

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, 86 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. 128

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. 111

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 Disabilities and Special Education—ED-LD-MR)
p. 120

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. All Exercise, Sport, and Health Education majors are advised by faculty. Freshmen in the Interdisciplinary Studies major are advised through the Center for Academic Advising and Student Support under the supervision of the Advising

Coordinator. Upon reaching sophomore status and achieving appropriate academic requirements, Interdisciplinary Studies majors are assigned a faculty adviser. 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. 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. 120
Middle Education	p. 121
Special Education (Deaf and Hard of Hearing, PreK-12)	p. 122
Special Education (High Incidence Disabilities, K-12)	p. 125
Early Childhood Education/Early (PreK-3) Childhood Special Education (Birth-age 5)	p. 123
K-12 Health and Physical Education	p. 117

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

Secondary Education: Biology (College of Science and Technology)	p. 182
Secondary Education: Chemistry (College of Science and Technology)	p. 189
Secondary Education: Earth Sciences (College of Science and Technology)	p. 191
Secondary Education: Physics (College of Science and Technology)	p. 191
Secondary Education: English (College of Humanities and Behavioral Sciences)	p. 141
Secondary Education: Mathematics (College of Science and Technology)	p. 202
Secondary Education: Social Studies (College of Humanities and Behavioral Sciences)	p. 166
K-12 Art Education (College of Visual and Performing Arts)	p. 208
K-12 Dance Education (College of Visual and Performing Arts)	p. 213
K-12 Music Education (College of Visual and Performing Arts)	p. 223

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)
Educational Technology (College of Education and Human Development)
Reading Specialist (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 -- High Incidence Disabilities, Severe Disabilities, Early Childhood Special Education, and Deaf and Hard of Hearing (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 grade point average on all work at Radford and a 2.5 GPA on all work attempted in the major, except elementary education, early childhood education/early childhood special education, and secondary social sciences 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
- 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 I, on the Virginia Communication and Literacy Assessment and on the subject matter exams 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 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 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 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 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, Early Childhood Education/Early Childhood Special Education, and Secondary Social Science which require 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, Early Childhood Education/Early Childhood Special Education, and Secondary Social Science which require 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, Early Childhood Education/Early Childhood Special 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;
- earned a minimum 2.5 GPA in professional studies except Elementary Education, Early Childhood Education/Early Childhood Special Education, and Secondary Social Science which require 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; the Vir-

ginia Department of Education does not require a Praxis II exam for High Incidence Disabilities;

- passing scores on the Virginia Reading Assessment by candidates in the elementary, early childhood/early childhood special education, and special education programs

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, Early Childhood Education/Early Childhood Special Education, and Secondary Social Science which require 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:

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. 106.

Office of Field Experience Programs

William Zuti

Peters Hall A113, (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

<http://eshe-web.asp.radford.edu>

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. Academic 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 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. ••)

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 seven concentrations 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 120-125

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 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 Corporate and Commercial Fitness option, which empha-

sizes 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. 83)

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
ESHE 350. Sport and Exercise Psychology.	3
ESHE 358. Technology in ESHE.	3
ESHE 360. Marketing of ESHE.	3
ESHE 391. Exercise Science.	4
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 465. Nutrition in Sport and Exercise.	3	ENGL 306. Professional Writing.	3
ENGL 306. Professional Writing.	3	ENGL 307. Business Writing.	3
Or			
ENGL 307. Business Writing.	3	Select 15 hours from the following interdisciplinary courses:	
BIOL 310. Human Structure and Function I.			
or			
BIOL 322. Anatomy and Physiology.	4-6	MGNT 322, 323, 357, 421, 425	
		MKTG 340, 341, 342, 344, 350, 360	
		ACTG 211, 212	
		BLAW 203	
		FINC 331, 332	
		COMM 225, 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	
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, 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.			
Electives		Professional Fieldwork	7-13
Students should consult their academic advisers in selecting elective courses to complete the 120 semester hours required for graduation.		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, 9 or 12
Total Credits Needed for Degree	120		
Sport Administration Option Courses	46	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.	
ESHE 201. Introduction to Athletic Injuries.	3	Electives	
ESHE 212. Introduction to Sport Management.	3	Students should consult their academic advisers in selecting elective courses to complete the 120 semester hours required for graduation.	
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 415. Issues in Sport Management.	3		

EXERCISE AND SPORT SCIENCE 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. 83)

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 7 (see ESHE major)

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.	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

EXERCISE AND SPORT STUDIES OPTION 50

General Education Requirements	50
ESHE Core Requirements	7
(See ESHE major)	
Exercise Science Requirement	4-6

ESHE 391. Exercise Science.	4	Teaching Physical and Health Education.	2
or		ESHE 301. Theory and Practice of	
ESHE 390. Kinesiology. And ESHE 392.		Fitness/Wellness.	
Exercise Physiology.	3/3	or	
		ESHE 302. Theory and Practice of	
		Individual/Dual Activities.	
		or	
		ESHE 304. Theory and Practice of	
		Team Sport Activities.	2
		ESHE 382. Methods for Teaching K-12	
		Physical Education.	4
		ESHE 385. Teaching Physical Education	
		for Inclusion.	2
		ESHE 475. Applied Physical Education	
		Assessment.	3
		HLTH 382. Methods of Teaching	
		K-12 Health Education.	4
		ESHE/HLTH electives	7
Exercise and Sports Studies Courses	48	Sport Administration Cognate	24
Students completing required coursework		(Required 21)	
(24) in two of the following ESHE cognate		ESHE 212. Introduction to Sport	
areas:		Management.	3
		ESHE 360. Marketing of ESHE.	3
		ESHE 415. Issues in Sport	
		Management.	3
		ESHE 463. Fieldwork in ESHE.	3
Coaching Cognate	24		
(Required 18)			
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 388. Coaching the Athlete.	3		
ESHE 463. Fieldwork in ESHE.	3		
HLTH 465. Exercise, Performance and			
Nutrition.	3		
ESHE/HLTH Electives	6		
*These classes are also in the Exercise			
Science cognate and therefore may not be			
counted together.			
Corporate/Commercial Fitness		INTERDISCIPLINARY COURSES	
Cognate	24	Choose from MGNT, MKTG,	
(Required 18)		ACTG, BLAW, and COMM	9
ESHE 358. Technology for Exercise,		ESHE/HLTH electives	3
Sport and Health Education.	3		
ESHE 396. Assessment and Prescription		Exercise Science Cognate	24
in Exercise, Sport and Health Education.	3	(Required 19-21)	
ESHE 397. Health/Fitness Program		ESHE 201. Introduction to Athletic	
Development.	3	Injuries.*	3
ESHE 460. Exercise Leadership.	3	ESHE 305. Principles and Practice of	
ESHE 461. Organization and		Strength and Conditioning.*	3
Administration of Health/Fitness		ESHE 315. Physical Activity and Aging.	3
Programs.	3	ESHE 463. Fieldwork in ESHE.	3
ESHE 463. Fieldwork in ESHE.	3	HLTH 465. Exercise, Performance and	
ESHE/HLTH electives	6	Nutrition.	3
		BIOL 310. Human Structure and	
		Function I.	4
Physical and Health Education		or	
Teaching Cognate	24	BIOL 322. Human Anatomy and	
(Required 17)		Physiology.	6
ESHE 210. Introduction to			

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

Martial Arts Cognate 24
 (Required 14-20)
 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

PHYSICAL AND HEALTH EDUCATION

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.

General Education Requirements 50
 (see p. 83)

ESHE Core Requirements 7
 (see ESHE major)

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 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 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	BIOL 105. Concepts of Biology.	4
ESHE 363. Seminar for Professional Field Work.	1	COMM 114. Public Speaking.	3
ESHE 463. Fieldwork in ESHE.	6, 9, or 12	STAT 200. Introduction to Statistics.	3
		HLTH 200. Wellness Lifestyles.	3
		PSYC 121. Introductory Psychology.	3
Electives		ESHE Core Requirements (see ESHE major)	7
Students should consult with their academic advisers in selecting elective courses to complete the 120 hours required for graduation.		ESHE General Content	14-16
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.		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.	
Total Credits Needed for Degree	120	ESHE Health Content	13
		HLTH 362. Community Health, Diseases, and Disorders.	3
PHYSICAL AND HEALTH EDUCATION TEACHING CONCENTRATION		HLTH 382. Methods of Teaching K-12 Health Education.	4
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.)		HLTH 451. Drug Use and Drug Abuse Education.	3
		HLTH 465. Exercise, Performance, and Nutrition.	3
		ESHE Physical Education Content	21
		ESHE 210. Introduction to Teaching Physical and Health Education.	2
		ESHE 294. Motor Development.	2
		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 382. Methods of Teaching K-12 Physical Education.	4
General Education Requirements (see p. 83)	50	ESHE 385. Teaching PE for Inclusion.	2
Majors are required to take the following courses and are advised to take them as part of their General Education requirements.		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.

EDEF 320. Introduction to Professional Education.	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. 108.

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.

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 (see ESHE major)

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 475. Applied Physical Education Assessment.	3
*ESHE 333. Athletic Training Skill Assessment.	1	HLTH 362. Community Health and Disease.	3
ESHE 335. Seminar in Athletic Training.	2	HLTH 382. Methods of Teaching K-12 Health.	4
ESHE 340. General Medical Conditions and Concerns.	3	HLTH 451. Drug Use and Abuse Education.	3
ESHE 345. General Medical Rotation.	1		
ESHE 422. Assessment of Athletic Injuries II.	3	Professional Education Courses	6
ESHE 355. Practicum IV.	4	EDEF 320. The School and the Student.	3
ESHE 365. Therapeutic Exercise.	4	EDRD 416. Content Reading and Literacy.	3
ESHE 420. Therapeutic Modalities.	4	Professional Student Teaching Fieldwork.	12
ESHE 430. Senior Seminar.	3	ESHE 453. Student Teaching in PHED K-12.	12
ESHE electives (pick-one):			
ESHE 301. Theory and Practice of Fitness and Wellness.	2		
ESHE 305. Principles and Practice of Strength and Conditioning.	3		
ESHE 350. Sport and Exercise Psychology.	3		
ESHE 360. Marketing of ESHE.	3	EXERCISE, SPORT AND HEALTH EDUCATION MINORS	
*This course must be taken 4 times.			

Total Credits Needed for Degree 121-122

ATHLETIC TRAINING WITH HEALTH AND PHYSICAL EDUCATION LICENSURE

Option Requirements 48

ESHE 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

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. All ESHE minors are currently under review and will be updated based on current trends. Students should contact the ESHE Department for a complete list of minors and minor requirements.

COACHING EDUCATION MINOR

EXERCISE AND SPORT SCIENCE MINOR

SELF DEFENSE/MARTIAL ARTS MINOR

SPORT ADMINISTRATION MINOR

SCHOOL OF TEACHER EDUCATION AND LEADERSHIP

Sandra Moore*, Director
Betty Dore*, Assistant Director
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. 121 for more information).

General information regarding admission and retention in the Teacher Education Programs can be found on p. 109.

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 and Performing Arts. (Any class from Art, Dance, Music, Theatre)	3
Math: MATH 312. Elementary and Middle Grades Mathematics for Social Analysis.	3
Humanities: 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. 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.

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. Reading I.	3
EDUC 304. Teaching Language Arts and Children's Literature in the Elementary Classroom.	3
EDUC 410. Teaching and Learning Elementary Mathematics.	3
EDRD 414. Reading II.	3

EDUC 425. Curriculum, Instruction, and Teaching: Social Studies Connections.	3	Social Science: HUMD 300. Human Growth and Development Birth through Adolescence.	3
EDUC 430. Field Applications of Professional Studies in the Elementary Classroom.	6	Science: PHSC 350. Intro to the Physical Science Processes (recommended)	4
*EDSP 361. Current Trends in Education of Exceptional Individuals.	3	EDSP 361. Current Trends in the Education of Exceptional Individuals.	3
EDUC 450. Student Teaching: Grades PreK-6.	12		

*Satisfied in the Interdisciplinary Core

Total Credits Needed for Degree 132

MIDDLE SCHOOL EDUCATION

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.

General Education 50

AREA 8: Students must take four courses above history from at least three areas: ECON, POSC, GEOG, SOCY/ANTH

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

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

Concentrations 24

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

Middle Education Licensure Option 33 (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
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.

Total Credits Needed for Degree 126

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 that is 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 Col-

lege 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 and 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 to Five Years.	3	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)
COSD 425. Later Language Development.	3	
COSD 422. Audiologic Rehabilitation.	3	

Required Courses in Special Education Concentration

EDSP 426. Introduction to Deaf/Hard of Hearing.	3	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.
EDSP 427. Curriculum and Methods for Deaf and Hard of Hearing Students.	3	
EDSP 451. Collaboration Skills for Professionals Serving Diverse Populations.	3	
EDSP 462. Proactive Classroom Management and Positive Behavior Support.	3	
EDSP 469. Evaluative Techniques.	3	

Required Courses in Professional Education

EDEF 320. Introduction to Professional Education.	3	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.
EDET 445. Integration of Educational Technology.	3	
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

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. 108 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

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

17

EDEC 400. Foundations, Programs and Trends in Early Childhood.

3

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 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

23

EDRD 413. Early Literacy and Learning.

4

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. Proactive Classroom Management and Positive Behavior Support.

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

122

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 intellectual or developmental disabilities, 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 intellectual or developmental disabilities). 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, 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 167 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

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 and 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. Proactive Classroom Management and Positive Behavior Support. 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	Learners in the General Curriculum.	3
EDEF 320. Introduction to Professional Education.	3	EDRD 695. Alternative Approaches to Reading.	3
EDRD 314. Reading I.	3	EDSP 669. Diagnostic Educational Procedures for Exceptional Individuals.	3
EDRD 414. Reading II.	3	EDSP 791-792. Internship in High-Incidence Disabilities (ED, LD, MR; Elementary and Secondary).	12
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	*Taken during senior year of undergraduate program – 3.0 GPA required.	
EDSP Elective	3		

Total Hours in Undergraduate Program Option **120**

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. Proactive Classroom Management and Positive Behavior Support.	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

FIFTH YEAR LICENSURE IN HIGH INCIDENCE 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 108 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, 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 676. Teaching Exceptional	

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. 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 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 Intellectual Disabilities), 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/

The Department of Counselor Education offers the Master of Science degree with programs in K-12 School Counseling, Community Counseling, College Counseling and Student Affairs. 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 Career

Education and Development Seminar.

COED 450: Instructing the First Year Student.