

# 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 in elementary, middle, and secondary schools; special education; and exercise, sport and health education. 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. Through programs emphasizing academic and professional excellence, the college is committed to the development of knowledgeable, thoughtful, skillful professionals who think critically and who continue to reflect critically on their experiences to become effective practitioners, leaders, and innovators in education.

Students in the College of Education and Human Development work closely with a highly competent faculty, 91 percent of whom hold terminal degrees in their specialties. The programs in the college are, in fact, university wide, involving general education 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**  
(College Counseling, Community Counseling, School Counseling, Student Affairs) p. 183

**Exercise, Sport, and Health Education**  
(Athletic Training, Corporate/Commercial Fitness, Exercise and Sport Studies, Health Education/Health Promotion, Health/Physical Educ. Teaching, Sports Administration, Sports Medicine) p. 167

**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, High Incidence Education—ED-LD-MR) p. 176

## ACADEMIC ADVISING

Each student has ultimate responsibility for meeting the requirements of his or her academic program. 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. A faculty adviser is assigned to each student based on his or her major and area of concentration. These advisers, professionals who have effectively performed in their fields, now guide students as future colleagues. 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 that can lead to a promising career,

employment opportunities, expectations of prospective employers such as grade point average or extracurricular activities, and financial opportunities. 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.

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.

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. 176
Middle Education	p. 177
Special Education (Deaf and Hard of Hearing, PreK-12)	p. 178
Special Education (High Incidence Disabilities, K-12)	p. 180
Early Childhood Education/Early (PreK-3) Childhood Special Education (Birth-age 5)	p. 179
K-12 Health and Physical Education	p. 173

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

Secondary Education: Biology (College of Arts & Sciences)	p. 98
Secondary Education: Chemistry (College of Arts & Sciences)	p. 104
Physical Secondary Education: Sciences (College of Arts & Sciences)	p. 106
Secondary Education: English (College of Arts & Sciences)	p. 115
Secondary Education: Mathematics (College of Arts & Sciences)	p. 133
Secondary Education: Social Studies (College of Arts & Sciences)	p. 148
K-12 Art Education (College of Visual & Performing Arts)	p. 197
K-12 Dance Education (College of Visual & Performing Arts)	p. 199
K-12 Music Education (College of Visual & Performing Arts)	p. 209

## GRADUATE PROGRAMS

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

Educational Leadership (College of Education & Human Development)
Educational Technology (College of Education & Human Development)
Reading Specialist (College of Education & Human Development)
School Counselor (College of Education & Human Development)
School Psychology (College of Arts & Sciences)
Special Education -- High Incidence Disabilities, Severe Disabilities, and Deaf and Hard of Hearing (College of Education & Human Development)
Speech-Language Pathology (Waldron College of Health & 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 grade point average on all work at Radford and a 2.5 GPA on all work attempted in the major, except elementary education which requires 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
- Successful completion of all department requirements including a departmental screening examination
- Successful completion of EDUC 309 or of EDEF 320 and HUMD 300 as determined by program requirements
- Passing scores on the basic skills test, Praxis 1, on the Virginia Communication and Literacy Assessment and on the subject matter exams required for licensure by the State of Virginia
- Demonstrate professional characteristics and dispositions.

## ADMISSION PROCEDURES

Applications for admission to the Teacher Education Program may be obtained from the Office of 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 the Field Experience Office.

Applications are reviewed by the Office of Field Experiences to ensure that students

meet minimal criteria to be eligible to apply. If a student does not meet minimal criteria, he or she is notified by the office and he or she is not allowed to register for early field experience or student teaching courses.

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 the Office of Field Experience Programs.

Applications and supporting information are reviewed each semester by the Office of Field Experience Programs and the Associate Dean. Each applicant will be notified by the Field Experience Office 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 continuing review by the faculty. Retention policies are fully described in Policies and Procedures Governing Admission and Retention in the Teacher Education Program, available in the Field Experience Office.

## **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 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 in total hours attempted at Radford, a 2.5 GPA over all college level work attempted except for Elementary Education which requires a 2.75 GPA in these areas;
- satisfactorily completed professional education courses that are prerequisites to student teaching with a minimum 2.5 grade point average except for Elementary Education which requires a 2.75 grade point average;
- 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 which requires a minimum 2.75 GPA in the Radford University courses designated as comprising the major and not have any "incompletes" on current academic record;
- earned a minimum 2.5 GPA in professional studies except Elementary Education which requires a minimum 2.75 GPA and be recommended for admission to student teaching by professional education faculty;
- 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;
- candidates in the elementary, early childhood/early childhood special education, and special education programs must submit passing scores on the Virginia Reading Assessment.

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 AND GRADUATION REQUIREMENTS**

To be recommended for licensure, a student must have completed student teaching in an assigned classroom setting and met all other requirements in the Radford University state-approved Teacher Education Program, 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 which requires a 2.75 grade point average in all areas.

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:

### **Academic Advising and Student Support Services**

**Donna Dunn**

**Peters Hall A104, (540) 831-5424**

This office provides overall advising within the College of Education and Human Development as well as information concerning teacher licensure transfer work and graduation requirements. See additional information on p. 163.

### **Office of Field Experience Programs**

**Patricia Shoemaker**

**Peters Hall A104, (540) 831-5277**

This office administers a variety of services that 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 developed by the faculty and oversees unit assessment for Teacher Education Programs.

## **◆EXERCISE, SPORT AND HEALTH EDUCATION**

**Beverly Zeakes, Chairperson**

**[www.radford.edu/~eshe-web/](http://www.radford.edu/~eshe-web/)**

## **UNDERGRADUATE PROGRAM**

Exercise, Sport, and Health Education 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, and the exercise sciences allow students to pursue careers in specialized content areas as well as broad-based programs of study. Academ-



ic programs in Physical and Health Education and Athletic Training Education lead directly to licensure and are accredited by their professional bodies. 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 practica, 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.

### 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 to determine exact requirements.

**General Education Requirements** 50  
(see p. 79)

**Core Requirements** 7

**Area 1: Motor Behavior Foundations**  
ESHE 395. Motor Behavior. 3

**Area 2: Health and Safety Foundations.**  
HLTH 320. Health and Safety  
Foundations. 3

**Area 3: Senior Capstone Experience**  
ESHE 462. Senior Capstone Experience. 1

**Concentration** 44-63

Majors must choose one of the four concentrations shown below. These hours include any required field-work/practica 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 120-125**

### Major Grade Point Average (GPA)

The major GPA is calculated using the core requirements plus all other ESHE and HLTH courses. The sports medicine option major GPA also includes BIOL 322 or BIOL 310 and 311.

### CONCENTRATIONS

### SPORT AND WELLNESS LEADERSHIP (SWL) 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 Corporate and Commercial Fitness 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.

**General Education Requirements** 50  
(see p. 79)

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

BIOL 105. Concepts of Biology. 4  
COMM 114. Public Speaking. 3  
STAT 200. Introduction to Statistics. 3  
ITEC (computer science) course 3  
HLTH 200. Wellness Lifestyles. 3  
PSYC 121. Introductory Psychology. 3

**Core Requirements** 7  
(See ESHE major)

### Commercial/Corporate Fitness Option Courses 47-49

ESHE 201. Introduction to Athletic Injuries. 3  
ESHE 305. Principles of Strength and Conditioning. 3

ESHE 315. Physical Activity and Aging.	3	<b>Sport Administration Option Courses 46</b>	
ESHE 350. Sport and Exercise Psychology.	3	ESHE 201. Introduction to Athletic Injuries.	3
ESHE 358. Technology in ESHE.	3	ESHE 212. Introduction to Sport Management.	3
ESHE 360. Marketing and Promotion in ESHE.	3	ESHE 305. Principles of Strength and Conditioning.	3
ESHE 391. Exercise Science.	4	ESHE 350. Sport and Exercise Psychology.	3
ESHE 396. Assessment and Prescription of Physical Fitness.	3	ESHE 358. Technology in ESHE.	3
ESHE 397. Health/Fitness Program Development.	3	ESHE 360. Marketing and Promotion in ESHE.	3
ESHE 405. Personal Training Review.	3	ESHE 388. Coaching the Athlete.	3
ESHE 460. Exercise Leadership in Health Fitness.	3	ESHE 391. Exercise Science.	4
ESHE 461. Organization and Administration of Health/Fitness Programs.	3	ESHE 415. Sport Administration.	3
HLTH 465. Nutrition in Sport and Exercise.	3	ENGL 306. Professional Writing.	
ENGL 306. Professional Writing.	3	or	
Or		ENGL 307. Business Writing.	3
ENGL 307. Business Writing.	3	Select 15 hours from the following interdisciplinary courses:	
BIOL 310. Human Structure and Function I.		MGNT 322, 323, 357, 421, 425	
or		MKTG 340, 341, 342, 344, 350, 360	
BIOL 322. Anatomy and Physiology.	4-6	ACTG 211, 212	
		BLAW 203	
		FINC 331, 332	
		COMM 226, 230, 250, 336, 337, 414	
		ECON 105/106, 313	
		MSTD 105, 146, 173, 205, 326, 328	
		or	
		Complete a Minor in one of the following areas:	
		Business Administration	
		Management	
		Marketing	
		Communication	
		Media Studies	
<b>Professional Fieldwork</b>	<b>7-13</b>	<b>Professional Fieldwork</b>	<b>7-13</b>
Required of all majors in the Sport and Wellness Leadership Concentration:		Required of all majors in the Sport and Wellness Leadership Concentration	
ESHE 363. Seminar in Professional Fieldwork.	1	ESHE 363. Seminar in Professional Fieldwork.	1
ESHE 463. Professional Fieldwork in ESHE.	3, 6, 9, or 12	ESHE 463. Professional Fieldwork in ESHE.	3, 6, 9 or 12
A 2.1 overall GPA and a 2.5 major GPA are required for fieldwork and graduation in this concentration. Refer to fieldwork manual for all requirements.		A 2.1 overall GPA and a 2.5 major GPA are required for fieldwork and graduation in this concentration. Refer to fieldwork manual for all requirements.	
<b>Electives</b>			
Students should consult their academic advisers in selecting elective courses to complete the 120 semester hours required for graduation.			
<b>Total Credits Needed for Degree</b>	<b>120</b>		

**Electives**

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

**EXERCISE AND SPORT SCIENCE (ESS) CONCENTRATION**

This area of study is designed for students interested in the science and study of the ESHE sub disciplines. Students may choose a sports medicine option, which prepares students for such fields and physical therapy, exercise physiology, or cardiac rehabilitation. Available positions in these fields often require advanced degrees. Students should maintain a 3.0 or higher GPA to be considered competitive in these fields of study. This option also requires a capstone fieldwork experience. Students may alternatively choose a more broad-based study of ESHE sub disciplines (Exercise and Sport Studies) by completing requirements (24 hours) in two ESHE cognates.

**SPORTS MEDICINE OPTION****General Education Requirements 50 (see p. 79)**

Students in Sports Medicine Option are required to take the following courses and are advised to take them as part of their general education requirements:

CHEM 101. General Chemistry.	4
CHEM 102 or 103. General Chemistry.	4
COMM 114. Public Speaking.	3
PSYC 121. Introductory Psychology.	3
STAT 200. Introduction to Statistics.	3
ITEC (computer science) course	3
HLTH 200. Wellness Lifestyles.	3

**ESHE Core Requirements 16**

Sports Medicine-Specific Courses	15
ESHE 390. Kinesiology.	3
ESHE 392. Exercise Physiology.	3
ESHE 350. Sport and Exercise Physiology.	3

ESHE 394. Motor Control.	3
HLTH 320. Health and Safety Foundations.	3

**Sports Medicine Option Courses 50**

BIOL 105. Concepts of Biology.	4
CHEM 102/103. General Chemistry.	4
PHYS 111. General Physics.	4
PHYS 112. General Physics.	4
BIOL 310. Human Structure and Function I.	4
BIOL 311. Human Structure and Function II.	4
ENGL 306. Professional Writing.	
or	
ENGL 307. Business Writing.	3
ESHE 201. Introduction to Athletic Training.	3
ESHE 305. Principles of Strength and Conditioning.	3
ESHE 315. Physical Activity and Aging.	3
ESHE 358. Technology in ESHE.	3
ESHE 390. Kinesiology.	3
ESHE 392. Exercise Physiology.	3
ESHE 396. Assessment and Prescription of Fitness.	3
HLTH 465. Nutrition for Sport and Exercise.	3

**PROFESSIONAL FIELDWORK 7-13**

Required for Students in Sports Medicine Option only.

ESHE 363. Seminar in Professional Fieldwork.	1
ESHE 463. Professional Fieldwork in ESHE.	3, 6, 9, or 12

**Electives**

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

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 related to fieldwork.

**Total Credits Needed for Degree 120**



<b>EXERCISE AND SPORT STUDIES OPTION</b>	<b>50</b>	ESHE 463. Fieldwork in ESHE.	3
		ESHE/HLTH electives	6
<b>General Education Requirements</b>	<b>50</b>	<b>Physical and Health Education Teaching Cognate (Required 17)</b>	<b>24</b>
<b>ESHE Core Requirements (See ESHE major)</b>	<b>12-16</b>	ESHE 210. Introduction to Teaching Physical and Health Education.	2
Exercise Science Requirement	4-6	ESHE 301. Theory and Practice of Fitness/Wellness.	
ESHE 391. Exercise Science.	4	or	
or		ESHE 302. Theory and Practice of Individual/Dual Activities.	
ESHE 390. Kinesiology. And ESHE 392. Exercise Physiology.	3/3	or	
<b>Exercise and Sports Studies Courses</b>	<b>48</b>	ESHE 304. Theory and Practice of Team Sport Activities.	2
Students completing required coursework (24) in two of the following ESHE cognate areas:		ESHE 382. Methods for Teaching K-12 Physical Education.	4
<b>Coaching Cognate (Required 18)</b>	<b>24</b>	ESHE 385. Teaching Physical Education for Inclusion.	2
ESHE 201. Introduction to Athletic Injuries.*	3	ESHE 475. Applied Physical Education Assessment.	3
ESHE 305. Principles and Practice of Strength and Conditioning.*	3	HLTH 382. Methods of Teaching K-12 Health Education.	4
ESHE 350. Sport and Exercise Psychology.	3	ESHE/HLTH electives	7
ESHE 388. Coaching the Athlete.	3	<b>Sport Administration Cognate (Required 21)</b>	<b>24</b>
ESHE 463. Fieldwork in ESHE.	3	ESHE 212. Introduction to Sport Management.	3
HLTH 465. Exercise, Performance and Nutrition.	3	ESHE 360. Marketing and Promotion of Exercise, Sport and Health Education.	3
ESHE/HLTH Electives	6	ESHE 415. Sport Administration.	3
*These classes are also in the Exercise Science cognate and therefore may not be counted together.		ESHE 463. FIELDWORK IN ESHE.	3
<b>Corporate/Commercial Fitness Cognate (Required 18)</b>	<b>24</b>	<b>INTERDISCIPLINARY COURSES</b>	
ESHE 358. Technology for Exercise, Sport and Health Education.	3	Choose from MGNT, MKTG, ACTG, BLAW, and COMM	9
ESHE 396. Assessment and Prescription in Exercise, Sport and Health Education.	3	ESHE/HLTH electives	3
ESHE 397. Health/Fitness Program Development.	3	<b>Exercise Science Cognate (Required 19-21)</b>	<b>24</b>
ESHE 460. Exercise Leadership.	3	ESHE 201. Introduction to Athletic Injuries.*	3
ESHE 461. Organization and Administration of Health/Fitness Programs.	3	ESHE 305. Principles and Practice of Strength and Conditioning.*	3
		ESHE 315. Physical Activity and Aging.	3
		ESHE 463. Fieldwork in ESHE.	3
		HLTH 465. Exercise, Performance and Nutrition.	3

BIOL 310. Human Structure and Function I. 4  
or  
BIOL 322. Human Anatomy and Physiology. 6

**ESHE electives** 3-5  
\*These courses are also in the Coaching cognate and therefore may not be counted together. 8

**Martial Arts Cognate (Required 14-20)** 24  
ESHE 262. Introduction to Asian Martial Arts. 3  
ESHE 310. Multicultural Self Defense Education. 3  
ESHE 330. Advanced Karate. 1-3  
ESHE 361. World Martial Arts. 3  
ESHE 362. Principles of Self Defense. 3  
ESHE 364. Junior Pre-Professional Fieldwork. 3  
EHSE 463. Field Work in ESHE. 3  
ESHE electives 3-5

\*These classes may not be repeated for credit.

### Special Option Requirements

Students will complete an internship in this option. Program is designed for those with targeted post-graduate plans, such as graduate school in the field. Students work with adviser to design a program to best meet student needs.

### Electives

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

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

**Total Credits Needed for Degree** 120

## HEALTH EDUCATION AND HEALTH PROMOTION CONCENTRATION (HEHP)

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.

**General Education Requirements** 50  
(see p. 79)

**ESHE Core Requirements** 7

Health Education and Health Promotion Concentration (HEHP) Courses 46  
BIOL 322. Human Anatomy and Physiology. 6  
ESHE 315. Physical Activity and Aging. 3  
ESHE 360. Marketing and Promotion of ESHE. 3  
ESHE 391. Exercise Science. 4  
HLTH 245. Foundations of Health. 3  
HLTH 300. Community Health and Epidemiology. 3  
HLTH 325. Diversity of Health in the United States. 3  
HLTH 350. Human Diseases. 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 485. Health Program Planning and Evaluation. 3

**Professional Fieldwork** 7

ESHE 363. Seminar for Professional Field Work. 1  
ESHE 463. Fieldwork in ESHE. 3, 6, 9, or 12

**Electives**

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

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.

**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. 165.)

**General Education Requirements 50  
(see p. 79)**

Majors are required to take the following courses and are advised to take them as part of their General Education requirements.

BIOL 105. Concepts of Biology.	4
COMM 114. Public Speaking.	3
STAT 200. Introduction to Statistics.	3
HLTH 200. Wellness Lifestyles.	3
PSYC 121. Introductory Psychology.	3

**ESHE General Content 14-16**

ESHE 391. Exercise Science.	4
BIOL. 322. Human Anatomy and Physiology.	6

**Cognate Coursework 4-6\***

\* Cognate electives must be in related content area and approved by adviser.

ESHE Health Content	13
HLTH 362. Community Health, Diseases, and Disorders.	3
HLTH 382. Methods of Teaching K-12 Health Education.	4
HLTH 451. Drug Use and Drug Abuse Education.	3
HLTH 458. Nutrition and Disease Prevention.	3

**ESHE Movement Content 21**

ESHE 210. Introduction to the Teaching Profession.	2
ESHE 294. Motor Development.	2
ESHE 301. T&P of Fitness/Wellness.	2
ESHE 302. T&P of Individual/Dual Activities.	2
ESHE 304. T&P of Team Sport Activities.	2
ESHE 306. Theory and Practice of Cooperative Games and Activities.	2
ESHE 382. Methods of Teaching K-12 Physical Education.	4
ESHE 385. Teaching PE for Inclusion.	2
ESHE 475. Applied Physical Education Assessment.	3

**ESHE Professional Education Content 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.

EDUC 309. The School and the Student.	3
EDRD 416. Content Reading and Literacy.	3
ESHE 453. Student Teaching in PE K-12.	12

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. 165.

### **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 (AT) 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.

#### **General Education Requirements 50**

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

COMM 114. Public Speaking.	3
HLTH 200. Wellness Lifestyle.	3
STAT 200. Introduction to Statistics.	3
BIOL 105. Concepts of Biology.	4

CHEM 101. General Chemistry.	4
or	
CHEM 120. Chemistry of Life.	4
PSYC 121. Introductory Psychology.	3

#### **ESHE Core Requirements 7**

ESHE 395. Motor Behavior Foundations.	3
HLTH 320. Health and Safety Foundations.	3
ESHE 462. Senior Capstone Seminar.	1

#### **ESHE General Courses 12**

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 52-55**

BIOL 310. Human Structure and Function I.	4
BIOL 311. Human Structure and Function II.	4
or	
BIOL 322. Human Anatomy and Physiology.	6
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
ESHE 323. Assessment of Athletic Injuries I.	3
ESHE 325. Practicum III.	3
ESHE 333. Athletic Training Skill Assessment.	1*
ESHE 335. Seminar in Athletic Training.	2
ESHE 340. General Medical Conditions and Concerns.	3
ESHE 345. General Medical Rotation.	1
ESHE 422. Assessment of Athletic Injuries II.	3
ESHE 355. Practicum IV.	4
ESHE 365. Therapeutic Exercise.	4

ESHE 420. Therapeutic Modalities.	4	<b>Professional Education Courses</b>	<b>6</b>
ESHE 430. Senior Seminar.	3	EDEF 320. The School and the Student.	3
ESHE electives (pick-one):		EDRD 416. Content Reading and Literacy.	3
ESHE 301. Theory and Practice of Fitness and Wellness.	2		
EHSE 305. Principles and Practice of Strength and Conditioning.	3	<b>Professional Student Teaching Fieldwork.</b>	<b>12</b>
ESHE 350. Sport and Exercise Psychology.	3	ESHE 453. Student Teaching in PHED K-12.	12
ESHE 360. Marketing and Promotion of Exercise Sport and Health Education.	3		
*This course must be taken 4 times.			

### **Total Credits Needed for Degree 121-122**

### **ATHLETIC TRAINING WITH HEALTH AND PHYSICAL EDUCATION (PHED) LINCENSURE**

#### **Option Requirements 48**

#### **PHED Courses 30**

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 304. Theory and Practice of Team Sport Activities.	2
ESHE 306. Theory and Practice of Cooperative Games and Activities.	2
ESHE 382. Methods for Teaching K-12 Physical Education.	3
ESHE 385. Teaching Physical Education for Inclusion.	2
ESHE 475. Applied Physical Education Assessment.	3
HLTH 362. Community Health and Disease.	3
HLTH 382. Methods of Teaching K-12 Health.	4
HLTH 451. Drug Use and Abuse Education.	3

### **EXERCISE, SPORT AND HEALTH EDUCATION MINORS**

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. Students should contact the department and/or ESHE adviser for a list of approved electives to meet minor requirements.

#### **COACHING EDUCATION MINOR 16**

ESHE 388. Coaching the Athlete.	3
ESHE 391. Exercise Science.	4
ESHE 395. Motor Behavior.	4
Choose two ESHE courses from approved electives (see dept.)	5

#### **EXERCISE AND SPORT SCIENCE MINOR 18**

#### **ESHE DEPARTMENT CORE (SCIENCES) 11-13**

Choose ESHE/HLTH Electives from approved list	5-7
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#### **SELF DEFENSE/MARTIAL ARTS MINOR 16-18**

ESHE 262. Introduction to Asian Martial Arts.	3
ESHE 310. Multicultural Self Defense Education.	3



ESHE 330. Advanced Karate.	1-3
ESHE 361. World Martial Arts.	3
ESHE 362. Principles of Self Defense.	3
ESHE 364. Junior Pre-Professional Fieldwork.	
or	
ESHE 201. Introduction to Athletic Injuries.	3

#### **SPORT ADMINISTRATION MINOR 8**

ESHE 212. Intro to Sport Management.	3
ESHE 360. Marketing & Promotions of ESHE.	3
ESHE 388. Coaching the Athlete.	3
ESHE 415. Sport Administration.	3
Choose two ESHE courses from approved electives (see dept.)	6

### **◆SCHOOL OF TEACHER EDUCATION AND LEADERSHIP**

**Dr. Alice Anderson\*, Director**  
[www.radford.edu/~eduweb/](http://www.radford.edu/~eduweb/)

#### **TEACHER EDUCATION PROGRAMS**

Students seeking licensure to teach in early childhood/early childhood special education, deaf and hard of hearing, high incidence disabilities, and elementary or middle school education must major in Interdisciplinary Studies. A description of that major can be found on p. 96. 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 (see p. 165 for more information).

General information regarding admission and retention in the Teacher Education Programs can be found on p. 165.

#### **ELEMENTARY EDUCATION**

Students who intend to seek a license to teach elementary education (grades PreK - 6)

complete an Interdisciplinary Studies degree with concentrations in two of the following areas: science, social science, English, special education, mathematics/statistics/computer science, or foreign language. Courses taken to complete the 15-hour social science concentration must be selected from at least two of the following areas: economics, history, geography, or political science.

#### **General Education 50**

Program requirements that can be completed through general education:\*

AREA 6: MATH 111 and MATH 112

AREA 8: HIST 111 or 112

AREA 8: Must complete 12 semester hours above the history requirement from three different areas

\*Transfer students should contact the Center for Academic Advising and Student Support.

#### **Interdisciplinary Core 19**

Visual & Performing Arts.	
(Any class from Art, Dance, Music, Theatre)	3
Math: MATH 315. Intro to the Number Systems.	3
Humanities: HUMD 300. Human Growth and Development Birth through Adolescence.	3
Humanities: ENGL 463. Grammar & Language for Teachers.	3
Science: PHSC 350. Intro to the Physical Science Processes.	4
EDSP 361. Current Trends in the Education of Exceptional Individuals.	3

#### **Concentrations 24**

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

<b>Elementary Education Licensure Option (Grades PreK-6)</b>		<b>39</b>	*Transfer students should contact the Center for Academic Advising and Student Support.	
EDEF 320. Introduction to Professional Education.	3		<b>Interdisciplinary Core</b>	<b>19</b>
EDUC 310. Teaching and Learning Elementary Science.	3		Visual & Performing Arts.	
EDRD 314. Reading I.	3		(Any class from Art, Dance, Music, Theatre)	3
EDUC 404. Teaching Language Arts and Children's Literature in the Elementary Classroom.	3		Math: Any math, statistics, computer science or ITEC (Recommend MATH 312)	3
EDUC 410. Teaching and Learning Elementary Mathematics.	3		Humanities: ENGL 425. Adolescent Literature	3
EDRD 414. Reading II.	3		Social Science: HUMD 300. Human Growth and Development Birth through Adolescence.	3
EDUC 425. Curriculum, Instruction, and Teaching: Social Studies Connections.	3		Science: PHSC 350. Intro to the Physical Science Processes (recommended)	4
EDUC 430. Field Applications of Professional Studies in the Elementary Classroom.	6		EDSP 361. Current Trends in the Education of Exceptional Individuals.	3
*EDSP 361. Current Trends in Education of Exceptional Individuals.	3			
EDUC 450. Student Teaching: Grades PreK-6.	12		<b>Concentrations</b>	<b>24</b>
*Satisfied in the Interdisciplinary Core			Students must choose two from English, mathematics, science, social science (economics, history, geography, and political science).	
<b>Total Credits Needed for Degree</b>	<b>132</b>			
<b>MIDDLE SCHOOL EDUCATION</b>				
Students seeking licensure in middle school education (grades 6-8) complete an Interdisciplinary Studies degree with concentrations in two of the following areas: mathematics, science, social science, or English. Courses taken to complete the 15-hour social science concentration must be selected from at least two of the following areas: history, geography, economics, or political science. Also, ENGL 425 and EDSP 361 must be completed as part of the Interdisciplinary Core.				
<b>General Education</b>	<b>50</b>		<b>Middle Education Licensure Option (Grades 6-8)</b>	<b>33</b>
AREA 8: Students must take four courses above history from at least three areas: ECON, POSC, GEOG, SOCY/ANTH			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
			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. Current Trends in Education of Exceptional Individuals.	3
			EDUC 451. Student Teaching.	12
			*Satisfied in the Interdisciplinary Core.	
			<b>Total Credits Needed for Degree</b>	<b>126</b>

## 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, social studies, or English) and also complete the Secondary Education Licensure Option that is described below.

### Licensure Program Grades 6-12 35

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
*EDRD 416. Reading in the Content Area.	3
EDET 445. Integration of Educational Technology.	2
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

\*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 licensure option within

the Interdisciplinary Studies major. In addition to General Education 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 during their general studies. 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.

### General Education 50

Program requirements that can be completed through general education:\*

Area 5: HIST 101 or 102  
Area 6: MATH 111 and one additional MATH or STAT  
Area 7: BIOL 105

Area 8: HIST 111 or 112; PSYC 121 and PSYC 317 or PSYC 218; GEOG

\*Transfer students should contact the Center for Academic Advising and Student Support.

### Interdisciplinary Core 19

Visual & Performing Arts	3
Math (MATH 312 Recommended).	3
Humanities (ENGL 424 or 425).	3
Social Sciences (PSYC 317 or 218).	3
Science (PHSC 350).	4
EDSP 361. Current Trends in the Education of Exceptional Individuals.	3

### 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 421. Language Development Birth-5.	3
COSD 425. Later Language Development.	3

COSD 422. Communication Approaches and Sensory Devices for Children with Hearing Impairment. 3

**Required Courses in Special Education Concentration 15**

EDSP 426. Introduction to Deaf/Hard of Hearing. 3  
 EDSP 427. Curriculum and Methods for Deaf and Hard of Hearing Students. 3  
 EDSP 451. Collaboration Skills for Professional Serving Diverse Populations. 3  
 EDSP 462. Behavior Management and Social Skills Development. 3  
 EDSP 469. Evaluative Techniques. 3

**Required Courses in Professional Education 24**

EDEF 320. Introduction to Professional Education. 3  
 EDET 445. Integration of Educational Technology. 2  
 EDSP 428. Development and Remediation of Reading, Writing, and Discourse for the Deaf and Hard of Hearing. 3  
 EDSP 432. Practicum in Deaf/Hard of Hearing. 4  
 EDSP 455/456. Student Teaching (Deaf/Hard of Hearing) (Elementary and Secondary). 12

**Total Hours in Program 126**

**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 a semester-long internship experience, 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 Extended Education 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. 167 of this catalog. Upon admission to the Teacher Education Program, students will do their student teaching experience with children in early childhood and early childhood special education settings.

**Course Requirements**

**General Education 50**

Program requirements that can be completed through general education:\*

AREA 5: HIST 101 or 102 recommended  
 AREA 6: MATH 111 and 112 recommended  
 AREA 7: BIOL 103 or 104 or 105  
 AREA 8: HIST 111 or 112  
 AREA 8: GEOG elective  
 AREA 8: POSC 120

Choose two:  
 SOCY 110  
 ECON elective  
 Social Science elective (APST 200 recommended)  
 \*Transfer students should contact the Center for Academic Advising and Student Support.

**Interdisciplinary Core 19**  
 Visual and Performing Arts (DNCE 370 or ART 212 recommended) 3  
 Mathematics (MATH 312 or STAT 200) 3  
 Humanities (ENGL 424) 3  
 Social Sciences (HUMD 300) 3  
 Science (PHSC 350 recommended) 3  
 EDSP 360. Young Children with Special Needs. 3

**Required Courses in Early Childhood Development Concentration 15**  
 EDEC 400. Foundations, Programs and Trends in Early Childhood. 3  
 EDEC 321. Early Learning and Development: Infants and Toddlers. 3  
 EDEC 322. Early Learning and Development: Preschool through Primary Grades. 3  
 EDEC 323. Language Arts and Literatures for Young Children. 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 Special Needs. 3  
 EDSP 437. Assessment of Young Children with Special Needs. 3  
 EDSP 438. Program Management in ECSE. 3  
 EDSP 439. Medical Aspects of Teaching Young Children. 3  
 EDSP 451. Collaborative Skills for Professionals Serving Diverse Populations. 3

**Required Courses in Professional Education 22**  
 EDRD 413. Early Literacy and Learning. 3  
 EDEC 425. Assessment-Based Instruction and Adaptations for Young Children (PreK-3rd Grade). 4  
 EDEC 430. Practicum in Early Childhood Education. 6  
 EDSP 440. Practicum in Early Intervention. 3  
 EDSP 445. Adaptive Strategies in Arithmetic. 3  
 Students not seeking licensure must take:  
 EDSP 462. Behavior Management. 3  
 and may take  
 EDEC 485. Practicum in Administration of Programs For Young Children.

**Total Hours for Bachelor of Science Degree in Interdisciplinary Studies: Early Childhood 121**  
 Students wanting Virginia licensure must continue in the MS in Education with a concentration in Early Childhood Education.

## HIGH INCIDENCE DISABILITIES OPTION

Pre-Professional Option: B.A. or B.S. in Interdisciplinary Studies with a Concentration in Special Education and an Academic Area (IDHI) with 5th Year M.S. in special education leading to teacher licensures (emotional/behavioral disorders, learning disabilities, and mental retardation, K-12).

This option within the Interdisciplinary Studies major is designed for students interested in teaching children and youth with any of the high-incidence disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). In addition to General Education 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, Sci-



ence, 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 167 of this catalog. Students complete EDSP 361 as part of the Interdisciplinary Core.

Completion of the 5th year M.S. program, which includes graduate coursework and two clinical experiences, is required for Virginia licensure in special education with endorsements in emotional/behavioral disorders, learning disabilities, and mental retardation (K-12). Students must meet all requirements for admission to the College of Graduate and Extended Education 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**

### **General Education 50**

Program requirements that can be completed through general education:\*

AREA 6: MATH 111 and one additional MATH or STAT (MATH 112 recommended)

AREA 5: HIST 101 or 102 required

AREA 8: HIST 111 or 112

AREA 8: 4 courses from at least 3 areas: ECON, POSC, GEOG and SOCY/ANTH

\*Transfer students should contact the Center for Academic Advising and Student Support.

### **Interdisciplinary Core 19**

Visual & Performing Arts	3
Math (MATH 312 highly recommended)	3
Humanities (ENGL 402, 424, 425 or 463)	3
Social Sciences (HUMD 300 required)	3
Science (PHSC 350 required)	4
EDSP 361. Current Trends in the Education of Exceptional Individuals.	3

### **Concentration 15**

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

### **Required Courses in Special Education Concentration 15**

EDSP/COSD 225. Communication Processes Development, and Disorders.	3
EDSP 445. Adaptive Strategies in Arithmetic.	3
EDSP 462. Behavior Management and Social Skill Development.	3
EDSP 464. Introduction to Mental Retardation and Severe Disabilities.	3
EDSP 472. Introduction to Learning Disabilities and Emotional/Behavioral Disorders.	3

### **Required Courses in Professional Education 21**

EDEF 320. Introduction to Professional Education.	3
EDRD 314. Reading I.	3
EDRD 414. Reading II.	3
EDSP 429. Practicum I: High Incidence Disabilities, Secondary.	2
EDSP 430. Practicum II: High Incidence Disabilities, Elementary.	4
EDSP 466. Teaching Students with Individualized Adapted Curriculum.	3
EDSP Elective	3

### **Total Hours in Undergraduate Program Option 120**

## **FIFTH YEAR LICENSURE IN HIGH INCIDENCE DISABILITIES**

Students must meet all requirements for admission to (a) the College of Graduate and Extended Education 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 165 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 High Incidence Disabilities (EBD, LD, & MR, K-12).

### Required Courses & 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 676. Teaching Exceptional Learners in the General Curriculum.	3
EDRD 695. Alternative Approaches to Reading.	3
EDSP 669. Diagnostic Educational Procedures for Exceptional Individuals.	3
EDSP 791-792. Internship in High-Incidence Disabilities (ED, LD, MR; Elementary & Secondary).	12

\*Taken during senior year of undergraduate program – 3.0 GPA required.

### 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. Current Trends in Education of Exceptional Individuals.	3
EDSP 445. Adaptive Strategies in Arithmetic.	3
EDSP 451. Collaboration Skills for Professionals Serving Diverse Populations.	3
EDSP 462. Behavior Management and Social Skills Development.	3

Three additional semester hours chosen from:

EDSP 225. Communication Processes, Development and Disorders.	3
EDSP 426. Introduction to Deaf / Hard of Hearing.	3
EDSP 464. Introduction to Mental Retardation and Severe Disabilities.	3
EDSP 471. Teaching the Gifted Child.	3
EDSP 472. Introduction to Learning Disabilities and Emotional/Behavioral Disorders.	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 3

Choose one of the following:	
EDSP 360. Young Children with Special Needs.	3
EDSP 361. Current Trends in Education of Exceptional Individuals.	3

#### Electives 15

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. Development and Remediation of Readings, Writing, and Discourse for the Deaf/Hard of Hearing.	3
EDSP 436. Teaching Infants, Toddlers and Preschoolers with Special Needs.	3
EDSP 437. Assessment of Young Children with Special Needs.	3

EDSP 438. Program Management in Early Childhood Special Education.	3
EDSP 439. Medical Aspects of Teaching Young Children.	3
EDSP 445. Adaptive Strategies in Arithmetic.	3
EDSP 451. Collaboration Skills for Professionals Serving Diverse Populations.	3
EDSP 462. Behavior Management and Social Skills Development.	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 471. Teaching the Gifted Child.	3
EDSP 472. Introduction to Learning Disabilities and Emotional/Behavioral Disorders.	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  
Curriculum and Instruction Concentration  
Educational Technology Concentration  
Library Science Concentration  
Information Technology Concentration  
Teaching English as a Second Language (TESL) Concentration  
Early Childhood Education Concentration  
MS in Educational Leadership  
MS in Reading

For more information, consult the *Radford University Graduate Catalog* or Dr. Elizabeth Dore, Graduate Coordinator, at 540-831-5843.

The program of graduate studies in Special Education includes specialty options in High Incidence Disabilities (Emotional/Behavioral Disorders, Learning Disabilities and Mental Retardation), and Deaf/Hard of Hearing. Please contact the Department for information about graduate level coursework in Severe Disabilities and Early Childhood Special Education. For further information, consult the *Radford University Graduate Catalog*.

## ◆COUNSELING AND HUMAN DEVELOPMENT

**Alan Forrest\*, Chairperson**  
[www.radford.edu/~edcs-web/](http://www.radford.edu/~edcs-web/)

The Department of Counselor Education offers the Master of Science degree with programs in Community Counseling, K-12 School Counseling, Student Affairs, and Community Counseling. This graduate program is accredited by CACREP in community, school and college counseling. The department also offers programs in student affairs administration. For more information, consult the *Radford University Graduate Catalog*.

The department also offers courses for undergraduates:

COED 260: Seminar in Career Development.  
COED 261: Highlander Internship.  
COED 270: Student-Athlete Education and Development Seminar.  
COED 450: Instructing the First Year Student.