part of the Interdisciplinary Core.

Completion of the 5th year M.S. program, which includes semester-long internship experiences, is required for Virginia licensure in early childhood education (PreK-3) and early childhood special education (birth to age 5, all disabilities). Students must meet all requirements for admission to the College of Graduate and Professional Studies before being enrolled in the graduate portion of the program.

Students are expected to complete the graduate admissions process during the fall of their senior year (see the *Radford University Graduate Catalog* for further details). In addition, students must apply to the Teacher Education Program by the fourth Friday in the spring semester of their junior year. They must meet the requirements for admission and retention as outlined on p. 107 of this catalog. Upon admission to the Teacher Education Program, students will do their student teaching experiences with

children in early childhood and early childhood special education settings.

Course Requirements

Core Curriculum Requirements 43-45 See p. 81.

The following course is required for the major and students are urged to take it as part of their Core Curriculum requirements:

MATH 111. Math Content for Teachers I. 3

The student should consult with their academic adviser to review the recommended courses for the Core Curriculum in this major.

Interdisciplinary Core 19

Visual and Performing Arts (DNCE 370 or ART 212 recommended) 3
Mathematics (MATH 312 recommended) 3
Humanities (ENGL 424 or 463 recommended) 3
(HUMD 300) 3
Science (PHSC 350 recommended) 3
EDSP 360. Introduction to Early Childhood Special Education. 3

Required Courses in Early Childhood Development Concentration 17

EDEC 321. Early Learning and Development: Infants and Toddlers. 4
EDEC 322. Early Learning and Development: Preschool through Primary Grades. 4
EDEC 323. Language Arts and Literatures for Young Children. 3
EDEC 400. Foundations, Programs and Trends in Early Childhood. 3
EDEC 445. Administration of Programs for Young Children. 3

Required Courses in Special Education Concentration	18
EDSP/COSD 225. Communication Processes, Development and Disorders.	3
EDSP 436. Teaching Infants, Toddlers, and Preschoolers with Disabilities.	3
EDSP 437. Assessment of Young Children with Special Needs.	3
EDSP 438. Program Management in ECSE.	3
EDSP 439. Medical and Neurodevelopmental Aspects of Teaching Young Children with Disabilities.	3
EDSP 451. Collaborative Consultation and Communication Skills for Special Education.	3

Required Courses in Professional Education	21
EDRD 413. Early Literacy and Learning.	3
EDEC 425. Assessment-Based Instruction and Adaptations for Young Children (PreK-3rd Grade).	3
EDEC 430. Practicum in Early Childhood Education.	6
EDSP 440. Practicum in Early Intervention.	3
EDSP 445. Adaptive Strategies in Mathematics.	3
Elective (approved by adviser)	3
Additional Elective (approved by adviser)	3

Students not seeking licensure must take:	
EDSP 440. Practicum in Early Intervention.	3
EDSP 445. Adaptive Strategies in Mathematics.	3
EDSP 462. Proactive Classroom Management and Positive Behavior Support.	3
Elective (approved by adviser)	3

Total Hours for Bachelor of Science Degree in Interdisciplinary Studies: Early Childhood	
Licensure Students	121
Non-Licensure Students	124

Students wanting Virginia licensure must continue in the MS in Education with a concentration in Early Childhood Education

SPECIAL EDUCATION – GENERAL CURRICULUM OPTION

Pre-Professional Option: B.A. or B.S. in Interdisciplinary Studies with a Concentration in Special Education: General Curriculum, K-12 and an Academic Area (IDSP) with 5th year M.S. in special education leading to teacher licensure in Special Education: General Curriculum, K-12.

This option within the Interdisciplinary Studies major is designed for students interested in teaching children and youth with disabilities in the general education curriculum. The emphasis is on preparing effective teachers who can work collaboratively in today's complex and diverse classrooms to maximize learning for all children. In addition to Core Curriculum requirements, the Interdisciplinary Core, and Professional Education coursework, students complete concentrations in Special Education and a second academic area (English, Math and Computer Science, Foreign Language, Science, or selected Social Science). In addition, students must apply to the Teacher Education Program by the fourth Friday in the spring semester. They must meet the requirements for admission and retention as outlined on page 107 of this catalog. Students complete EDSP 361 as part of the Interdisciplinary Core.

Completion of the fifth year M.S. program, which includes graduate coursework and two clinical experiences, is required for Virginia licensure with endorsements in special education—adapted curriculum (K-12) and special education—general

curriculum (K-12). Students must meet all requirements for admission to the College of Graduate and Professional Studies before being enrolled in the graduate portion of the program. Students are expected to complete the admissions process during the fall of their senior year (see the *Radford University Graduate Catalog* for further details). Upon admission to the Professional Education Program, graduate students will do their student teaching experience at two age levels with children and youth who have high incidence disabilities.

Course Requirements

Core Curriculum Requirements 43-45

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

MATH 111. Math Content for Teachers I. 3

MATH 112. Math Content for Teachers II 3

ENGL 201. Readings in World Literature

-or-

ENGL 202. Readings in British Literature

-or-

ENGL 203. Readings in American Literature 3

HIST 101. World History to 1500. -or-

HIST 102. World History since 1500. 3

HIST 111. U.S. History to 1865. -or-

HIST 112. U.S. History since 1865. 3

The student should consult with their academic adviser to review additional recommended courses for the Core Curriculum in this major.

Interdisciplinary Core 19

Math (MATH 312) 3

Humanities (ENGL 463) 3

HUMD 300 3

PHSC 350 4

EDSP 361. Introduction to Students with

Diverse Learning Needs and the Special Education Process. 3

Concentration 12

English, Science, Math, Foreign Language, or Social Science
(HIST, POSC, GEOG, ECON).

Required Courses in Special Education Concentration 12

EDSP 445. Adaptive Strategies in Mathematics. -or-

EDUC 410. Teaching and Learning Elementary Mathematics 3

EDSP 451. Collaborative Consultation and Communication Skills for Special Education. 3

EDSP 462. Proactive Classroom Management and Positive Behavior Support. 3

EDSP 472. Characteristics of Students with Disabilities who Access the General Education Curriculum. 3

Required Courses in Professional Education 21

EDUC 304. Teaching Language Arts 3

EDUC 310. Teaching and Learning Elementary Science 3

EDUC 425. Curriculum, Instruction, And Teaching: Social Studies Connections 3

EDEF 320. Introduction to Professional Education. 3

EDRD 314. Development and Instruction for Emergent and Beginning Readers. 3

EDRD 414. Reading II: Comprehension Instruction and Assessment Practices in Reading. 3

EDSP 400 Educator's Introduction to Autism Spectrum Disorders 3

EDSP 429. Practicum I: High Incidence Disabilities, Secondary. 3

EDSP 430. Elementary Practicum: High Incidence Disabilities. 3

EDSP 464 Introduction to Mental Retardation and Severe Disabilities 3

EDSP 466. Teaching Students with Individualized Adapted Curriculum.	3	EDSP 791-792. Teaching Internship In Special Education -- General Curriculum (Elementary and Secondary)	12
EDSP 606 Educational Research	3		
Total Hours in Undergraduate Program Option	122	*Taken during senior year of undergraduate program – 3.0 GPA required.	

FIFTH YEAR LICENSURE IN GENERAL CURRICULUM DISABILITIES

Students must meet all requirements for admission to (a) the College of Graduate and Professional Studies and (b) the Teacher Education Program before being enrolled in the graduate portion of the program. Students are expected to complete the admissions process during the fall of their senior year. See the *Radford University Graduate Catalog* for further details on graduate admissions; see page 107 of this catalog for details on admission to the Teacher Education Program.

The following courses are included in the 5th year graduate portion of the K-12 licensure program in Special Education—adapted curriculum (K-12) and Special Education—general curriculum (K-12).

Required Courses and Field Experiences	30
EDEF 606. Educational Research.	3*
EDSP 622. Collaboration in School and Community for Special Populations.	3
EDSP 641 Language Development and Remediation.	3
EDSP 675 Teaching Students with Exceptional Learning Needs In the Elementary General Curriculum	3
EDSP 676. Teaching Students with Exceptional Learning Needs in the Secondary General Curriculum	3
EDRD 695. Alternative Approaches to Reading Instruction.	3
EDSP 669. Diagnostic and Assessment Procedures for Individuals with Disabilities.	3

SPECIAL EDUCATION NON-ENDORSEMENT CONCENTRATION

This option provides a common set of knowledge and skills for elementary teachers of students with exceptionalities who do not seek the endorsement in Special Education. This option consists of the following courses for a concentration within the Elementary Education Licensure Option of the Interdisciplinary Studies major:

Requirements	15
EDSP 361. Introduction to Students with Diverse Learning Needs and the Special Education Process. (Completed in the Interdisciplinary Core)	3
EDSP 451. Collaborative Consultation and Communication Skills for Special Education.	3
EDSP 462. Proactive Classroom Management and Positive Behavior Support.	3
EDSP 472. Characteristics of Students with Disabilities who Access the General Education Curriculum.	3
Three additional semester hours chosen from:	
EDSP 225. Communication Processes, Development and Disorders.	3
EDSP 400. Introduction to Autism Spectrum Disorders	3
EDSP 426. Introduction to Deaf / Hard of Hearing.	3
EDSP 427 Curriculum and Methods For Deaf/Hard of Hearing Students	3

And Preschoolers with Special Needs	3	Early Childhood Special Education.	3
EDSP 437. Assessment of Young		EDSP 439. Medical and	
Children with Special Needs	3	Neurodevelopmental Aspects of	
EDSP 439. Medical Aspects of		Teaching Young Children with	
Teaching Young Children	3	Disabilities.	3
EDSP/EDET 454. Educational		EDSP 445. Adaptive Strategies in	
Technology for Diverse Populations	3	Mathematics.	3
EDSP 466. Teaching Students with		EDSP 451. Collaborative Consultation	
Individualized Adapted Curriculum	3	and Communication Skills for Special	
EDSP 469. Evaluative Techniques	3	Education.	3

SPECIAL EDUCATION MINOR

(18 semester hours)

Prerequisites: A minimum 2.5 grade point average

The minor in Special Education consists of 18 semester hours and includes either EDSP 360 or EDSP 361 as a prerequisite to the remaining 15 credit hours. The remaining 15 credit hours may be selected, with the approval of a faculty adviser from the department, from the electives listed below. Note that some courses available in the minor have additional prerequisites.

Required Courses

Choose one of the following:

EDSP 360. Introduction to Early Childhood Special Education.	3
EDSP 361. Introduction to Students with Diverse Learning Needs and the Special Education Process.	3

Electives

EDSP/COSD 225. Communication Processes, Development, and Disorders.	3
EDSP 426. Introduction to Deaf / Hard of Hearing.	3
EDSP 427. Curriculum and Methods for Deaf/Hard of Hearing Students.	3
EDSP 428. Language Development and Literacy for Deaf and Hard of Hearing Students.	3
EDSP 436. Teaching Infants, Toddlers and Preschoolers with Disabilities.	3
EDSP 437. Assessment of Young Children with Special Needs.	3
EDSP 438. Program Management in	

EDSP 462. Proactive Classroom Management and Positive Behavior Support.	3
EDSP 464. Introduction to Mental Retardation and Severe Disabilities.	3
EDSP 466. Teaching Students with Individualized Adapted Curriculum.	3
EDSP 469. Evaluative Techniques.	3
EDSP 472. Characteristics of Students with Disabilities who Access the General Education Curriculum.	3

GRADUATE PROGRAMS

The School of Teacher Education and Leadership offers a number of programs leading to the Master of Science degree.

M.S. in Education -- Kristan Morrison, Graduate Coordinator
MS in Educational Leadership -- Bill Flora, Graduate Coordinator
MS in Literacy Education -- Don Langrehr, Graduate Coordinator
MS in Special Education -- Liz Altieri, Graduate Coordinator

For further information, consult the *Radford University Graduate Catalog* or website and/or the School of Teacher Education and Leadership website.

COUNSELING AND HUMAN DEVELOPMENT

Alan Forrest*, Chairperson
www.radford.edu/~edcs-web/

The Department of Counselor Education offers the Master of Science degree with programs in K-12 School Counseling and Community Mental Health Counseling. This graduate program is accredited by CA-CREP in community and school counseling. For more information, consult the *Radford University Graduate Catalog*.

The department also offers courses for undergraduates:

COED 260: Seminar in Career Development.

COED 261: Highlanders In Action Internship.

COED 270: Student-Athlete Career Education and Development Seminar.

COED 450: Instructing the First Year Student.

