



2011 | 2012



**GRADUATE CATALOG**



# The College of **Graduate and Professional Studies**

is located in Lucas Hall.



*NOTE: The College of Graduate and Professional Studies will be referred to henceforth in this catalog as the Graduate College.*

Radford University Graduate Catalog 2011-2012, Volume 98, Fall 2011. Published annually by the Office of University Relations and the College of Graduate and Professional Studies, Radford University, Radford, Virginia 24142. Students who matriculate at Radford University at the beginning of the 2011-2012 academic year will use the 2011-2012 Radford University Graduate Catalog for the official description of policies they must follow and requirements they must satisfy in order to graduate. Students may, however, elect to meet all the degree requirements of a Radford University Graduate Catalog published subsequent to the year of their matriculation subject to the limitations detailed in “Graduation Policy” on p. 58. Radford University reserves for itself and its departments the right to withdraw or change the announcements made in this catalog.

*Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries may be directed to the Director of Human Resources at P.O. Box 6889, 704 Clement Street. Telephone: voice (540) 831-5008; hearing impaired (540) 831-5128. (See University Non-Discrimination Policies on p. 13.)*

# Contents

Academic Calendar .....	3
Degrees Offered .....	4
Graduate Study .....	5
General Information .....	9
Admission .....	14
Application Requirements.....	24
Fees & Financial Aid.....	30
Academic Policies.....	42
Campus Life.....	60
Academic Colleges .....	72
Academic Programs.....	79
Courses of Study .....	79
Art.....	81
Business Administration.....	83
Communication Sciences and Disorders .....	85
Corporate and Professional Communication.....	89
Criminal Justice.....	98
English .....	101
Music.....	107
Nursing.....	112
Occupational Therapy.....	120
Physical Therapy.....	124
Psychology.....	126
Counseling Psychology.....	126
School Psychology.....	136
Social Work.....	141
Education .....	144
Educational Leadership.....	150
Reading .....	152
Special Education.....	153
Courses.....	161
Board and Administration.....	280
Graduate Faculty .....	282
Index.....	306

# Academic Calendar

<b>Fall Semester</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Classes Begin 8 a.m.	Aug. 29	Aug. 27	Aug. 26	Aug. 25
Thanksgiving Break* No Classes	Nov. 19-27	Nov. 17-25	Nov. 16-24	Nov. 15-23
Last Day of Classes	Dec. 9	Dec. 7	Dec. 6	Dec. 5
Final Exams	Dec. 12-15	Dec. 10-13	Dec. 9-12	Dec. 8-11
<b>Spring Semester</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Classes Begin 8 a.m.	Jan. 17	Jan. 22	Jan. 21	Jan. 20
Spring Break No Classes	March 3-11	March 9-17	March 8-16	March 7-15
Last Day of Classes	April 27	May 3	May 2	May 1
Final Exams	April 30-May 3	May 6-9	May 5-8	May 4-7
<b>Commencement</b>	May 5	May 11	May 10	May 9
<b>Maymester</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Classes Begin	May 14	May 20	May 19	May 18
Memorial Day No Classes	May 28	May 27	May 26	May 25
Last Day of Classes	June 1	June 7	June 6	June 5
Final Exams	June 2	June 8	June 7	June 6
<b>Summer Session I</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Classes Begin	May 14	May 20	May 19	May 18
Memorial Day No Classes	May 28	May 27	May 26	May 25
Last Day of Classes	June 14	June 20	June 19	June 18
Final Exams	June 15-16	June 21-22	June 20-21	June 19-20
<b>Summer Session II</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Classes Begin	June 25	July 1	June 30	June 29
Independence Day Observed No Classes	July 4	July 4	July 4	July 3
Last Day of Classes	July 26	Aug. 1	July 30	July 29
Final Exams	July 27-28	Aug. 2-3	July 31-Aug. 1	July 30-31
<b>Summer Session III</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Classes Begin	May 14	May 20	May 19	May 18
Memorial Day No Classes	May 28	May 27	May 26	May 25
Independence Day Observed No Classes	July 4	July 4	July 4	July 3
Last Day of Classes	July 26	Aug. 1	July 30	July 29
Final Exams	July 27-28	Aug. 2-3	July 31-Aug. 1	July 30-31

Summer Session may include both a Maymester and Summer Session III term. Maymester is a three-week term beginning on the same day as Summer Session I. Summer Session III is an 11-week long term spanning both Summer Session I and Summer Session II. The dates are tentative and subject to change.

\*Thanksgiving Break begins after classes end on the Saturday before Thanksgiving

and includes the Sunday after Thanksgiving Day. Residence halls will close at noon on the Saturday before Thanksgiving Day. However, those students who have Saturday classes have until 5 p.m. to vacate the residence halls.

For a more detailed version of the Academic Calendar, visit: <http://www.radford.edu/content/radfordcore/home/academics/courses-and-schedules/calendar.html>

# Graduate Degrees

## **Art (M.F.A.)**

Design Thinking (Begins 2012)

Studio Art

## **Business Administration (M.B.A.)**

## **Communication Sciences and Disorders (M.A., M.S.)**

Speech and Language Pathology

## **Corporate and Professional Communication (M.S.)**

## **Counseling Psychology (Psy.D.)**

## **Counseling and Human Development (M.S.)**

School Counseling

Clinical Mental Health Counseling

## **Criminal Justice (M.A., M.S.)**

## **Education (M.S.)**

Curriculum and Instruction

With Licensure

Without Licensure

Content Area Studies

Mathematics Education

Early Childhood Education (5-year program)

Educational Technology

## **Educational Leadership (M.S.)**

## **English (M.A., M.S.)**

## **Literacy Education (M.S.)**

## **Music (M.A., M.S.)**

Music

Music Therapy

## **Nursing (D.N.P.)**

Family Nurse Practitioner

Adult-Gerontology Clinical Nurse

Specialist (post-MSN only)

Nurse Midwifery

(with Shenandoah University)

Psychiatric Mental Health Nursing

(with Shenandoah University)

## **Occupational Therapy (M.O.T.)**

## **Physical Therapy (D.P.T.)**

## **Psychology (M.A., M.S.)**

Clinical Counseling

Experimental (M.A.)

Industrial/Organizational

## **School Psychology (Ed.S.)**

## **Social Work (M.S.W.)**

## **Special Education (M.S.)**

General Curriculum

Adaptive Curriculum

Early Childhood

Hearing Impairment

Visual Impairment

# Graduate Study

**Dr. Dennis Grady, Dean**  
**Dr. Nora Reilly, Associate Dean**  
**College of Graduate and**  
**Professional Studies**  
**Lucas Hall**  
**(540) 831-7163**  
**email: [gradcollege@radford.edu](mailto:gradcollege@radford.edu)**

In our knowledge driven economy, the demand for highly trained professionals in every field increases. More and more students are choosing to pursue a master's level degree. This degree, once considered primarily a stepping stone toward a doctorate, is becoming, for many, a terminal degree. However, in some professions such as nursing and physical therapy, the professionally qualifying degree is now the doctorate.

Radford is small enough to allow each graduate student opportunities for interaction with fellow students and faculty members, yet large enough to provide challenging and diverse areas of study. To better serve graduate students, the university schedules classes at times designed to meet the scheduling needs of part-time as well as full-time students.

Many fields that once employed graduates with bachelor's degrees now prefer to hire those with master's degrees. Radford University is meeting the challenge of educating men and women in a wide variety of fields including business administration, nursing, music, art, English, criminal justice, communication, social work,



psychology, occupational therapy, physical therapy, communication disorders and a variety of areas within the field of professional education. The dean of the Graduate College is responsible for administering all post-baccalaureate programs at Radford University leading to Educational Specialist, Master of Fine Arts, Master of Business Administration, Master of Arts, Master of Occupational Therapy, Master of Science in Nursing, Master of Social Work, Master of Science, Doctor of Nursing Practice, Doctor of Physical Therapy and Doctor of Psychology degrees. The college also offers graduate-level courses and Post-Baccalaureate Certificates for teachers seeking recertification and for students who have already earned a bachelor's degree but who are not seeking a further degree.

Graduate studies at Radford University are designed to give the student advanced knowledge in a special field of study, higher levels of professional competence, an understanding of and respect for scholarly research and a sophisticated knowledge of the techniques of continued, lifelong intellectual growth. These goals are achieved through coherent orderly programs of study, investigation and supervised practical experiences that are carefully planned by each individual student in consultation with a graduate faculty advisor and a graduate advisory committee. Each student's progress through the program is monitored by the graduate faculty advisor and by the Graduate College office through the various stages of admission to the Graduate College, progression through

a program of study, formulation and completion of a thesis or dissertation (if one is to be written), administration of a comprehensive examination and finally, application for graduation.

The Graduate College functions as the Office of Admissions for graduate students, consulting with each department or program office on each application for admission before making final decisions. The Graduate College consists of the dean, college staff, the Office of Sponsored Programs and Grants Management, and the graduate faculty in various departments of the university. A Graduate Affairs Council, made up of representatives from the graduate programs and a student representative chosen by the Graduate Student Council, advises the dean on the administration of graduate studies and makes recommendations to the provost concerning graduate courses, curricula, academic standards and policies.

### **Graduate College Mission**

Within the mission of the university, the mission of the Graduate College is to provide high quality graduate programs in selected areas of study in order to meet the needs of the Commonwealth of Virginia, the nation and the international community with education beyond the level of the baccalaureate.

### **Graduate College Goals**

1. To provide high quality graduate degree programs in fields in which:
  - a) there are needs for people with such qualifications;
  - b) prospective students seek such advanced qualifications; and

c) the university can devote the requisite human and material resources;

2. To provide advanced educational opportunities beyond the baccalaureate for professionals and others who are:
  - a) not seeking a graduate degree;
  - b) already have a graduate degree but who need to develop new knowledge and skills to meet changing conditions; and
  - c) seek to continue to keep current with advancing knowledge in their specialties;
3. To enhance the academic environment of the university by:
  - a) attracting qualified students;
  - b) giving faculty the opportunity to teach their specialties at an advanced level; and
  - c) fostering research and creative activity among graduate students and faculty;
4. To assure that the graduate student's experience in RU's programs is a coherent experience of intellectual growth, enabling each student to meet reasonable academic, intellectual and professional goals.

### **Graduate College Objectives**

1. To maintain admission standards and procedures that admit applicants who have a high likelihood of:
  - a) profiting from the experience of graduate study at Radford University; and
  - b) successfully completing their

programs of study and achieving their educational goals;

2. To recruit qualified graduate students, with particular attention to under-represented groups, to all graduate programs;
3. To seek, generate and when appropriate, administer programs of financial and other types of assistance for graduate students;
4. To provide effective advising systems both through individual faculty advisors assigned by the programs and through a series of Graduate College checkpoints;
5. To maintain established standards of quality for graduate programs;
6. To uphold quality standards for members of the graduate faculty;
7. To work closely with individual programs and colleges to:
  - a) ensure that graduate programs continue to meet current needs;
  - b) revise or recommend removal of those that do not; and
  - c) develop new programs as needs are perceived and resources are available;
8. To assure that the Graduate Affairs Council is well informed of opportunities and challenges at the graduate level as it establishes academic policies and procedures and approves curricular changes;
9. To work with the staff in the Center for Innovative Teaching

and Learning in the Roanoke Higher Education Center, the Southwestern Virginia Higher Education Center, and other off-campus entities to make high quality graduate education available, particularly in western Virginia, to students who cannot readily study on campus;

10. To be responsive to graduate students' needs and concerns through regular communication with the Graduate Student Council, the Division of Student Affairs and other relevant offices and groups;

11. To evaluate how graduate programs utilize information related to student outcomes and student/alumni satisfaction in order to improve graduate curricula, facilities and services; and
12. To promote and coordinate the solicitation and administration of grants, contracts and cooperative agreements with the university through the Office of Sponsored Programs by assisting faculty and staff in identifying potential sponsors, providing faculty/staff development services, negotiating awards and developing policies and procedures relating to such efforts.

# General Information

## Mission

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible and well-educated citizens. RU develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles and fosters their growth as leaders. Toward this end, the university is student-focused and promotes a sense of caring and meaningful interaction among all members of the university community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation and improvement in the curriculum and all aspects of the university, so as to meet the changing needs of society.

## History

Radford University was established by the General Assembly as the State Normal and Industrial School for Women in 1910 and has been in continuous session since its 1913 opening. The university became Radford State Teachers College in 1924 and

was authorized to award the Bachelor of Arts degree in 1935. In 1944, the university was consolidated with the Virginia Polytechnic Institute as its Women's Division and renamed Radford College. The General Assembly severed the formal affiliation of Radford College with Virginia Tech in 1964, and an autonomous administration was established for Radford College. The college also was authorized to grant the Master of Science degree. In 1972, after almost 60 years as an all-women's college, Radford became coeducational and in 1979 was granted university status by the General Assembly.

Today, Radford University is a coeducational, comprehensive institution with undergraduate, graduate and doctoral programs. In the last 20 years, enrollment has increased dramatically.



## University Presidents

John Preston McConnell	1911-1937
David Wilbur Peters	1938-1951
Charles Knox Martin Jr.	1952-1972
Chancellor	1972-1973
President Emeritus	1973-1987
Donald Newton Dedmon	1972-1994
Douglas Covington	1995-2005
President Emeritus	2005-
Penelope Ward Kyle	2005-present



**RU President  
Penelope Ward Kyle**

## The Campus

The university's 191-acre campus is in a residential section of the city of Radford. Most of the university's 20 administrative, academic and student service buildings and 15 residence halls are located on two large quadrangles in a 76-acre area. Hurlburt Hall, nicknamed "The Bonnie" in honor of former Dean of Students Bonnie Hurlburt, opened in 2006.

Construction has begun on a new building that will house the College of Business and Economics. Due for completion in fall 2012, the building will include the latest in educational technology and financial research capabilities.

Radford's recreation and convocation complex, the Dedmon Center, which was completed in the fall of 1981, is located on a 78-acre tract of land along the New River across U.S. Route 11 (East Main Street) from the main campus. The Dedmon Center Arena, which seats about 3,500, recently underwent a multi-million dollar face lift, making it one of the premiere athletic facilities in the Big South Conference and Mid-Atlantic Region.

Natural forest growth, unusual rock formations, the surrounding hills and the New River provide a scenic setting for the university. Radford is not completely immune to the extremes of summer and winter weather, but the climate is basically temperate, with hot days and cool nights in the summer and cool to cold weather in the winter. Fall and spring months in the Appalachian Highlands bring some of the most enjoyable weather to be found anywhere on the East Coast. Points of interest to the visitor of Radford and the surrounding areas include Claytor Lake and the scenic Blue Ridge Parkway, which is 45 minutes from the campus. Claytor Lake, located off Interstate 81 in Pulaski County, offers picnicking, camping, boating, swimming and hiking areas.

The Radford University Foundation owns a 376-acre tract of land known as the Selu Conservancy. The conservancy, which borders the Little River and is located about five miles southeast of the campus, was received in two separate donations. John H. Bowles donated the original 185 acres in the fall of 1989; four additional members of the Bowles family donated 191 acres of adjacent land in the spring of 1991. Through various campus departments, students are able to use this continuous tract in studies of ecology and botany, mapping geological features, as a model in resource management and maintenance formation on actual building techniques and for cultural and oral histories. In addition to its educational opportunities, the conservancy offers a glimpse of Southwest Virginia's distinctive landscape and resources.

Facilities include conference and meeting facilities, which are uniquely designed as part of The Barn and Observatory at Selu. The Barn serves as a research center and observatory. The first floor is a science laboratory and the second floor contains meeting rooms and classrooms. The Selu Observatory, which adjoins The Barn, is designed to resemble a silo. The Farmhouse at Selu is an "authentic replica" of a 1930s homestead. Reservations are required for use of the facilities at Selu Conservancy.

### **Highlander Theme**

The influence of the Scottish immigrants, who settled Southwestern Virginia more than 300 years ago, is visible today in many areas of the university. These people were

characterized by "firmness of decision, resourcefulness, ardor in friendship, love of country and a generous enthusiasm." Radford's athletic teams celebrate that heritage by proudly carrying the Highlander name into competition.

### **Accreditation and Memberships**

Radford University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, educational specialist and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Radford University.

Individual program accreditation has been granted to the following programs: Undergraduate and Graduate Business Administration – by the Association to Advance Collegiate Schools of Business, International; Teacher Education (all programs) – by the National Council for Accreditation of Teacher Education; Nursing (undergraduate and graduate M.S.N.) – by the Commission on Collegiate Nursing Education; Computer Science Concentration of Computer Science and Technology – by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology; Social Work (baccalaureate degree) – by the Council on Social Work Education; Theatre – by the National Association of Schools of Theatre; Recreation, Parks and Tourism – by the Council on Accreditation for Park, Recreation and Leisure Services; Music – by the National Association of Schools

of Music; Graduate Program in Speech-Language Pathology – by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association; Dietetics – by the American Dietetic Association; and Counselor Education – by Council for Accreditation of Counseling and Related Educational Programs. The Graduate Program in Occupational Therapy has applied for candidacy for accreditation by the Accreditation Council for Occupational Therapy Education and the Graduate Program in Physical Therapy has applied for candidacy for accreditation by the Commission on Accreditation in Physical Therapy Education.

Radford University holds membership in the American Association of State Colleges and Universities, the Virginia Association of Colleges, the American Association of Colleges for Teacher Education, the American Association of Colleges of Nursing, the National Commission on Accrediting, Inc., the Southern Regional Education Board Council of Collegiate Education for Nursing, the Conference of Southern Graduate Schools, the Council of Graduate Schools, the Council of Academic Programs in Communication Sciences and Disorders, the Association for Continuing Higher Education and the North American Association of Summer Sessions.

### **Academic Year**

The university year is divided into two semesters, August to December (fall semester) and January to May (spring

semester), and four summer sessions. Students may enter the university at the opening of either semester or summer session, depending on the degree program. Students who wish to complete their academic careers as full-time students should refer to the program section of this handbook to determine the anticipated time frame.

### **Academic Organization**

The university is composed of seven colleges: College of Business and Economics, College of Education and Human Development, College of Humanities and Behavioral Sciences, College of Science and Technology, Waldron College of Health and Human Services, College of Visual and Performing Arts and the College of Graduate and Professional Studies. The chief administrative officer of each college is its dean, who reports to the provost.

Each academic department within a given college is responsible for the content and prerequisites of courses offered by the department and specifies the requirements for the department's degree and certification programs. The chairperson is the chief administrative officer at the department level.

### **Extended Campus Programs**

The university administers undergraduate and graduate programs at the Southwest Virginia Higher Education Center in Abingdon, the partnership program with Virginia Western Community College in Roanoke, the Roanoke Higher Education Center, and at various

locations in the service region. Selected classes are also delivered by two-way interactive video and the Internet in support of extended campus programs. For specific information and assistance related to programs at extended campus locations, contact each office coordinator as follows:

Southwest Virginia Higher Education Center (276) 469-4014

Roanoke Higher Education Center (540) 767-6190

### **Non-Credit Programs**

Staff members work in close collaboration with university faculty and external groups to design, promote and coordinate a wide array of professional development learning opportunities such as workshops, conferences and non-credit programs. These programs are offered with open enrollment, based upon the sponsor's program format.

For more information, contact the director of enrollment outreach and retention at (540) 831-5845.

### **Non-Discrimination Policies**

Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries may be directed to the equal opportunity/affirmative action officer at 704 Clement Street. Telephone: voice, (540) 831-5008;

hearing impaired, (540) 831-5128. The university has adopted policies to provide for prompt and equitable resolution of discrimination complaints. The Discrimination Complaint Procedure describes the grievance procedure for individuals who have experienced discrimination. The Sexual Harassment Policy further defines sexual discrimination by including examples of sexual harassment and a statement concerning consensual relationships between university employees and students. The Accommodation Procedure for Individuals with Disabilities confirms the university's commitment to providing accessibility to its programs, services and activities for individuals with disabilities who are otherwise qualified and entitled to a reasonable accommodation.

Individuals who believe they may have experienced discrimination, but are uncertain as to whether a complaint is justified or whether they wish to initiate a formal complaint may discuss their concerns confidentially and informally with the director of human resources. Students may also consult a staff member at Student Counseling Services or the Office of the Dean of Students.

Only acts of discrimination committed by university employees in connection with their university employment may be reviewed through these policies and procedures. The term "employee" refers to any faculty, staff or any student with a contractual employment agreement, for example, Graduate Teaching Assistants. In all cases of alleged sexual harassment in which the violation is committed

by a student, status as a student is adjudicated by the university's student conduct system. Violations of the policy prohibiting sexual harassment may lead to disciplinary actions, including warnings, suspension or termination of employment or academic status.

Copies of the complete policy statements including procedures for resolving complaints are available in the Office of the Dean of Students (for complaints against a student only), Student Counseling Services, and Department of Human Resources.

## Admission

Admission to Radford University is selective and based on a review of each applicant's academic qualifications. Spaces are limited and applicants are encouraged to apply well in advance of the term in which they wish to attend.

For full-time students seeking graduate assistantships, the priority deadline is February 15 (for fall admission). All other applications are accepted throughout the year.

As the number of applicants who meet the essential requirements for admission exceeds the number that can be admitted, the university selects those students who present the strongest qualifications in scholastic achievement, character, personality, performance in relevant extracurricular activities and evidence of aptitude for achievement in the field of study for which the applicant seeks training.

### Categories of Graduate Study

1. Degree Program: Any program that is designed to culminate in a student obtaining a master's degree, Educational Specialist degree or doctoral degree.
2. Professional Licensure: Any program that is designed to culminate in the student obtaining initial teaching licensure.
3. Non-degree Seeking: Enrollment in one or more courses for reasons other than degree or initial licensure purposes.

Some degree programs have higher admission standards.

### **Admissions Procedures**

A student desiring to enter Radford University should apply online at [www.radford.edu/gradcollege](http://www.radford.edu/gradcollege) or request an application from the Graduate Admissions Office, Box 6928, Radford University, Radford, VA 24142. Students will be notified of action taken on their application after it is complete. A complete application includes:

1. An official application completed and submitted with a non-refundable application fee of \$50;
2. Official transcripts from all undergraduate and graduate institutions. If the degree has not been conferred at the time of application, a final transcript must be sent within 30 days of the first semester of enrollment. If the degree has not been conferred prior to the beginning of the term of admission to graduate school, admission will be rescinded;
3. Official test scores (GRE, MAT, GMAT, TOEFL, IELTS, etc.) if required by program;
4. At least two letters of recommendation;
5. A resume;
6. Information from p. 16 if the applicant is non-degree seeking;
7. Information from p. 23 if the applicant is an international student.

Students should check departmental information for additional requirements. Applications and all supporting materials should be received no later than a program's deadline. Refer to p. 24-28.

Admission to a graduate program is granted by the dean of the Graduate College on recommendation from the faculty of the specific program. The decision is made, in the best professional judgment of the educators involved, on the basis of evidence that the applicant can benefit from graduate study at Radford University and is likely to complete the proposed program successfully. Specific grade point averages have been established for admission. (See p. 17.) For those programs requiring standardized test scores, the score will be considered in conjunction with other indicators of academic aptitude (grades, experience, recommendations). A high test score, for example, may offset weaker grades and vice versa.

Students may be enrolled in only one program. However, if a student wishes to apply for admission to more than one program, a complete separate application must be submitted for each program along with a separate application fee. If recommended for admission to more than one program, students must decide which program to enter.

Applicants should arrange to have official test scores sent directly to the Graduate Admissions Office if required by the student's program. Consult the program admission policy beginning

on p. 24 to determine which of the following test scores to submit: GRE - Graduate Record Exam, GMAT- Graduate Management Admissions Test and/or MAT- Miller Analogies Test. English language proficiency is demonstrated by (1) a TOEFL score of 550 or higher on the written test, 79-80 on the Internet-based test, (2) an IELTS score of 6.5 or higher, or (3) possession of a degree from an accredited institution where English is the language of instruction.

For applicants who are graduates of Radford University, only transcripts for coursework taken at other institutions after graduation need to be sent. If the Radford transcripts do not include the student's entire undergraduate program, copies of all transcripts also must be sent to the Graduate Admissions Office. Students, excluding Radford University graduates, must have official final transcripts, including the award of the bachelor's degree, sent to the Graduate Admissions Office.

In some graduate programs, the number of applicants who meet minimum admission requirements may exceed the number of new students who can be accommodated in the programs. In these instances, departmental admission committees will have to select the strongest applicants and regrettably, deny admission to others who meet requirements.

Acceptance into the Graduate College is effective for one semester. If an accepted student does not enroll for the first time within one academic semester after the initial acceptance, it will be necessary to reapply. If an accepted student

wishes to defer his/her admission, he/she may do so for up to one academic year with written permission of the graduate program coordinator/director who forwards a copy of this request to the Graduate College. Degree-seeking students who have not enrolled in a course for two years or more, but are still within the time limit of completing their programs, must contact the program coordinator/director to be reinstated.

### **Non-Degree Applications**

Non-degree applications may be submitted at any time during the year along with an application fee of \$50.

Non-degree seeking student applicants (except for those seeking Initial Teaching Licensure, below) are not required to submit recommendations, test scores, or writing samples. Post-Baccalaureate Certificate applicants should review p. 24-28 to see what application materials are required.

Applicants seeking admission for Initial Teaching Licensure are required to submit three letters of recommendation. Recommendation letters should be written by persons familiar with the applicant's academic background and/or work experience. An applicant who has had experience in the public schools and who plans to continue working in the area of professional education is encouraged to have one of the recommendations submitted by the immediate supervisor in the school system or, if not currently employed by a school system, by a supervisor in the last school system in which the applicant worked.

## Notification of Admission

The Graduate Admissions Office will send the completed application materials to the director/coordinator of the program in which the student plans to study.

The program recommends admission. The director/program coordinator will identify any deficiencies in the student's undergraduate training. After this information has been returned to the Graduate Admissions Office and a decision is made by the dean, the applicant will receive written official notification of the college's admission decision. A letter of admission will indicate the student's admission status, program requirements and the name, phone number and e-mail of the student's program coordinator/director. It also will indicate any special conditions to be met. A doctoral student may not be admitted with any deficiencies or any conditions to be met.

For further information, contact:  
Graduate Admissions Office  
P.O. Box 6928  
Radford University  
Radford, VA 24142  
email: gradcollege@radford.edu

## Disciplinary or Criminal Offenses

Undergraduate, graduate and students seeking readmission who have disciplinary records at their previous institutions or who have a criminal record will be reviewed by the Special Admission Committee. Non-disclosure or falsification in the reporting of disciplinary and/or criminal offenses on the Readmission Application will result in automatic denial.

## Classifications of Degree Seeking Admission Status

### Regular

Regular status may be granted to students who have met all entrance requirements

for the Graduate College and the program in which they wish to study. In addition to all other Graduate College and program requirements, minimal requirements for regular status include:

- A complete graduate application;
- Official scores on required tests;
- At least two letters of recommendation;
- An official final transcript showing bachelor's degree conferred along with official transcripts from all regionally-accredited baccalaureate institutions and, in the case of some doctoral programs, an official final master's degree transcript from all regionally-accredited institutions attended;
- A minimum 2.75 grade point average on a 4.0 scale;
- Completion of all deficient coursework;
- A resume.

Programs, with the approval of the dean of the Graduate College, may establish and maintain additional requirements for admission and regular status.

### Conditional

Students may be admitted on conditional status only if they are missing an official test score; one or more letters of recommendation; deficient coursework; a grade point average below 2.75; or a test score below the minimum acceptable to the program. A student will be admitted under regular status upon completion of all conditions of his/her admission.

Students must remedy all conditions of admission by the end of the first semester or term in which they are enrolled, or as required by program policy. Students who are unable to

remedy a deficiency in the time frame established will be blocked from further registration in graduate courses and dismissed. Doctoral programs may not admit a student with any deficiencies.

Students who are admitted conditionally must maintain a 3.0 grade point average after their first semester, with no grade lower than a C, at Radford University. After one semester or term below a 3.0, students will be blocked from further registration and will no longer continue in the program or enroll in another graduate program unless a petition to continue is approved.

Programs or schools may have more stringent requirements or rules than those listed above regarding retention.

### **Temporary**

Students may be admitted under temporary status if they are missing only their final official undergraduate or in the case of some doctoral programs, graduate transcript. Students admitted under this status will not be eligible for financial aid until receipt of a final official transcript showing degree is conferred. A final official transcript must be received in the Graduate College within 30 days of initial enrollment. At that time the temporary status will be automatically changed to regular. Noncompliance with this policy will result in administrative removal from all courses and dismissal from the graduate program.

### **Conditional-Temporary**

Students may be admitted under conditional-temporary status if they are

missing their final official undergraduate transcript, an official test score or one or more letters of recommendation; have deficient course work, a grade point average below 2.75, or a test score below the minimum required by the program. A student will be admitted under regular status upon completion of all conditions of his/her admission.

Students must remedy all admission deficiencies by the end of the first semester or term in which they are enrolled or as required by program policy. A final official transcript must be received in the Graduate College with 30 days of initial enrollment. Students who are unable to remedy a deficiency in the time frame established will be blocked from further registration in graduate courses and dismissed.

Students who are admitted conditionally must maintain a 3.0 grade point average after their first semester, with no grade lower than a C, at Radford University. After one semester or term without a 3.0, students will be blocked from further registration and will no longer continue in the program or enroll in another graduate program unless a petition to continue is approved.

Programs or schools may have more stringent requirements or rules than those listed above regarding retention.

### **Professional Licensure and Certification**

A student who holds a bachelor's degree from a regionally-accredited institution and who wishes to take graduate courses to meet initial teaching licensure requirements may be admitted

as a professional licensure student upon submission of an official transcript showing that the bachelor's degree has been awarded with a grade point average of at least 2.75 (on a scale of 4.0). Specializations may have additional admission requirements. For these, please see the respective courses of study sections of this catalog.

A letter of reference is required from at least three of the following:

1. The director of the teacher education program at the undergraduate college if the applicant was enrolled in a baccalaureate teacher education program;
2. The chair of the department or a faculty member who served as advisor for the applicant from the major department if the applicant was not enrolled in an undergraduate teacher education program;
3. The clinical faculty member (cooperating teacher) who supervised the applicant if the applicant participated in any field experiences or practica associated with teacher preparation;
4. The chair of the department or a faculty member who served as advisor for the applicant from the major department if the applicant has been enrolled in a graduate program following graduation;
5. A direct supervisor to whom the applicant reported if the applicant has been employed since receiving the baccalaureate degree.

Normally, courses taken under this admission category may not be counted

toward a degree; however, a professional licensure student in this status who subsequently decides to pursue a degree may petition the Graduate College through the appropriate department to have a maximum of six graduate hours evaluated to be applied toward a graduate degree.

It would be to the advantage of professional licensure students to formally apply to a degree program as soon as possible after registration in order to protect the potential future value of courses toward a graduate degree.

### **Non-Degree Students**

An applicant who does not plan to pursue a degree or initial teaching licensure but wishes to take one or more courses may be admitted to this category upon application and submission of an official transcript showing that a bachelor's degree has been awarded from a regionally-accredited institution with a minimum grade point average of 2.75. Requests for exceptions to the GPA requirement should be directed to the Graduate College. Applicants who have already earned a master's degree from a regionally-accredited institution may submit a final official transcript from that institution alone. However, applicants may be requested to submit transcripts from all colleges/universities attended at the discretion of the Graduate College or program. If the applicant does not have a 2.75 undergraduate GPA, any graded post-baccalaureate recertification courses may also be submitted. In addition, applicants wishing to take courses from certain departments will be required to

submit additional application materials. Applicants who have been denied admission to a graduate degree-seeking program at RU are not eligible to take courses in that program unless, in a subsequent term, the student reapplies and is admitted to the program.

Normally, courses taken under this admission category may not be counted toward a degree; however, a graduate student in this status who subsequently decides to pursue a degree may petition the Graduate College through the appropriate program to have two courses, not to exceed a maximum of six graduate hours, evaluated for acceptance toward a graduate degree. Non-degree students seeking admission to a graduate program must apply and provide evidence that he/she has met all the requirements of the Graduate College and the specific program in which he/she seeks enrollment.

Not all graduate courses may be taken by non-degree seeking students. Students are advised to check with the specific program director as well as catalog requirements prior to enrolling in any graduate class. Non-degree students are subject to all established policies of probation and suspension.

It would be to the advantage of non-degree seeking graduate students to formally apply to a degree program as soon as possible after registration in order to protect the potential future value of courses toward a graduate degree.

### **Post-Baccalaureate Certificate Students**

The Post-Baccalaureate Certificate is generally a series of 15-18 hours of graduate level coursework related to a focused academic topic or competency area. A Post-Baccalaureate Certificate may enhance the education of matriculated (degree seeking) students as well as provide continuing education to non-matriculated (non-degree seeking) students, generally in a specialized or emerging field. The certificate indicates to a prospective employer that the university validates the particular collection of courses as a coherent substantive area of study. While the award of a certificate means the holder has completed the required courses and related work at an acceptable level of academic accomplishment, it does not constitute a degree program and it neither certifies nor licenses the student.

An applicant who is currently a matriculated graduate degree seeking student at Radford University may apply for a certificate by submitting an approved "Petition for Program Change" to the Graduate College. Applicants who are not in a degree program and are seeking only the certificate should apply as "Certificate Students" and must meet the established criteria for admission, as well as other requirements indicated by the specific certificate. A current list of Post-Baccalaureate Certificates being offered, along with specific entry requirements, is available at [www.radford.edu/gradcollege](http://www.radford.edu/gradcollege) under the "Academics" tab.

## **Graduate Enrollment Checklist**

### **First Semester of Enrollment**

1. If a student applied to the Graduate College before his or her undergraduate degree was conferred, it is the student's responsibility to ask his or her undergraduate institution to send a final transcript verifying conferral of the degree to the Graduate College within 30 days of enrollment.
2. If a student is admitted conditionally, his or her status will automatically be changed to regular if the student completed the first semester with at least a B average, does not have more than two grades of C or lower, all deficiency courses have been successfully fulfilled, and the application is complete, including an official final transcript verifying conferral of the undergraduate degree and in the case of some doctoral programs, a master's degree.

### **After Nine Hours of Enrollment**

1. After the first nine hours of enrollment, a student must submit an official program of study to the Graduate College, approved and signed by his or her advisor. Any change in the coursework proposed on the program of study requires permission prior to making the change using a "Petition for Program Changes" form.

### **Last Semester of Enrollment**

1. The student should submit an application to graduate no later than the second week of the semester in

which he/she expects to graduate. Information about commencement will be sent after the completed application has been received by the Graduate College.

2. The student should check that all necessary changes to the program of study have been approved.
3. If a program of study requires a thesis/dissertation, the student should submit a preliminary draft of the thesis to the Graduate College for initial review no later than the Monday of the third to last week of classes of the fall or spring term in which the student wishes to graduate. If a student wishes to graduate in the summer, the preliminary draft must be submitted no later than the Monday of the second to last week of the term in which the student is enrolled. For all terms, two copies of the completed thesis/dissertation must be submitted to the Graduate College no later than the last day of classes of the term. See "Thesis Manual" and deadlines on the Graduate College website for complete instructions.
4. The student must request an approval form for the final comprehensive examination, thesis or dissertation defense at least five days in advance of the examination date. The date of the defense must be specified on the form. The advisor is responsible for returning the signed form to the Graduate College no more than fifteen university business days after the defense and

no later than the last day of classes. Failure to return the form within the specified time frame will result in a failing grade.

### **International Study Information**

Radford University is committed to providing a world class program of global engagement. International and intercultural learning and experience are central components to a high quality undergraduate and graduate experience in the strongest terms. This focus stems directly from the Radford University strategic plan and is manifest in a variety of programs, e.g. the Radford University core curriculum, study abroad (long and short term), student exchanges (graduate and undergraduate), international student exchanges (graduate and undergraduate), and memos of understanding with institutions outside the United States offering opportunities for exchanges.

Students are strongly encouraged to meet with their advisors soon after arrival on campus to begin a conversation about global engagement and how their active and engaged involvement can enhance their graduate experiences as well as their competitiveness in an increasingly competitive job market.

The Offices of International Education (Cook Hall) and Diversity and Inclusion (Heth Hall) provide the administrative structure for a variety of programs and issues regarding international learning, cultural issues, and diversity concerns.

### **Center for Diversity and Inclusion**

Adrien DeLoach, Director  
Tyler Hall 025  
(540) 831-5765

The Center for Diversity and Inclusion assists students in their transition to college life at Radford University and to the United States. The office provides information, services and programs to help students become successful at the university. Some services include international student orientation programs, as well as health insurance and Social Security assistance for international students.

Annual programs are designed to provide students with the opportunity to share their culture with others. They include but are not limited to: Diversity Week, the International Host Program and Volunteer Network, the Martin Luther King Jr. Tribute, Hispanic Heritage Month, Black History Month events and International Week/Banquet. The center also co-sponsors many other awareness and heritage events throughout the year.

The Center for Diversity and Inclusion staff understands the needs and concerns of the university's underrepresented and international student population. The staff highly encourages students to utilize the center's variety of resources. Please visit [www.radford.edu/diverse](http://www.radford.edu/diverse) for more detailed information or call (540) 831-5765. Office hours are 8 a.m. - 7 p.m. (EST), Monday – Wednesday and 8 a.m. - 5 p.m., Thursday and Friday.

## **International Education Center**

Teresa Dalton King, Assistant Director/  
Immigration Counselor  
105 Cook Hall  
(540) 831-6200

In addition to overseeing study abroad and international programming on campus, the immigration counselor is on the staff of the International Education Center. Located in Cook Hall, the office works closely with students, faculty and staff both before their arrival and during their stay at Radford University with any immigration concerns.

### **Admission for International Students**

An international student who plans to enter Radford University in fall semester must apply by December 1. A student entering spring semester must apply by July 1.

An applicant who has not already earned a degree at an institution at which English is the language of instruction must take the TOEFL or the IELTS. The results must be mailed directly to the Graduate Admissions Office from the Educational Testing Service, Princeton, NJ 08541 for the TOEFL. Scores for the IELTS will be electronically verified through the IELTS Test Report Form Verification Service.

A TOEFL minimum score of 550 on the paper-based test, 79-80 on the Internet-based test, or 213 on the computer-based test is required for admission. A minimum score of 6.5 is required for the IELTS.

An original certified bank statement must be received to show the student has adequate funds for the first year of studies at Radford University. The bank statement(s) must include the date issued, the amount of funds immediately available and the name of the account holder. If a bank account is not in the student's name, a letter of support is also required from the financial sponsor (account holder) that includes the date issued, name of student, printed name and signature of financial sponsor, and dollar amount of financial support. For international students accepted to an M.A., M.B.A., M.F.A., M.S.W., M.S. or Ed.S. degree program, the total cost estimate for 2011-2012 that must be immediately available from the bank statement(s) is \$31,486. An M.O.T. student must have \$48,830, a D.N.P. student must have between \$34,804 and \$42,670 depending on initial degree level and track, and a D.P.T. student must have \$58,259 immediately available.

For more information about financial requirements, contact the Immigration Counselor. For more information regarding university tuition and fees for U.S. residents, see p. 29.

Applicants must have each college or university attended send official records to the Graduate College. All records must be certified and translated into English. An I-20 Form, used to obtain an F1 student visa, will be prepared after the application and all necessary information have been received and the Graduate College has made a decision to accept the applicant as a

Radford student. The I-20 Form cannot be prepared before an application is officially reviewed, the applicant has been accepted and all required documentation indicating financial support has been received. Applicants with questions about Form I-20 or immigration matters should contact the International Education Center (540-831-6200 or Teresa King at [tking54@radford.edu](mailto:tking54@radford.edu)).

All international students are required to present proof of adequate health insurance coverage prior to enrollment. Students should contact the Center for Diversity and Inclusion if they have questions or need more information concerning various health insurance policies.

### **Other Services for International Students**

The International Student Affairs Council (ISAC), a branch of the Student Government Association, was founded to address international student concerns and issues. ISAC plans and coordinates international-related activities sponsored by various on-campus organizations and clubs. It also seeks to help the entire campus community understand and appreciate the rich variety of cultures represented by our international student body.

## **Application Requirements**

Each program requires official transcripts from each college and university attended. Transcripts from the student's undergraduate institution and in the case of some doctoral programs, master's institution showing that the degree was conferred are

required. If you were an undergraduate or graduate student at Radford University, the Graduate Admissions Office will request your transcript. A minimum undergraduate grade point average of 2.75 is required; however, some programs have more stringent requirements noted below. Official test scores are required for most programs (see specific program). All applicants must submit a resume.

**Application Deadline:** Unless otherwise specified, applications are accepted throughout the year.

**Graduate College Financial Aid Deadline:** For full-time students applying for graduate assistantships or other forms of financial aid, the deadline is March 1 (for fall admission).

### **Art (M.F.A.)**

**Studio Art:** Minimum grade point average of 2.75 overall and in the major; two letters of reference; statement of philosophy, overall goals, synopsis of work; B.F.A. or commensurate collegiate coursework; 20 slides or CD of recent art work.

**Design Thinking:** Minimum grade point average of 3.00 overall and in the major preferred; three letters of reference; undergraduate degree; prior experience/work history; evidence of creativity and leadership; statement of philosophy, overall goals and synopsis of why obtaining this degree is important for your future.

### **Business Administration (M.B.A.)**

Minimum grade point average of 2.75; two letters of reference; letter of intent;

official GMAT score or approved compensatory materials.

### **Communication Sciences and Disorders (M.A., M.S.)**

A minimum grade point average of 3.0 overall and 3.0 in all major core courses. If the undergraduate degree is not in Communication Sciences and Disorders (COSD), a minimum of 28 hours in supporting undergraduate COSD courses is required for regular status; three letters of reference; GRE; personal essay, resume. Application Date: February 1.

### **Corporate and Professional Communication (M.S.)**

Minimum grade point average of 2.75; short essay/personal statement (see program section in catalog); GRE; three letters of reference.

### **Counseling and Human Development (M.S.)**

Minimum grade point average of 2.75; GRE or MAT; three letters of reference; essay. An interview may be requested. Application Dates: Priority admission deadline is February 15 for summer and fall admissions. The space-available admission deadline is April 15 for summer and fall admissions. Special consideration for late admissions will be considered on a case by case basis until July 15 for fall admission.

### **Counseling Psychology (Psy.D.)**

Minimum graduate school grade point average of 3.50; GRE General Test; a letter of interest describing the applicant's professional and/or research experience and career goals; curriculum vita; official transcripts

of all undergraduate and graduate work; writing sample; three letters of recommendation, including at least one from a professor who can comment on the applicant's academic skills and one from a supervisor who can speak to the applicant's counseling skills. International applicants also need to submit TOEFL or IELTS scores. Application Date: January 15.

### **Criminal Justice (M.A., M.S.)**

Minimum grade point average of 2.90; two letters of reference, only one of which may come from a Radford University criminal justice professor; original writing sample (see program section in catalog).

### **Education (M.S.)**

Minimum 3.0 GPA on all undergraduate coursework; GRE scores (Verbal, Quantitative and Analytical Writing); two letters of professional recommendation; personal letter of application. Compensatory application materials or interview required to assess applicants who do not meet all entrance requirements. For those seeking initial teacher licensure, admission to the Teacher Education Program is required prior to field experiences, including passing scores on required teacher exams.

### **Educational Leadership (M.S.)**

Minimum grade point average of 2.75; three letters of reference (including one from school superintendent or designee and one from most recent principal); three years of K-12 classroom teaching experience; GRE or MAT; writing sample.

**English (M.A., M.S.)**

Minimum grade point average of 2.75; two letters of reference; sample of expository writing; GRE.

**Literacy Education (M.S.)**

Minimum grade point average of 2.75; two letters of reference; essay (see program section in catalog); copy of teaching license.

**Music (M.A., M.S.)**

Minimum grade point average of 2.75; GRE, Major Field Test in Music or Praxis II (Content Knowledge); three letters of reference; written diagnostic exams in music, history and theory before the end of the first semester.

**Nursing (D.N.P.)**

Undergraduate course requirements in statistics, health assessment, and nursing research; bachelor's degree in nursing (B.S.N), master's in nursing (M.S.N), or B.S.N and graduate degree (M.S., M.A.) in another discipline; minimum 2,000 hours RN clinical practice; cumulative GPA of 3.0 on a 4.0 grading scale at the undergraduate level, 3.5 GPA at the graduate level; competitive GRE scores; current certification in BLS or ACLS; current license to practice as a registered nurse in Virginia; complete Graduate College application; resume or curriculum vitae that includes prior education and professional practice; 3-5 page essay outlining applicant's vision for a career as a DNP and how the DNP program would help the applicant achieve this goal; a sample of previous academic writing or publication; official transcripts from all postsecondary institutions attended; three letters of

reference from professional contacts (at least one must be from a former nursing faculty member); three recommendation forms (these may be completed by the same three contacts who provide the letters of reference); personal interview with graduate nursing faculty. Application Date: February 1. Applications received after this date will be considered on a space-available basis.

**Occupational Therapy (M.O.T.)**

Bachelor's degree, minimum undergraduate cumulative grade point average of 3.25; GRE; grades of C or better in prerequisite courses (see M.O.T. section); two letters of recommendation; professional resume; statement of purpose; 40 hours of observation; completion of a college or community course to learn a new occupation. Application Date: May 15.

**Physical Therapy (D.P.T.)**

Minimum bachelor's GPA of 3.25 (based on a 4.0 scale); minimum combined GRE of 1100; minimum cumulative GPA of 3.0 in prerequisite undergraduate anatomy and physiology, general biology I and II with labs, chemistry I and II with labs, physics I and II with labs, and statistics/biostatistics courses; courses in abnormal psychology, biochemistry, biomechanics, kinesiology, public speaking and technical writing recommended; one academic/educational reference, one professional physical therapist reference and one work-related/volunteer reference; essay on how APTA Vision 2020 will impact the physical therapy profession and how it will affect the student's practice; minimum 40 hours

clinical experience; interview may be required; no transfer credit allowed. See D.P.T. website for details. Application Date: February 1.

### **Psychology (M.A., M.S.)**

Minimum grade point average of 3.0; GRE; three letters of reference (one from major department; if applicant is not a psychology major, a letter of reference from a psychology faculty member is needed); short statement (approximately two pages) stating why the student is interested in psychology and future plans. Application Date: February 15 for fall.

### **School Psychology (Ed.S.)**

Minimum grade point average of 3.0; GRE; two letters of reference (one from major department; if applicant is not a psychology major, a letter of reference from a psychology faculty member is needed); short statement (approximately two pages) stating why the students is interested in psychology and future plans. Application Date: February 15 for fall.

### **Social Work (M.S.W.)**

Minimum grade point average of 2.75 overall; minimum grade point average of 3.0 in all undergraduate social work courses (for advanced standing applicants) or in the last 60 hours of upper division coursework (for standard applicants); three letters of reference (at least one from a professor who can speak to academic potential and one from a supervisor in human services who can speak to practice skills; applicants for advanced standing are encouraged to provide a reference from their senior field instructor); previous experience

in the field of human services as an employee, student and/or volunteer; personal essay; official transcripts from all undergraduate (including community college) and graduate work. Refer to the School of Social Work's website for further requirements. Advanced standing students begin in summer, standard students begin in fall. For fullest consideration, applications for advanced standing status should be received by March 1 and applications for standard status by April 1. Applications received after those dates will be considered on a space-available basis.

### **Special Education (M.S.)**

Minimum GPA of 2.75 in undergraduate coursework and 3.0 in graduate work, if taken; official GRE scores (Verbal, Quantitative and Analytical Writing) OR official passing scores on all the following: Praxis I, Praxis II, VCLA and VRA; three letters of professional recommendation speaking to the applicant's success and capacity as a teacher of students with and/or without disabilities and potential for success as a graduate student and professional in the field of special education; personal letter of application to the special education program area (see program section); resume documenting all volunteer, internship and work experiences with infants, children and youth. Compensatory application materials and interview required to assess applicants who do not meet all entrance requirements. Rolling admission but applications must be received November 1, April 1 and July 1 for the following semester. For those seeking initial teacher licensure,

admission to the Teacher Education Program is required prior to field experiences, including passing scores on VCLA and Praxis I (and VRA for certain specializations).

### **Initial Teaching Licensure**

Minimum grade point average of 2.75; submit official transcripts showing baccalaureate degree conferred; three letters of reference. Rolling admission.

### **Non-Degree**

Minimum grade point average of 2.75; official transcript showing baccalaureate degree conferred. Rolling admission.

### **Post-Baccalaureate Certificate**

Minimum grade point average of 2.75; official transcripts showing all degrees conferred. Rolling admission.



# Fees and Financial Information

Graduate Student Tuition and Fees  
2011-2012

## **In-State Student per Semester**

(Ed.S., M.A., M.B.A., M.F.A., M.S.,  
Psy. D.)

### **1-11 hours**

\$378 for each credit hour up to \$4,158

### **12-14 hours**

\$4,537 regardless of enrollment in  
12, 13 or 14 hours

### **15-18 hours\***

\$4,537

## **Master of Occupational Therapy (M.O.T.)**

\$421 per credit hour

## **Doctor of Nursing Practice (D.N.P.)**

\$434 per credit hour

## **Doctor of Physical Therapy (D.P.T.)**

\$505 per credit hour

## **Virginia Educator's Tuition Rate**

\$318 per credit hour

(1-11 credit hours per semester)

\$3,816 per semester

(12-18 credit hours per semester)

(see eligibility guidelines in catalog)

## **Out-of-State Student per Semester**

(Ed.S., M.A., M.B.A., M.F.A., M.S.,  
Psy. D.)

### **1-11 hours**

\$740 for each credit hour up to \$8,140

### **12-14 hours**

\$8,881 regardless of enrollment in  
12, 13 or 14 hours

### **15-18 hours\***

\$8,881

## **Master of Occupational Therapy Program (M.O.T.)**

\$946 per credit hour

## **Doctor of Nursing Practice (D.N.P.)**

\$874 per credit hour

## **Doctor of Physical Therapy (D.P.T.)**

\$940 per credit hour

\*Enrollment in 15 or more graduate credit hours requires permission of the dean of the Graduate College. Enrollment in more than 18 hours is charged on a per credit hour basis. A student may enroll in 15 graduate credit hours, but no more, without permission only if one or more of those credits involves a local field placement or laboratory course.

Graduate students are also eligible to purchase optional meal plans. For more information, contact the RU Express Office at (540) 831-5054 or (540) 831-6449.

Every effort is made not to change fees after they have been published; however, if this should become necessary, public notice will be given prior to the semester in which the increase goes into effect. Refer to the website for the most up-to-date information: [www.radford.edu](http://www.radford.edu).

# Fees

## **Overload Fee**

An overload fee will be charged for each additional hour over the full-time academic load. A full-class load at Radford is no more than 18 hours per semester. The overload fee is based on the semester-hour charges for part-time students.

## **Summer Session Fees**

The cost for summer sessions will be based on the semester-hour charges for students. Room and board will be available.

## **Applied Music Fee**

An applied music instruction fee is charged at the rate of \$250 per credit per semester. Applied music fees may be waived for level system applied lessons with the approval of the dean of the College of Visual and Performing Arts for students majoring in music, and students registered in Department of Music ensembles and studying in a performance medium relevant to their ensemble participation. Fee waivers do not apply for MUSC 107, 169, 170, 470 and 670.

## **Application Fee**

A non-refundable application fee is required of each student (whether commuting or residential) who is applying for enrollment for the first time as an undergraduate student. The fee must be submitted with the completed formal application.

## **Parking Fee**

Students may park motor vehicles and motorcycles in university parking lots

if they have obtained a parking decal from the Parking Services Office located in Heth Hall. See “Parking” on p. 63 for more details.

## **Thesis/Dissertation Binding Fee**

Students may request the library to bind personal copies of thesis/dissertations at a nominal charge by using the Personal Thesis/Dissertation Binding Request available in the library. Each copy should be presented in its own envelope or box.

The university pays for binding the two Graduate College originals which will be maintained in McConnell Library. For more information, call (540) 831-6926 or (540) 831-5694.

## **Commencement Costs**

All students participating in the hooding and commencement exercises must wear appropriate academic regalia, which is available through the campus bookstore. There is a charge for a cap, gown, tassel and hood. For more information contact the campus bookstore at (540) 831-5144 or (540) 831-5498.

## **Continuous Enrollment**

For information regarding continuous enrollment, see p. 49.

## **Responsibility for Payment of Tuition and Fees**

Payment of tuition, fees and other charges owed to Radford University is the responsibility of the student. Billing statements will be emailed to the student at their RU email address given to them by the university.

## Unpaid Tuition, Fees or Fines

Failure to pay tuition and fees could result in administrative withdrawal from the university. In addition, the student's signature on the Application for Admission constitutes an agreement to pay 25 percent attorney's fees, late fees, interest, and other reasonable collection costs necessary for the collection of any amount not paid when due. The university reports past due accounts to a credit-reporting bureau.

## Alternative Financing

### Virginia Educator's Reduced Tuition Rate

Full-time Virginia educators (K-12) are eligible to apply for a reduced tuition rate for Radford University courses offered on and off campus. Educators (teachers, administrators, supervisors, etc.) can be enrolled for a graduate degree, additional endorsements or for re-licensure. Radford University has implemented this policy as recognition of the importance for Virginia educators to enhance their professional knowledge and skills. The reduced rate in 2010-2011 is \$295 per semester hour. An application for the Virginia Educator's Reduced Tuition rate needs to be completed only once annually and is effective for both the academic year and the following summer session. The following eligibility guidelines apply:

1. A baccalaureate degree is required for kindergarten through grade 12 public and private school teachers, counselors, administrators,

supervisors, librarians and coaches. Admission to the Radford University Graduate College as a matriculated or non-degree student is required.

2. Eligible personnel must be full-time contractual employees of a public school division or private school within the Commonwealth of Virginia.
3. Individuals on official leave from their assignments are eligible for reduced tuition.
4. There is no restriction on the number of hours that can be taken.
5. Courses for which educators request reduced tuition must be for professional development, not for planned career changes outside of education.

For more information or to receive application forms, please call the Graduate College at (540) 831-5431 or go to the online form at <http://gradcollege.asp.radford.edu/admissions.html>.

### Nelnet Automatic Payment Plan

In a continuing effort to assist with the payment of educational expenses, Radford University offers the AMPP Monthly Payment Plan as an alternative to standard payment arrangements.

Simple steps to enroll in the Payment Plan:

- Have student login to the MyRU portal.
- Click the My Accounts tab at the top.

- In the center of the page under Student Accounts, click on Make a Payment by monthly payments.
- You will enter the QuikPay site where you will need to click “Make Payment” on the left side of the page.
- Click on “Payment Plan” to enroll in the E-Cashier Automatic Payment Plan (a new window will open).

### **Senior Citizens Higher Education Act of 1974**

The Commonwealth of Virginia allows senior citizens who meet certain requirements to take courses at state colleges or universities free-of-charge. To be eligible, persons must have reached 60 years of age before the beginning of the semester in which they wish to enroll and must have had legal domicile in Virginia for one year prior to the semester in which they plan to enroll.

Senior citizens may register for and enroll in courses as full-time or part-time students for academic credit if their federal taxable income does not exceed \$15,000 for the year preceding the year in which enrollment is sought. Senior citizens may register for and audit courses for academic credit regardless of their federal taxable income. In all cases, senior citizens are entitled to register for courses only after all tuition-paying students have been accommodated. Applications are available in the Office of Graduate and Professional Studies and the Admissions Office.

### **Virginia War/Public Service Orphans Education Program**

(Section 23-7.1, Code of Virginia) provides for tuition-free educational benefits at any state-supported college or university for children of permanently and

totally disabled veterans or for children orphaned by an act of war. Both tuition and fees are covered by this program. Eligibility is determined by the Director of the Division of War Veterans Claims upon submission of an application. To be eligible for assistance, the applicant’s parent must have been a resident of Virginia upon entry into the service; the applicant’s parent must have been a resident of Virginia for at least 10 consecutive years prior to the date of the application; the applicant must be between 16-25 years of age; and the applicant must verify admission to a state college or university. Eligible applicants are entitled to a maximum of 48 months of tuition assistance and must be progressing toward a clearly defined educational objective.

In addition, an amendment to Section 23-7.1 now allows for tuition-free educational benefits for orphans and spouses of certain law enforcement officers, correctional and jail personnel, sheriffs, deputy sheriffs, fire fighters, members of rescue squads and alcoholic beverage control agents who have been killed in the line of duty while serving or living in the Commonwealth of Virginia.

Eligibility for this benefit is determined by the chief administrative officer of the Alcoholic Beverage Control Board, emergency medical services agency, law-enforcement agency, Superintendent of the State Police or other appropriate agency.

If this is a first-time enrollment, contact the VA Office in Roanoke.

### **Refund of Charges**

It is the university’s policy to hold the enrolled student liable for charges in-

curred; therefore, refund checks will be issued in the name of the student.

**Withdrawal from One or More But Not All Courses**

A student who withdraws from a class by the census date will be credited the difference in tuition and fees for the reduced number of credit hours, if any. After the census date, there will be no reduction.

**Withdrawal from the University (All Courses)**

Fall and Spring Tuition and Fees: Students who withdraw from the university through the census date will not be charged any tuition and fees. For fall and spring semesters only, students who withdraw from all courses after the census date will be charged a percentage of the applicable tuition and fees based on the effective date of the withdrawal as recorded by the Office of the Registrar and the number of weeks past the census date. The census date is specified in the academic calendar for each semester. The proration of fees does not apply to certain fees including matriculation, lab, bowling, music and late fees. The schedule for allocation of tuition and fees between amounts charged and amounts credited is listed below. This schedule is subject to change.

<b>Weeks Past Census Date</b>	<b>Percent Charged</b>	<b>Percent Credited</b>
1	20%	80%
2	40%	60%
3	50%	50%
4	60%	40%
5	100%	0%

No credit will be granted after the census date for partial withdrawals, i.e. drop-ping individual courses. Any refunds

owed to the student as a result of withdrawal will first be offset against any other amounts owed to the university. Students who receive financial aid and withdraw prior to the completion of 61 percent of the enrollment period must repay Title IV funds (i.e. PLUS, Perkins, Subsidized and Unsubsidized Loans, Pell, SEOG, HETAP and CSAP) to their sources. The percentage is determined by dividing the number of days attended by the number of days in the semester.

Summer Session Tuition and Fees: For summer sessions, students who withdraw from the university through census date will not be charged any tuition and fees. No proration of tuition and fees will be made for students who withdraw after the census date.

Residence Hall and Apartment Rent: For all semesters, students who withdraw through the census date will be charged a flat fee of \$200 (\$100 for summer sessions). No proration of rent will be made for students who withdraw after the census date.

Meal Plans: For all semesters, students who withdraw through the census date will be charged a flat fee of \$200 (\$100 for summer sessions). After census date and through the last day to withdraw and receive a grade of “W,” refunds will be prorated based on the number of weeks or actual usage, as applicable. No proration will be made after the last day to withdraw and receive a grade of “W” for that semester.

**Return of Title IV Federal Financial Aid**

This policy governs all federal grant and loan programs, but does not include the Federal Work-Study program.

The law assumes that a student “earns” approved (verified) federal financial aid awards in proportion to the number of days in the term prior to the student’s complete withdrawal. If a student completely withdraws from school during a term, the school must calculate, according to a specific formula, the portion of the total scheduled financial assistance that the student has earned and is therefore entitled to retain, until the time that the student withdrew. If a student receives (or the university receives on the student’s behalf) more assistance than he/she earns, the unearned funds must be returned to the Department of Education or to the Federal Direct or parent’s Federal PLUS loan lenders. If a student’s charges are less than the amount earned, and a refund is due, the student may be able to receive those additional funds. Students who have not completed the verification process are ineligible to receive any financial aid.

The portion of the federal grants and loans that the student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew. For example, if a student completes 30 percent of the semester, he/she earns 30 percent of the approved federal aid that he/she was originally scheduled to receive. This means that 70 percent of the student’s scheduled or disbursed aid remains unearned and must be returned to the Federal Programs. This policy governs the earned and unearned portions of the student’s Federal Title IV Financial Aid only. It determines how much, if any, the student and/or the school may need to return. This policy does not affect the

student’s charges. The University’s Withdrawal Policy (stated above) will be used to determine the reduction, if any, in the student’s tuition and fee or room and board charges. The student is responsible for paying any outstanding charges to the university.

The student’s official withdrawal date will be determined by the university as

1. the date the student began the university’s withdrawal process (the date that the student officially notified the advising center of his/her intent to withdraw);
2. the midpoint of the semester if the student withdraws without notifying the university; or
3. the student’s last date of attendance at an academically-related activity as documented by the university.

If it is determined that a portion of the financial aid received on the student’s behalf is unearned, the university shares with the student the responsibility of returning those funds.

Any grant funds that the student is required to return to the Federal Programs are considered an overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the Department of Education to repay the amount. If the student fails to repay, or make payment arrangements, to repay an overpayment the student will lose his/her eligibility to receive future federal financial aid at any institution.

### **Refund Policy for State and Institutional Aid**

The policy will affect students who completely withdraw from all classes in

a semester and who are receiving state or institutional financial assistance. It does not apply to students who withdraw from some but not all classes within a semester. All financial programs are covered under this policy. State Student Loan, Last Dollar and VTG MUST be reduced to tuition costs only before any further refund is considered. The portion of the RU Grant and VGAP funds that the student is entitled to receive will be calculated on a percentage basis by comparing the total number of days in the semester to the total number of days that the student completed before he/she withdrew. Funds from the Virginia Teaching Scholarship Loan Program must be returned to this program in full.

### **Enrollment Deposit Refunds**

Students who are offered admission as a residential student must submit a \$400 housing and enrollment deposit. Commuter students are required to submit a \$200 enrollment deposit. Students who choose not to enroll can receive a refund of the enrollment deposit upon request before May 1. After that date, the deposit is forfeited.

## **Financial Services**

### **Banking Facilities**

Three banks are located near the Radford University campus: SunTrust Bank, Wells Fargo and BB&T. In addition, the city is serviced by Stellar One, Bank of Floyd, Bank of America and National Bank. SunTrust Bank, Wells Fargo and Stellar One operate automatic teller machines on campus. Checks presented by Radford University students are

accepted by the university subject to the following limitations and policies:

- The university accepts checks for tuition/fees, room and board, the exact amount of goods or services and fines owed to the university.
- The Post Office accepts checks and RU Express cards for the amount of purchase.
- The university bookstore will cash checks between \$5 and \$25. A service charge of 50 cents will be assessed for each check cashed.
- Checks written directly to a student by the Commonwealth of Virginia or by Radford University may be cashed at the bank indicated on the check or at a bank where the student has an account.
- A student who knowingly writes a check with insufficient funds in his or her checking account may be charged with an honor code violation and may be prosecuted under the criminal law of the Commonwealth of Virginia.
- If a check written for tuition/fees or room and board is returned from the bank for any reasons, future tuition/fee or room and board payments may be required to be made with cash, money order, certified check or cashier's check, and the student may be administratively withdrawn from the university. In addition, the student will be assessed a \$25 service charge and a late fee of either 10 percent of the amount of check or \$75 (whichever is less) if applicable.
- A student may be blocked from registration and transcripts may be held if a check is returned from the bank and remains unpaid.
- A service charge will be applied to all checks returned from the bank for any reason.

# Financial Aid

Helping qualified students who would be unable to attend the university because of a lack of funds is the aim of Radford's financial aid program. During the 2010-2011 academic year, Radford provided some form of aid for approximately 72 percent of its students. Primary responsibility for funds for education belongs to parents and students. The difference between the family contribution and the cost of attending the university determines the financial need of the student. The criteria used for selecting student aid recipients involve both the computed need and the academic progress standing of the individual student. Top consideration for awarding financial aid dollars will be given to those who demonstrate the greatest need, who have valid applications submitted by the deadline, and who are admitted to Radford by the deadline. Should funds not be available to meet all these needs, the aid will be prioritized by need among eligible applicants.

After a student has been admitted to Radford and has demonstrated financial need, the university tries to meet that need by offering a financial aid package, which may consist of a scholarship, grant, loan and/or on-campus job.

In addition to awards based on demonstrated financial need, scholarships based on leadership, character and academic achievements are offered at Radford. Sources of financial aid include loans and grants from the federal and state governments, as well as numerous private funds established through

the Radford University Foundation. For additional information, refer to the RU Financial Aid website: <http://finaid.asp.radford.edu/>.

## Applying For Financial Aid

To determine need in a consistent way for aid applicants, Radford suggests that students seeking financial aid submit a completed Free Application for Federal Student Aid (FAFSA) by February 15. Forms and further information about the needs analysis system may be obtained from high school guidance counselors, the Financial Aid Office, or the Radford University Financial Aid website at: <http://finaid.asp.radford.edu/>.

Currently enrolled students may obtain FAFSA worksheets from the university's Financial Aid Office or complete the FAFSA through the web at: <http://fafsa.ed.gov/>.

The FAFSA for renewal students also should be filed by February 15.

Radford awards financial aid separately for the academic year and the summer terms.

Students who plan to be enrolled during the summer must submit a separate university summer Financial Aid Application. The Free Application for Federal Student Aid form, however, needs to be completed only once annually and is effective for both the academic year and the following summer sessions.

## Disbursement of Financial Aid

All types of financial aid are credited to the student's account at the beginning of

each term with the exception of work-study and some loans. These financial aid funds must be used first to pay the required university charges outstanding at that time. All awards will be disbursed equally over the course of the two academic semesters unless the student applies for only one term. Financial assistance awarded for the summer terms will be indicated for the specific term.

Radford University participates in Electronic Funds Transfer (EFT) of William D. Ford Direct Lending Education Loan funds.

This option of disbursing loan proceeds is an additional service that the university offers its students. Financial aid applicants will receive information with their award package regarding this service.

### **Refund of Excess Financial Aid**

If a student's Federal and/or Alternative Loan funds are received electronically he/she may have the excess aid deposited into his/her checking or savings account. If this option is not chosen, a refund check will be mailed to the student's mailing address.

### **Satisfactory Progress**

Financial aid awards are conditional on students maintaining satisfactory progress in their course of study according to academic and progress requirements. Satisfactory progress for financial aid purposes requires that the student meet the university's progress requirements and maintains progress toward a degree. Additional progress requirements exist for the state financial aid programs. For financial aid recipients, the policy can be obtained from the RU Financial Aid Office or from the RU Financial Aid website: <http://finaid.asp.radford.edu/sap.html>.

The academic progress of students who fail to meet the minimum standards will be reviewed each semester of the school year. At that time financial assistance may be awarded, if available, to those students who improve satisfactorily.

### **Rights and Responsibilities of Student Recipients**

As a recipient of state or federal aid, each student has certain rights and responsibilities. Knowing what they are will place the student in a better position to make decisions about educational goals and how they best can be achieved. If at any time there are questions about financial aid, students should come to the Financial Aid Office where there is additional information available concerning their legal rights and responsibilities.

The student has a right to know:

- the total cost of attending Radford University for an academic year, including tuition and fees and estimated costs of personal expenses, books and transportation;
- the due dates for mandatory fees and the payment procedures for those receiving financial assistance;
- the deadline for submitting applications;
- how the financial need was determined;
- how much of the estimated financial need has been met;
- the types of financial aid offered by Radford University and the terms of those types of aid which were received;
- how satisfactory academic progress is measured; and
- the university refund policy for students who withdraw.

The student is responsible:

- for submitting honest and accurate information concerning enrollment and family financial circumstances;

- for adhering to all agreements signed in the course of applying for and receiving financial assistance;
- for reporting a change to less than full-time enrollment during the award period;
- for reporting promptly to the Financial Aid Office the receipt of scholarships, grants or loans awarded by organizations or agencies other than Radford University;
- for becoming familiar with the deadlines for application, the terms of financial aid received and refund policies for students who withdraw;
- for knowing the loan repayment responsibilities and abiding by the terms of the promissory note; and
- if awarded student employment, for performing the job in a satisfactory manner. An unsatisfactory performance may result in removal from the work program.

## Loans

### Federal Perkins Loan

The Perkins Loan is funded by the federal government, but is administered directly by Radford University. Graduate students may borrow a total of \$60,000, which includes any amount borrowed under National Direct Student Loan (NDSL) or Perkins for undergraduate study. Students begin paying back these loans nine months after they either complete their education or leave school. No interest is charged until repayment begins and then a five percent charge is applied to the unpaid balance.

### Federal Direct Lending Student Loan

The Direct Lending Federal Loan enables graduate students to borrow as much

as \$65,500 in subsidized not to exceed \$138,500 in both subsidized and unsubsidized Federal Loans cumulative for both undergraduate and graduate work. Graduate students may borrow up to \$8,500 per year subsidized with a maximum of \$20,500 in subsidized and unsubsidized loan. All students will be required to pay up to a one percent default fee as required by the Department of Education for each loan. The interest rate for new borrowers is a fixed rate of 6.8 percent. The interest rate for Subsidized Federal Loans is subsidized by the federal government until six months after the student graduates, leaves school or drops below half time status and when repayment begins. For Unsubsidized Federal Loans, the borrower either makes interest payments or capitalizes the interest.

Information on these loans is available from the Department of Education, online at <http://www.finaid/org.loans/> or at the Office of Financial Aid. Federal Loans require the student to establish financial need for Subsidized Federal Loans. Those students not eligible for Subsidized Federal Loans or partial Subsidized Federal Loans will be eligible for Unsubsidized Federal Loans. Therefore, all students applying for Federal Loans must complete the Free Application for Federal Student Aid to establish eligibility. Generally, half of the proceeds of the loan will be available in the fall and the remaining amount available in the spring to be applied toward charges for each semester.

### Direct Lending Federal Graduate PLUS Loan

Direct Lending Federal Graduate PLUS loans are available for graduate students. In order to be eligible for this

loan, graduate students must complete the Free Application for Federal Student Aid (FAFSA) and apply for their entire loan eligibility before borrowing from this program. In addition, the Graduate PLUS loan requires that students must not have an adverse credit history which is determined by a credit check conducted by the Department of Education.

The repayment period for this begins after the date the loan is fully disbursed. Loan repayment deferments may be possible when you are enrolled in at least five credit hours (1/2 time status). Contact the Department of Education at (800) 557-7394 for more information regarding deferments. Students can borrow up to their cost of education minus any other financial aid (including Federal loan eligibility). The interest rate is fixed at 7.9 percent and all students will be required to pay a fee of up to 4 percent of the loan. Please visit the Financial Aid website ([www.radford.edu/~finaid](http://www.radford.edu/~finaid)) or contact the Financial Aid Office about applying for this loan.

## Work Programs

### Federal Work-Study Program

This is a federal program that provides part-time jobs for students with financial need as determined by the Free Application for Federal Student Aid (FAFSA). A student is awarded work for a specific number of hours per week. Students must contact supervisors listed on the RU Financial Aid website to secure a work position. An undergraduate student is paid the current federal minimum wage and may earn up to \$1,305 per semester or a maximum of \$2,610 for the academic year.

Students awarded a work award may use the university website to locate positions on campus (<http://finaid.asp.radford.edu/work.html>). Students are paid once each month for the preceding pay period.

### University Work Scholarship Program

This program provides a limited number of part-time employment opportunities for students who do not qualify for the work-study program. Any full-time student with satisfactory grades is eligible for employment. The number of hours worked and hourly earnings are identical to those in the Federal Work-Study Program.

Under an agreement with the U.S. Department of Education, the institution is obligated to employ qualified financially eligible students before offering employment to others.

### Residence Hall Assistantships

The residence director (RD) position is a graduate assistantship with a two-year commitment. The RD is responsible for the total operation of a residence hall housing 130-300 students. Qualifications for the position include effective interpersonal and communication skills, a strong commitment to working with a diverse student population and relevant experience. Compensation includes tuition and fees, furnished one bedroom apartment (can accommodate RDs who are single or married), full meal plan and a monthly stipend for nine months. Additional information and application materials are available through the Office of Residential Life or at <http://www.radford.edu/res-life>.

### Graduate Assistantships for Master's and Specialist Degree Students

Graduate assistantships provide the university with a means of recruiting and

retaining highly talented students in graduate programs. Assistantships enhance graduate study by providing professional experience and financial support. Graduate coordinators recommend students from their programs for an assistantship based on merit. To be considered for an assistantship, students must submit an online assistantship application available on the Graduate College website and must be on regular or temporary admission status. The priority deadline for application is February 15 for fall admission.

### **Types of Assistantships**

There are three types of assistantships. First- or second-year students who assist professors with research and sporadic instructional duties or who work in an administrative/departmental office for 10, 15 or 20 hours per week are referred to as graduate assistants (GAs). Students – typically in their first year of study – who work 10 or 20 hours per week assisting a faculty member with instructional duties are called graduate teaching assistants (GTAs). Second-year graduate students who work 20 hours per week as sole instructors of record for a course are called graduate teaching fellows (GTFs). Detailed descriptions of the requirements associated with these positions appear below and on the Graduate College website.

Assignments are based on merit and credit hour considerations. A full-time graduate student is considered someone who takes 9 - 14 graduate credit hours per term. A GTA may only be enrolled for 9 - 12 credit hours. A GTF may be enrolled for 9 credit hours only. A GA may be enrolled for 9 - 14 credit hours. Students in violation of the overload policy of more than 14 hours will not be eligible for an assistantship. However, a student may be awarded

a graduate assistantship if enrolled for 15 graduate credit hours – but no more – if one or more credits are part of a formal lab course, local practicum or local part-time internship. All types of graduate assistants will be evaluated each term. Based upon performance in the assistantship and/or budgetary considerations, students cannot be guaranteed receipt of an award in a subsequent year. Failure to renew an award based upon performance issues may be appealed. Students who resign from any type of assistantship without notice and without providing written justification approved by the dean of the Graduate College within five days of the resignation will not be eligible for an assistantship in the future.

### **Graduate Assistants**

GAs receive an annual stipend depending on whether they are assigned to work 10, 15 or 20 hours per week. Stipends for GAs who work for one term only may also be available. It is expected that most GAs will assist faculty members with scholarly/creative activities or instruction, although some are assigned to administrative duties. A GA must have no regular teaching responsibility. GAs must be allowed the flexibility to first attend to academics while fulfilling the expectations of their assignments.

A limited number of GA positions are available in the summer for students enrolled in at least six graduate credit hours. A separate online application and resume are required for these positions. Details are on the Graduate College website.

### **Graduate Teaching Assistants**

GTAs receive an annual stipend plus a partial in-state tuition award. It is expected that GTAs will directly and regularly assist

the instructor with teaching responsibilities for 20 hours per week each semester. Though some teaching may and should be required, a GTA is not responsible for the conduct of a course. GTAs must be allowed the flexibility to first attend to their own academics while fulfilling the expectations of their assignments. A GTA's supervising instructor is expected to provide regular formal mentoring. GTAs are expected to be available for training during the week before classes start in the fall. The specific scheduling and content of this training vary by degree program.

### **Graduate Teaching Fellows**

GTFs receive an annual stipend plus a partial in-state tuition award which are both more than those awarded to GTAs. It is expected that GTFs will teach two sections of a 100-level (or with prior approval from the Graduate College, a 200-level) course each semester as Professor of Record. A GTF must have successfully completed at least 18 graduate credit hours in her/his degree program, be enrolled full-time and have successfully undergone pedagogical training with mentoring. While the GTF will have primary responsibility for the course being taught, formal mentoring by a full-time faculty member is required. GTFs should only be selected if they clearly have the ability to balance their own academic responsibilities with

those of their assignment. GTFs are expected to be available for training during the week before classes begin in the fall. The specific scheduling and content of this training vary by degree program.

For an expanded list of financial aid programs available to graduate students, visit <http://finaid.asp.radford.edu/grprog.html>

### **Financial Support for Doctoral Students**

Pending budgetary availability, the university offers financial support for students enrolled full-time in doctoral programs. Please consult the specific doctoral program coordinator/director for detailed information on the level and type of support.

### **Responsibilities of the Graduate Student**

The student must become familiar with the academic policies outlined in this section of the catalog. The academic advisor will advise the student on all matters related to the program of study and the dean of the Graduate College will aid the student in the interpretation of policies whenever necessary. The ultimate responsibility for meeting all stated requirements for graduate degrees awarded by the university rests with the student.

A checklist of issues to which students must attend during their graduate program appears on p. 21 of this catalog and is included in the student's letter of admission.

## Honor System

Radford University's Honor System provides the foundation for a university community in which freedom, trust and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor System without compromise or exception. Individuals have the responsibility to be honorable in their own conduct and to insist that other students act honorably.

Lying, cheating and stealing are considered to be acts of dishonor and will, therefore, cause a student to be subject to temporary or permanent suspension from the university community. Students who commit an honor violation or any members of the Radford University community who have knowledge that a student has committed an honor violation are expected to comply with the reporting procedures.

## Class Attendance

All students are expected to attend classes on a regular basis. No absences of any nature will be construed as relieving the student from responsibility for the completion of all work assigned by the instructor.

A student registering late for a class will be responsible for all work assigned and material covered during the class sessions that were missed due to the late registration.

The first class meeting of an evening class, which meets one night per week for 14 weeks, represents about seven

percent of the total class time; this first meeting is a regular class.

During the first week of each course, the instructor shall inform students of the attendance policies for the course. Class attendance policies are determined by the instructor and should allow for a reasonable number of absences which are required due to documented official university-sponsored activities, health problems and other emergencies. It is the student's responsibility to make arrangements, which are acceptable to the instructor, to complete work missed during the student's absence from class.

Official university-sponsored activities include, but are not limited to, those events which students attend as official delegates funded by the university or in which they represent a university-funded, all-campus organization, intercollegiate athletic team or performing group and academic course-related field trips in which participation is mandatory as approved by the appropriate academic dean.



# Advising

## Faculty Advisors

Academic advising is recognized by the university as important to the educational development of its students and as both a natural extension of teaching and an important professional obligation on the part of its faculty. Sound academic advice helps the student address not only simply course selection and scheduling but also what a well-educated person should be and know.

## Student's Graduate Thesis or Dissertation Committee

The graduate thesis committee must be chaired by a full graduate faculty member within the student's discipline and

must consist of at least two additional graduate faculty members. Associate graduate faculty members may not chair but may serve on a thesis committee with the permission of the dean of the Graduate College. For further information about the composition and functions of the student's graduate thesis committee, see "Dissertation, Master's Thesis or Graduate Recital" on p. 54 and "Comprehensive Examination" on p. 56. Doctoral programs may have a different procedure and students should refer to their doctoral program handbook. See the Psy. D. website for detailed information on its comprehensive exam and dissertation.



# Grading System

The quality of work completed is recognized by the assignment of grade points to various letter grades. The student's academic standing depends upon the number of semester hours of work successfully completed and upon the number of grade points accumulated. Radford University uses a system in which grade points are assigned to grades as follows:

During spring 2010, the Graduate College adopted a +/- grading system. Professors may or may not choose to use the +/- grading system but must specify their choice in their course description.

- A = 4.0 points
- A- = 3.7 points
- B+ = 3.3 points
- B = 3.0 points
- B- = 2.7 points
- C = 2.0 points
- F = 0 points

- A is given for superior work
- A- is given for work that clearly exceeds expectations but is less than superior
- B+ is given for work that is somewhat above expectations
- B is given for work that meets expectations
- B- is given for work that meets some expectations
- C indicates work below expectations
- F indicates failure and means the course must be taken again with a passing grade before credit is allowed

- AU indicates the student audited the course
- I indicates work is incomplete. See "Incomplete Grades" on p. 45.
- IP indicates the course is in progress
- NG indicates non-graded
- NR indicates no grade was recorded by instructor
- P indicates passed with satisfactory work of "B" or better
- W indicates that a student withdrew, without penalty, from the course after schedule adjustment but before the end of the eighth week and that no credit was obtained

To complete a graduate degree program, the student must have a minimum 3.0 grade point average overall and in the program of study. Some programs may have more stringent requirements than those listed below; refer to the relevant program or departmental handbook.

- Grades in non-Radford University transfer courses are not used in calculating grade point averages. Only courses graded "B" or higher can be transferred if approved by the program. Courses graded "B-" or lower will not be accepted for transfer credit.
- Every course on the program of study must be completed with at least a grade of "C."
- Grades for non-transferrable courses from a former Radford University graduate program will not be included when calculating the GPA for a different Radford University gradu-

ate program in which a student has subsequently enrolled.

- Course taken while an undergraduate at Radford University will not be included in the graduate GPA. However, undergraduate course(s) taken after matriculation to the Graduate College will appear on the graduate transcript.
- Prior Radford University graduate coursework will not be included as part of the current graduate GPA at the discretion of an individual program if the following amount of time has elapsed: 6 years for the master's and Educational Specialist or 8 years for the doctorate.

### **Pass-Fail Courses**

All courses taken at Radford University while classified as a graduate student, except those in which a grade of "P" is obtained, will be used in calculation of the grade point average. The total number of hours attempted, excluding those in courses graded on a pass/fail basis, is divided into the number of grade points obtained in order to arrive at the grade point average. Any pass/fail course in which an "F" is assigned will be calculated in the student's overall grade point average.

A minimum of 80 percent of the required courses on a student's program of study must be taken for a grade and a maximum of 20 percent can be taken as pass/fail. Practica and internships are exceptions to this rule. If a combina-

tion of thesis, dissertation, practica and/or internship exceeds 20 percent of the student's program of study, the student must take the rest of his/her coursework for a grade. No course taken pass/fail for which a letter grade can be assigned is acceptable unless recommended by a faculty member and supported by the department chair and approved by the dean of the Graduate College.

### **Repetition of Courses**

If a student repeats for credit a course in which a "C" or an "F" was obtained both the original grade and hours attempted and the subsequent grade and hours attempted will be used in the calculation of a grade point average. No more than six credits of coursework may be repeated in this way. Courses taken in which a "B" or "A" was obtained may not be taken a second time for credit.

### **Incomplete Grades**

At the faculty member's discretion, the letter "I" may be entered on the student's transcript for a course whenever some portion of the required work has not been completed by the end of the semester. A written statement of the requirements for removal of the grade of "I" must be signed by the faculty member and student and filed in the office of the chairperson of the department in which the course is taught, with a copy submitted to the registrar along with the faculty member's grade sheet. A student cannot graduate with an incomplete on his or her record, including an "I" or "IP"

(see below for use of the “IP” grade) in a required course, a supporting or deficiency course, an undergraduate course or an elective.

The grade of “I” will automatically revert to a grade of “F” if not satisfactorily removed according to the following schedule:

### **Latest Date for Removal**

Fall: End of the last day of classes for the spring semester

Spring: End of the last day of classes for the fall semester

Summer: End of the last day of classes for the fall semester

A grade of “IP” (In Progress) will be used for a thesis, graduate recital, practicum, internship or dissertation in which case the supervising professor determines whether an exception is warranted and has the option of specifying the length of time the student has to complete the work.

Once the grade of “I” and/or “IP” is placed on the transcript, it remains on the transcript until it is replaced by the appropriate grade when all course requirements are completed or when the deadline for completion has passed.

Except for a thesis, directed study, graduate recital, practicum, internship or dissertation, a student cannot re-enroll for a course for which an “I” or “IP” is recorded on the transcript. A degree cannot be awarded to students with Incompletes on their records.

See p. 49 for information regarding continuous enrollment.

### **Full-Time Status**

The normal full-time load for a graduate student is nine graduate hours per semester, with a maximum of 14. A student may enroll in 15 graduate credit hours, but no more, without permission only if one or more of those credits involves a local field placement. A graduate student who is employed full-time or part-time must realize that an excessive course load might well result in substandard performance in academics and on the job.

### **Summer Sessions**

Any graduate student who enrolls in six or more semester hours of credit during Summer Session III or a combination totaling six semester hours of enrollment in the Maymester, Summer Session I, Summer Session II and Summer Session III, will be considered a full-time student.

A graduate student may enroll for a maximum of 14 semester hours of credit using any combination of enrollments in the summer sessions.

### **Grade Changes/Corrections**

Students who feel they received a grade in error should contact the appropriate faculty member. If the faculty confirms that an error has indeed been made, then the faculty member must process a grade change form and submit it to the Office of the Registrar no later than one year after the submission of the original grade (excluding Incompletes).

### **Grade Appeals**

Students wishing to appeal grades received in courses should refer to the Graduate Grade Appeal Procedures and associated forms posted on the Gradu-

ate College website at [www.radford.edu/gradcollege](http://www.radford.edu/gradcollege) under the “Forms and Policies” tab.

### **Grievance Procedure**

For concerns other than grade appeals, students wishing to initiate the grievance process should refer to the Graduate Grievance Procedures and associated forms posted on the Graduate College website at [www.radford.edu/gradcollege](http://www.radford.edu/gradcollege) under the “Forms and Policies” tab.

### **Practicum/Internship Approval**

Programs will monitor and regulate admission into all programmatic field experiences. Students must have prior written approval of the program coordinator/director before they are permitted to register for any field experience.

Graduate programs in which students are required to participate in a practical experience, including internships, practica, clinical courses, student teaching and fieldwork shall:

1. Provide written information to potential students about the qualities of character and interpersonal skills that are normally expected in order to complete the program successfully;
2. Identify (when feasible) potential problems the student may have in a

practical experience prior to engaging in the experience, make those concerns known to the student and make appropriate recommendations to the student;

3. Provide the following: a) written criteria for entry into a practical experience and procedures for implementation of those criteria; b) performance standards during the experience; c) circumstances under which the student may be withdrawn from or denied entry to the experience; and d) processes including appeals, which regulate such withdrawals. Individual programs may set their own standards for ethical or professional behavior based upon state, professional organization, college or accreditation criteria. These standards must be communicated to students upon entry into the program.

Policies specific to each program will be on file in the Office of the Provost and Vice President for Academic Affairs, the Graduate College and in each department or program office. Students planning to take such courses should obtain a copy of the relevant program’s policies and procedures before registration in the course.

# Degree Requirements

## Doctoral Degree Requirements

See Psy.D. program on p. 126.

See D.N.P. program on p. 112.

See D.P.T. program on p. 124.

## Minimum Degree Requirements (Master's and Ed.S.)

For all graduate degrees, at least 80 percent of the hours in the overall program must be in 600-, 700- or 800- level courses.

All degree programs require that the student complete a minimum of 30 or more semester hours of graduate-level work with at least a "B" average in the overall program and in all courses taken since admission.

At least two-thirds of the credits must consist of Radford University courses. Some programs may have additional credit hour requirements. A six-hour thesis, graduate recital or creative project is required for all Master of Arts and Master of Fine Arts programs. A dissertation is required for the Doctor of Counseling Psychology degree and a capstone project is required for the Doctor of Nursing Practice; credit hours associated with each vary by program.

Specific requirements for each program are listed in the program section of this catalog.

## Undergraduate Deficiencies

Students enrolled in a Master of Science in Education or Special Education degree program and who are also pursuing licensure to teach must meet aca-

demetic requirements (content area courses among others) for the licensure endorsement area. This might require that they complete courses at the undergraduate level which would not count toward the master's degree. Applicants must meet with the program coordinator to obtain a transcript analysis which outlines program and licensure requirements and lists course deficiencies. Students must complete all deficiencies prior to being admitted to the Teacher Education Program and to clinical field experiences.

After matriculation to the Graduate College, all work taken at Radford University to satisfy deficiencies will appear on the official transcript and will be calculated in the overall grade point average.

## Program Requirements

All students enrolled in a degree program will, at the time of admission, familiarize themselves with the basic requirements of their program. Please check with the program coordinator/director for details. After nine credit hours have been completed, the student, in consultation with and approval from his or her advisor, must submit a formal program of study to the Graduate College that identifies the details of the student's coursework.

Creating the program of study is the responsibility of the program in which the student is enrolled. The student must fulfill all the requirements of their appropriate degree program as published in the catalog. The year of the catalog being followed must be indicated on this form.

Changes to the program of study must be approved by the advisor or program coordinator/director. The Petition for Program Change is available online at [www.radford.edu/gradcollege/](http://www.radford.edu/gradcollege/), in the Graduate College and in most departmental offices.

### **Change of Program**

Students who wish to change degree programs and students previously admitted as non-degree seeking who wish to enroll in a degree program must apply to the new program and pay the application fee.

Current degree-seeking students who wish to request a change in specialty area within a degree program or add a Post-Baccalaureate Certificate to a current degree shall not have to pay an additional fee.

### **Supporting Courses**

The program of study must list all courses taken in support of the master's program as well as those courses not used as part of the degree program.

Supporting courses may be those needed to make up undergraduate deficiencies or graduate-level courses which the student and advisor feel may be beneficial but are not a necessary part of the regular program. An average of at least a "B" is required in supporting courses, as it is in all other courses taken by a graduate student. A grade of "C" or lower would count toward the two "C" rule even though the supporting course(s) are not part of the regular program. All work taken as supporting courses will appear on the official transcript and will be calculated in the overall grade point average.

### **Transfer of Credit; Off-Campus Credit**

A maximum of one third of the total graduate hours in a program of study may be transferred from another RU program or an outside institution. Some programs may have more stringent requirements. Only credit for grades of "B" and above from a regionally-accredited institution or university may transfer. (Credit for grades of "B-" will not transfer.) Credits applied previously toward another degree cannot be transferred. All transfer credit must be approved by the student's advisor after consultation with graduate faculty in the discipline involved and by the dean of the Graduate College.

Any student enrolled in a degree program at Radford University who wishes to take transferable graduate work as a transient student at another institution must secure approval from his or her advisor and from the dean of the Graduate College before such work is taken. Courses which will not be accepted for graduate credit by the institutions offering the courses will not be accepted by Radford University.

### **Continuous Enrollment**

All graduate students are required to be registered for at least one graduate credit at Radford University during the semester they receive their degree from Radford University. Registration and tuition payment are required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, access to faculty members for help with completion of requirements,

laboratories, recreation facilities not open to the public and the graduate commencement ceremony.

Students who are not currently registered for any coursework and who have completed all coursework but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an “I” or “IP” grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s). This course carries no credit hour production and does not count toward degree requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time. The Continuous Enrollment form is available online or in the Graduate College Office in Lucas Hall. Approval of the professor of record and the dean of the Graduate College is required prior to registration.

### **Correspondence Credit**

No correspondence credit, wherever earned, can be applied toward any graduate degree awarded at Radford University.

### **500-Level Courses**

Faculty teaching graduate students in 500-level courses must require additional work of these students if the course is being taken for graduate credit. The nature of this work will vary but must be substantial and reflective of graduate level effort. The student is responsible for informing the instructor if the course is being taken for graduate credit. For a student to receive graduate credit for a course, the instructor must hold graduate faculty status. Doctoral students may not

enroll for graduate credit in any course lower than the 600 level.

### **Graduate Credit for Radford University Seniors**

Seniors at Radford University with an overall grade point average at Radford of 3.00 or better may be permitted to take up to six credit hours of graduate-level courses during their final year of undergraduate work. Students have the option of counting the course(s) toward their undergraduate degree or toward a graduate degree, if all admission requirements are met. Graduate courses taken to meet baccalaureate requirements may not be used toward a graduate degree, except in approved accelerated bachelor's/master's programs (see below).

Undergraduate students who wish to take courses for graduate credit must receive specific approval from the instructor and the dean of the Graduate College. Request forms are available in the Graduate College Office in Lucas Hall. If a graduate course taken as an RU undergraduate is transferred from the undergraduate to the graduate transcript, the student will be charged for the differential between the undergraduate and current graduate tuition rates upon matriculation to the Graduate College.

### **Accelerated Bachelor's/ Master's Programs**

Students accepted for approved bachelor's/master's accelerated programs may take up to 12 graduate credits and these may count toward both the bachelor's and master's degrees. To be eligible for participation in an accelerated degree program, students must have completed at least 60 undergraduate credits and have a cumulative GPA of at least 3.00. Indi-

vidual departments may impose stricter admission requirements. Admission and completion requirements for specific accelerated degree programs are described in the catalog.

The objective of accelerated bachelor's/master's degree programs is to provide a means by which exceptional undergraduate students at Radford University may efficiently complete the requirements for both the baccalaureate and master's degrees.

**Eligibility:** Students must have completed a minimum of 60 undergraduate credit hours and have at least 24 credits remaining in their undergraduate programs. Transfer students must have completed a minimum of two semesters as a full-time student at Radford University, a minimum of 24 hours. Students must have a minimum cumulative grade point average (GPA) of 3.00.

**Application to an Accelerated Bachelor's/Master's Degree Program:**

A prospective student should set up a meeting with the graduate program coordinator to review the requirements for an accelerated bachelor's/master's degree program. Students applying to an accelerated program must submit the following:

- Application for accelerated bachelor's/master's programs;
- Official transcripts of any courses taken at a college or university other than Radford University;
- Application for Graduate Admission form;
- \$50.00 non-refundable application fee;
- Appropriate test scores, if required by the graduate degree program to which the prospective student is applying. If

scores are required, they must be submitted no later than the second week of the term in which conferral of the bachelor's degree is anticipated;

- Any other materials required by the graduate program to which the applicant is seeking admission.

Upon review of the materials, a letter of acceptance (or denial) to the master's program, contingent on meeting the accelerated requirements and completing the bachelor's degree, will be sent to the student.

**Participation and Graduation:** Students must complete the bachelor's degree prior to entering the master's program. Students in an accelerated program may not elect to bypass the baccalaureate degree. Students must receive a grade of "B" or better in the double-counted graduate level courses. Courses with a grade of "B-" or below cannot be double-counted between the two degrees. No more than 12 hours of graduate work may be counted toward the requirements of both degrees. Students must complete the master's degree within six (6) years of the start of their first graduate course. If the master's program is not completed within these time limits, none of the graduate courses taken as an undergraduate will be counted toward the master's degree. Permission to pursue an accelerated degree program does not guarantee admission to the Graduate College. Admission is contingent on meeting current eligibility requirements of the graduate program.

**Withdrawal/Ineligibility:** A student may at any time withdraw from an approved accelerated program by informing the graduate program coordinator in writing. A copy of the withdrawal letter must be

sent to the Graduate College. If a student completes the baccalaureate degree requirements with an accumulated GPA of less than 3.0, then he/she is no longer eligible to pursue the accelerated program. Individual programs may have higher requirements and a failure to meet these requirements will make a student ineligible to participate in the accelerated program. A student who does not follow the approved accelerated degree requirements may become ineligible to participate in the accelerated program. A student who is ineligible to participate in (or withdraws from) the accelerated program cannot double-count any courses for both bachelor's and master's degrees.

## Withdrawal Procedures

### Withdrawal from One or More But Not All Courses

A graduate student may complete a withdrawal form in the Office of the Registrar or notify the Office of the Registrar in writing or via email that he or she wishes to withdraw from one or more (but not all) classes. The withdrawal is not complete until the Office of the Registrar has been notified and confirms the withdrawal.

Students must contact the Student Accounts Office in Heth Hall to initiate a request for a refund of tuition if they drop a class or classes prior to the census date and if the reduced class load qualifies them for a tuition refund.

A graduate student who drops a class prior to the conclusion of schedule adjustment will receive no grade. A student who withdraws from class after schedule ad-

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

A graduate student may not withdraw from more than three graduate classes during their Radford University career. Anything beyond the third withdrawal results in an automatic "F."

### Withdrawal from the University (All Courses)

A graduate student withdrawing from all courses during a given semester must contact the Office of the Registrar in Heth Hall in writing or via email. The registrar must confirm receipt of the notice. This process must be followed to ensure the student will receive any eligible refunds and the appropriate grades for the semester.

Students who withdraw from the university before the end of the tenth day of classes (census date) will receive no grade. A student who withdraws from the university (all classes) after the census date, but prior to the end of the eighth week of the semester (60 percent of summer session) will receive a grade of "W" in all classes. Withdrawals from the university after the eighth week will result in an automatic grade of "F" in all classes.

A graduate student may withdraw from the university only once during his or her RU academic career. (Cancelling enrollment to the university prior to the census date or receiving a medical withdrawal does not count as a withdrawal from the university.) Exceptions will be granted by

the dean of the Graduate College or by the vice president for student affairs.

### **Withdrawal from a Degree Program**

Graduate students who wish to withdraw from a degree program at Radford University must submit a letter in writing to the Graduate Admissions Manager, Box 6928, Radford University, Radford, VA 24142. The manager will confirm receipt of the notice. If a student withdraws from a degree program, s/he must reapply and be accepted in the original or in another degree program in order to resume studies.

### **Withdrawal from Off-Campus Course**

Students who register for off-campus courses must adhere to published withdrawal policies and procedures as outlined above.

### **Exceptions to Withdrawal Procedures**

Exceptions to the withdrawal procedures may be granted upon recommendation of the Office of the Vice President for Students Affairs in cases of documented medical or other non-academic reasons.

### **Leave Of Absence**

Students have six years to complete a master's degree and eight years to complete a doctoral degree. Taking a leave of absence for any length of time does not extend these time frames. Graduate students are granted a leave of absence by their program and are subject to the policies and procedures of the Graduate Catalog of the year of their original admission or a subsequent catalog as long as it is within six or eight years of enrolling in a master's or doctoral program, respectively. Programs have the discretion to reject courses that are less than the stated timeframe.

## **Retention Policies**

### **Good Standing**

Any student who maintains a minimum grade point average of 3.00 in graduate courses will be in good standing. Undergraduate courses may not be taken to correct a grade point average deficiency. Programs may also have more stringent rules for remaining in degree programs.

### **Probation and Dismissal**

If at any point a student earns a cumulative grade point average below 2.00, the student will be dismissed from the Graduate College. If a student is dismissed from a program she or he may not enroll again in the Graduate College until two academic years have passed. She/he must pay the application fee and be accepted. A program may be more, but not less stringent than the Graduate College in its application policies and it may choose the option of no reinstatement. If a program's readmission policies are more stringent than those of the Graduate College, they must be documented in the program's or department's student handbook.

If at any point a graduate student's cumulative grade point average falls between 2.00 and 3.00, the student will be on probation. Some programs have more stringent requirements for remaining in degree programs. A student who is on probation may take no more than nine semester hours of coursework in a given term.

To return to good standing, a student must earn a minimum cumulative grade point average of 3.00 within the first nine graduate credit hours attempted after being placed on probation. A student who does

not meet the minimum cumulative grade point average in that time period will be dismissed from the Graduate College. A student who has been on probation and then reinstated may again be on probation if the student's grade point average again falls below 3.00.

A student who receives more than two grades of "C" or lower in any work attempted at Radford University shall be dismissed. This includes graduate or undergraduate supporting coursework and courses taken as a non-degree seeking student. Programs may be more but not less stringent than this criterion. All program-specific dismissal policies must be reviewed and approved by the dean of the Graduate College before adoption by a program.

Dismissal from a program based on non-grade related reasons not covered under the Radford University Code of Student Conduct shall be program specific. Each program's criteria for dismissal must be communicated in the program's or department's student handbook along with the appeals process. If a program chooses to dismiss a student, the Graduate College, upon receipt of notification from the program, shall issue a formal letter of dismissal if the student does not appeal within the prescribed time frame or if the appeal is unsuccessful.

### **Directed Study**

The directed study is a course designed by the student after thorough consultation with the professor who will supervise the study. Before registering for a directed study, the student must submit a written proposal for approval by the supervising professor, advisor, department chairperson and the Graduate College.

It is required that students have earned at least nine semester hours, be on regular status and have an approved program of study prior to enrolling in directed study courses.

A directed study cannot be used to replace a required course in a graduate program of study. Non-degree seeking students may not take a directed study course.

The directed study will be graded on an A/F basis.

A single directed study can carry from one to four semester hours of credit. A maximum of six semester hours of credit in directed studies can be used toward graduation in a degree program; program requirements may limit the student to fewer than six hours of directed study.

Students electing to do a thesis as part of their degree requirements may take up to four hours of directed study as part of the degree program.

The proposal should be submitted to the Graduate College at least two weeks prior to registration.

### **Dissertation, Master's Thesis or Graduate Recital**

A thesis or graduate recital is required in all Master of Arts programs. It can be an elective or a requirement in a Master of Science program, at the option of the department. For dissertations, students should see their program handbook.

When a thesis or dissertation topic has been established, the student should submit a Request for Convening of Thesis/Dissertation Advisory Committee form to the Graduate College in order

to register for thesis/dissertation credit. Standards and criteria for approval of the request are established by the student's thesis/dissertation advisor. Programs and/or thesis advisors may require a written proposal prior to signing the Request for Convening of Thesis/Dissertation Advisory Committee form. Students should check with their individual departments for specific prerequisites.

A student cannot register for thesis hours until the Request for Convening of Thesis/Dissertation Advisory Committee form has been reviewed and approved by: 1) the thesis/dissertation advisor (who is in the student's program and has full graduate faculty status), 2) a minimum of two additional committee members with graduate faculty status, 3) the department chair or graduate program director and 4) the Graduate College. A copy of this form may be downloaded online at <http://www.radford.edu/gradcollege>.

All members of the committee must have graduate faculty status. Faculty with associate graduate faculty status may not chair, but may serve on the committee with the permission of the dean of the Graduate College. Students must be on regular status and have an approved program of study on file.

It is recommended that the student establish the thesis/dissertation topic and begin work on the proposal as early as possible. The Thesis/Dissertation Proposal Defense form is an agreement with the student and signifies that if the work described within an approved proposal is accomplished to a quality acceptable to the committee, the committee will honor it as a satisfactory thesis/dissertation.

Basic style guidelines required for all theses and dissertations can be obtained online at: [www.radford.edu/gradcollege](http://www.radford.edu/gradcollege) or from the Graduate College Office in Lucas Hall. Program specific guidelines must fall within the Graduate College guidelines and are available in the department or program student handbook.

Students who plan to do a thesis or graduate recital are advised to begin serious planning of this work during the first semester of enrollment as a graduate student. Past experiences have shown that it is very difficult for a student to do a respectable job on the dissertation, thesis or recital if all work is concentrated in the last semester before graduation.

It is important that the student doing a dissertation, thesis or recital choose the committee before beginning work, and that the committee members are kept informed of the student's progress in the preparation of the dissertation, thesis or recital.

The thesis grade will be recorded as "Pass" or "Fail." Conventional letter grades are given for the graduate recital.

All requirements for the thesis must be completed within the time frame by which the degree must be completed; six academic years for a master's or eight academic years for a doctorate.

### **Awards**

Three graduate awards – one each for the outstanding research thesis, the outstanding creative project and for an exemplary performance – are given each year at the spring commencement/hooding ceremony to students who completed their graduate degrees during the past academic

year. A faculty committee designates the recipients of these awards from nominees selected by each college. A cash award and a plaque are given to each student, and a commemorative plaque is given to the faculty advisor of each award-winning thesis or project.

### **Preliminary Master's Comprehensive Examination**

In addition to the final comprehensive examination given during the last semester of enrollment, the graduate faculty in each program have the option of requiring a preliminary comprehensive examination to be administered sometime before completion of three-fourths of the master's degree program. This preliminary examination would be designed to measure the student's competence in the discipline. If a particular program requires such a preliminary examination, information is given in the program section of this catalog.

### **Final Comprehensive Examination and/or Thesis/Dissertation Defense**

A final, comprehensive examination, thesis/dissertation defense, or its equivalent is required of all graduate program candidates. The format of the examination is determined by the program. It should be taken during the last semester of the student's graduate program and should be scheduled by the student and the advisor to be taken at least two weeks before graduation. The student must have at least a "B" average in the program of study and overall at the time of application for the examination. The necessary examination form is available in the Graduate College Office in Lucas Hall. The form must be requested at least five university business days in advance of the examination date and must be returned to the Graduate College within 15 days of the date of the examination by the advisor or a faculty designee.

At the start of the term in which any comprehensive exam will be taken, a form that establishes membership of the advisory committee must be submitted to the Graduate College.

For a Master of Science degree candidate, the committee conducting the examination must consist of three graduate faculty members, including the student's advisor, at least one additional faculty member from the student's major department and at least one faculty member familiar with the student's area of study.

For a Master of Arts or Master of Fine Arts candidate, the committee must consist of the student's advisor and at least two additional faculty from the major department, including the thesis or graduate recital director if this person is not also the advisor.

The student, in consultation with the advisor, can suggest the names of faculty to serve on the committee. An associate graduate faculty member may serve on the committee with the permission of the graduate dean, and must sign the report of the final comprehensive exam. She or he may not chair the committee. A majority of the committee must recommend "satisfactory" in order for the student to pass.

A candidate who fails the examination may request re-examination no earlier than the following semester. A new examination form must be requested. A student who fails to pass the examination or thesis defense on the second attempt will be dropped from the degree program.

Students should note specific program requirements for the final comprehensive examination, thesis defense, or its equivalent in the program description section of this catalog. Doctoral examinations may vary so students should see their program handbook.

**Time Limit**

All requirements for the master's degree or Educational Specialist (Ed.S.) degree must be completed within six academic years. Neither Radford University courses nor transfer courses more than six academic years old at the time of graduation will be allowed as part of the hours for graduation. All requirements for a doctoral degree must be completed within eight years. Neither Radford University courses nor transfer courses more than eight academic years old at the time of graduation will be allowed as part of the hours for graduation for a doctorate. At the discretion of the degree program, one or more courses that may fall within the time limit for any program may not necessarily be accepted.

**Second Master's Degree**

Students will not be allowed to enroll in a graduate program leading to a master's degree in a field in which they already hold a graduate degree. A student pursuing a second master's degree in a new field may not count any credits toward the new degree already applied toward an earlier degree, but must meet all requirements for the appropriate degree.

**Auditing Courses**

Students may audit courses on a space available basis with written permission of the instructor and the department chairperson. Students who audit a course may not transfer to regular status in the course after the census date. Auditing students are expected to attend class on the same basis as a regular student. The instructor may delete from the roster any auditing student who does not meet course requirements.

**Records and Reports of Students**

Grades as filed with the Office of the Registrar are final, except where an error of judgment has occurred or an error has been made in computation or transcription. Students may electronically access grades at the end of a semester or term. A transcript is the official record, compiled by the Office of the Registrar, of a student's academic career. For each semester or summer term, the transcript shows the courses, credits and grades; semester or summer term grade point average; and notice of good standing, academic probation, suspension or withdrawal. Transfer credit also is recorded, but without grades.

The completed transcript records the degree and program as appropriate, final cumulative grade point average and the date the degree was conferred.

Transcripts are issued upon the receipt of a signed, written request. There is no charge for this service. There is a limit of 10 transcripts issued per request, unless otherwise approved by the registrar.

**Student Record Policy  
(Confidentiality of Student Records)****Family Educational Rights and Privacy Act**

Radford University student record policies and practices are in full compliance with state and federal laws (FERPA). The university will not release information about a student from records, except directory information, to people (including parents) other than a specified list of exceptions without obtaining the written consent of the student.

Upon request, the university will grant students who are or have been in attendance access to their educational records,

except those excluded by law, and will provide an opportunity for a hearing to challenge such records.

University and federal law does permit the university to release information it has identified as directory information with respect to each student unless the student informs the university that any and all information designated should not be released without the student's prior consent. Forms to request a restricted release of directory information are available online and should be filed at the Office of the Registrar. While the university understands that there are sometimes very legitimate reasons why a student may want to restrict their directory information, please note that placing a restriction on the release of a student's information means that RU personnel cannot even acknowledge the existence of the student to a third party. This may cause the student and their parents some inconvenience related to the verification of enrollment and/or graduation for insurance and loan deferment purposes.

Radford University has identified the following as directory information:

- Student's name, date-of-birth, local and home address, phone listing and e-mail address
- Whether a student is currently enrolled
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received

Students should report any change of name, address, or marital status to the Office of the Registrar so their university records can be corrected.

A full statement of the Family Educational Rights and Privacy Act and information explaining how students may exercise the rights accorded them by this policy are posted to the RU website and are available from the Office of the University Registrar and the Dean of Students Office. The restriction on the release of non-directory information does not apply to university officials or to designated persons or agencies operating on behalf of the university. For example, faculty, advisors and academic support staff may access non-directory information needed to perform their official responsibilities. Selected individuals or agencies operating for the university, such as the National Student Clearinghouse, may have access to academic records to verify enrollments and degrees. The university may disclose records to state agencies for the purpose of program review and evaluation.

If a student has a complaint about the university's compliance with state or federal laws concerning student records, the student is encouraged to register that complaint with a university official. While most concerns can and will be addressed promptly by the university, students may file complaints with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of the Family Educational Rights and Privacy Act.

## Graduation Policy

A currently enrolled full-time student may meet the graduation requirements listed in the Radford University Graduate Catalog in effect at the time of the student's initial enrollment at Radford. Or, the individual may elect to meet the

requirements in any subsequent catalog published between enrollment and graduation as long as the catalog is no more than six years old. A student may not follow requirements for graduation listed in a catalog in effect prior to the student's enrollment at Radford.

### **Application for Degree**

Each candidate for an advanced degree must apply for the degree through the Graduate College by the census date of the expected term of graduation according to deadlines specified online. Unless the necessary forms are filled out by the student by the stated deadline, graduation may be delayed.

### **Commencement Exercises**

Commencement exercises are conducted at the end of the fall and spring semesters and are open to degree-seeking students only. Students completing degree requirements are urged to attend. Extenuating circumstances may justify absence from these ceremonies. Diplomas will be mailed to students completing degree requirements. However, it is the official transcript issued by the Office of the Registrar that serves as confirmation that degree requirements have been completed.

### **Participation in Commencement**

Radford University restricts participation in graduation exercises to those degree-seeking students who will complete their degree requirements by the time of commencement or (for spring ceremonies) those who can complete all coursework in no more than two courses or six semester hours, available during the immediately subsequent summer session(s). M.A. students lacking only the six hours of thesis

credit may participate only after submitting the Thesis Proposal Defense form. All other students must have successfully completed their comprehensive exam or its equivalent in order to participate in commencement ceremonies. Doctoral students must have completed all degree requirements prior to participation in commencement ceremonies.

Applications to graduate and to participate in commencement must be approved by the program following the guidelines established by programs and department. They must be submitted to the Graduate College by the census date of the expected term of graduation.

Participation in commencement does not guarantee that the diploma and a final official transcript will be issued.

### **Exception to Academic Policies**

The Radford University Graduate Catalog is the basic authority for academic requirements at Radford University. All students are expected to follow the catalog in the pursuit of their degrees. On rare occasions, extraordinary circumstances may justify minor departures from catalog requirements. A graduate student who needs to petition for an exception to academic policy must complete the Graduate Student Academic Petition form in consultation with his/her advisor, available online or in the Graduate College office, and submit to the Graduate College for consideration. Note that academic dismissal (i.e., a GPA less than 2.0 or earning more than two grades of "C" or lower), the minimum hours required for program completion, or a minimum GPA less than 3.0 may not be petitioned.

# Campus Life

Numerous cultural and educational activities are offered each year. Music, dance and theatre presentations enable students to attend, as well as participate in, various productions during the year. A full schedule of art exhibits is arranged and presented by the Radford University Art Museum. An all-campus student calendar at [www.radford.edu/~studentcalendar](http://www.radford.edu/~studentcalendar) provides students with up-to-date information on the upcoming major programs, theater, music and/or meeting times for clubs or organizations in which they are interested.

## Department of Student Activities

Students are encouraged to develop social, cultural and creative interests and awareness by actively participating in all aspects of campus life.

The Department of Student Activities provides students with diverse out-of-the-classroom experiences including intramurals, aerobics, sports clubs, RU Outdoors programs, Hurlburt Student Center Game Room, Radford Student Programming and Campus Events (R-SPaCE), Greek Life, 230+ clubs and organizations, student media, a leadership library and training, LEAD 110 and student employment opportunities. For further information check out the website at [www.radford.edu/stuact](http://www.radford.edu/stuact), call (540) 831-5332 or stop by the main office Room 226 in the Hurlburt Student Center.

## Recreational Activities

The Dedmon Center, an athletic and-convocation complex located across U.S.

Route 11 (East Main Street) from the main campus, houses an arena with an eight-lane swimming pool, and a 1/6 mile jogging track that are available for student use during scheduled hours.

Outdoor facilities at the center include a jogging trail, 12 tennis courts, and the Patrick D. Cupp Memorial Stadium.

The stadium houses an eight-lane track and field surface, a soccer field, locker rooms, a press box, coaches' offices and a concession area.

Peters Hall, located in the heart of the main campus, provides students the opportunities to take part in aerobics classes, intramurals, a climbing wall, fitness center and open gym times.

Muse Hall Fitness Center located on the main level offers a variety of cardio workouts with treadmills, ellipticals, bikes and stair-climbers and strength training with Nautilus single station machines.

Muse Weight Room located off of parking lot B offers students free weight lifting opportunities with dumbbells, squat racks and benches. Leg machines, cable crossover, bike, rowing machine and stair-climber provide the equipment for a full-body workout.

Hurlburt Student Center includes a welcome and information center, student lounges, a computer lounge, a game room with bowling and billiards, a food court, meeting rooms, a 250-seat audito-

rium, Department of Student Activities Offices, Greek Life Office, Student Government Office, R-SPaCE Programming Office, the Student Leader Resources Office and more.

### **Intercollegiate Athletics**

Radford University, a NCAA Division I member, currently participates in 19 varsity sports, 11 for women and eight for men. The sports include: men's baseball, men's and women's basketball, men's and women's cross country, women's field hockey, men's and women's golf, women's swimming and diving, men's and women's soccer, men's and women's outdoor track, men's and women's indoor track, women's softball, men's and women's tennis and women's volleyball. The university offers athletic scholarship aid in all sports.

### **Sports Clubs**

Sports clubs highlight the leadership skills and athletic talents of the RU student body. The Sports Club Program is designed to serve individual interests in different sports and recreation activities. The activities that the club sport teams provide range from very competitive to recreational and instructional. Currently there are 21 chartered sports clubs at RU. They include ice hockey, men's and women's lacrosse, men's rugby, equestrian team, men's and women's ultimate frisbee, men's and women's soccer, men's and women's volleyball, women's softball, men's baseball, men's basketball, football, skeet and trap, billiards, wrestling, fishing, women's basketball and bowling.

### **Intramurals**

Intramurals are for everyone. A variety of individual and team sports/activities are planned, ranging from league competition to more informal tournaments and one-day events that are intended to appeal to the varied interests of the RU community. Past intramurals have included dodge ball, sand volleyball, ping pong, flag football, softball, wallyball, billiards, soccer, basketball, frisbee, homerun derby and many card tournaments. For more information, go to the Campus Recreation Office in the Hurlburt Student Center, Room 121.

### **RU Outdoors**

RU Outdoors is the adventure programming component of campus recreation that provides outdoor adventures, promotes healthy self-discovery, emphasizes respect and awareness for the natural resources and unlocks student leadership potential. Trips include hiking, backpacking, paddling, caving, mountain biking and climbing. All skill levels are accepted. For a low fee, instruction, technical equipment and transportation are provided. Students can even rent equipment for their own outdoor adventure. The Campus Recreation Office is located in the Hurlburt Student Center, Room 121.

## **Student Resources**

### **Office for Academic Engagement and Community Partnerships**

The former Experiential Learning Office was recently renamed to reflect an

increasing emphasis at Radford University on ways that all Radford University faculty and students can engage in real world work and project experiences that provide practical experiences and accomplishments for students. Focused on the development of immersion internship experiences and community based learning, the office can assist students and faculty who seek local, state, national or international internship experiences. A highlight of the office is the Highlanders in Action Internships that are available both fall and spring semester for three or six credit hours. Students work in teams with community partners on projects related to one of five issues: environment/sustainability; social justice/diversity; health/wellness; arts/culture and economic/urban development. The office is located on the second floor of Walker Hall and is open from 8 a.m. to 5 p.m. daily. For additional information, visit <http://www.radford.edu/ruengaged>.

### **Career Services**

Career Services is located on the first floor of Walker Hall. Services include individual and group assistance with career assessments and planning, career information, job-search process, resumé preparation, interview skills and the transition from college to employment. In addition, the center manages an online virtual job/internship database and a resumé development site. The on-campus recruitment program affords students the opportunity to interview with profit and nonprofit organizations throughout the academic year.

The center is open 8 a.m. - 5 p.m., Monday through Friday (including the lunch hour) during the academic year.

For additional information, visit the center's website at <http://careers.asp.radford.edu>.

### **Learning Assistance and Resource Center**

The Learning Assistance and Resource Center (LARC), located on the first floor of Walker Hall, is an all-inclusive academic support service open to the entire Radford University community and maintains Level 3 Certification status by the international College Reading and Learning Association. Students may make appointments for free tutoring in many subjects, such as math, statistics and science. Graduate and undergraduate English majors, who have experience as peer readers, work with students on writing assignments for all disciplines. Students can also receive assistance in basic study and test-taking strategies. The LARC tutoring staff, which includes undergraduate and graduate students, as well as professional tutors, receives extensive training. Inspired by a holistic approach to tutoring, tutors are trained to make referrals if they detect other issues at play in students' lives. For more information, call the LARC at (540) 831-7704 or visit the LARC web site at [www.radford.edu/~larc](http://www.radford.edu/~larc).

### **Off-Campus/Commuter Student Services**

The Dean of Students Office and SGA Off-Campus Student Council (OCSC) coordinate services for off-campus/commuter students. Check the OCSC website at [www.radford.edu/~ocsc/](http://www.radford.edu/~ocsc/) or the off-campus student services website at [www.radford.edu/~dos-web/ocss.htm](http://www.radford.edu/~dos-web/ocss.htm) for additional information.

The following is a list of some of the services provided for off-campus students: Radford-area housing provider list, rent-

ers insurance information, the Housing Fair, liaison relationship with landlords and the community, educational opportunities and information about living off-campus, and a roommate matching board in the Dean of Students Office.

Lounges are located in the Bonnie Hurlburt Student Center and Heth Hall for relaxation or study. In addition to the Bonnie and Heth lounges, other areas, which provide for study and relaxation, are located in the library. Meal plan options are available for off-campus students. For information about the plans, contact the RU Express Office at (540) 831-5054.

### **Parking**

Students may park motor vehicles, motorcycles and motorbikes in university parking lots if they have obtained a parking permit from the Parking Services Office located in Heth Hall.

To purchase a parking permit, students must submit proof of ownership (by the student or a member of the student's immediate family) and personal identification. The registration of a vehicle does not assure the registrant of a parking space. Overflow parking is available for all students at the Dedmon Center and the baseball field parking area. Detailed information regarding parking and traffic regulations may be obtained at the Parking Services Office in Heth Hall or at the University Police Department in the Allen Building.

### **Housing and Residential Life**

Radford University has 15 residence halls offering a variety of living options and themes for all student classifications, all are within walking distance of academic buildings, campus activities and downtown Radford. Residence Halls are

furnished with a TV room, vending machines, kitchen, laundry room, recycling area and study lounge. Unless otherwise specified, halls are coed by suite with two rooms sharing one bathroom. See the Boarding Policy in the Standards of Student Conduct for more information.

### **Off-Campus Housing**

A substantial number of rooms and apartments for rent are available in the immediate vicinity of the campus for students who have met the requirements of the university boarding policy as outlined in the Standards of Student Conduct. The university also owns and operates apartments near campus. Students living off campus may purchase meal plans and are encouraged to eat in the university dining halls. Several meal plans are available to off-campus students. (See Dining Services, p. 66.)

### **University-Owned Apartments**

The university owns and operates one apartment facility. Information can be obtained from the Office of Housing and Residential Life at (540) 831-5375.

### **Center for Diversity and Inclusion**

Various services and programs for underrepresented students at Radford University are coordinated by the Center for Diversity and Inclusion in conjunction with other departments. During various activities each semester, incoming students are introduced to upperclassmen, faculty and staff, and are encouraged to become involved in campus life.

The Black Student Affairs Council, which is affiliated with the Student Government Association, addresses African-American and minority student concerns and interests, helps coordinate

activities sponsored by African-American student organizations and seeks to unite all students at the university.

The Diversity Awareness Programming Board, which is affiliated with the both the Center for Diversity and Inclusion and Department of Student Activities, is designed to promote multicultural issues, heritage, and achievements through programming and other activities. Eight historically black Greek letter organizations, which are affiliated with the Department of Student Activities, complement social and service opportunities on campus. The fraternities are Alpha Phi Alpha, Kappa Alpha Psi, Phi Beta Sigma and Omega Psi Phi. The sororities are Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gamma Rho and Zeta Phi Beta.

The National Association of Latino Fraternal Organizations, Inc., which is also affiliated with the Department of Student Activities, is the newest council of Greek Life. This council governs the Latino fraternal organizations on campus. Chi Upsilon Sigma is currently formed at Radford University.

RU's Campus Ministers Association, RUCMA, is the organization for the campus ministers or faculty advisors of the student religious organizations. Recognized student religious organizations include: Baptist, Baptist Independent, Catholic, Episcopal, Jewish, Mormon, Muslim, Presbyterian, United Methodist and various non-denominational groups.

Social, cultural and educational activities designed to broaden all students' knowledge of the larger global community and their contributions to society are pre-

sented annually by the International Student Affairs Council. For further information, contact the Center for Diversity and Inclusion at (540) 831-5765, [www.radford.edu/diverse](http://www.radford.edu/diverse) or the Department of Student Activities at (540) 831-5332, [www.radford.edu/~stuact](http://www.radford.edu/~stuact).

## Physical and Mental Health Services

### Disability Resource Office

The Disability Resource Office (DRO), located on the lower level of Tyler Hall, is a full-service office prepared to meet the needs of students with diverse disabilities. The DRO provides assistance for students with documented disabilities to include: physical, learning, ADD, psychiatric, medical and temporary services (i.e. broken bones, surgeries, extended illness, etc.). Services include reasonable academic accommodations, building accessibility, and assistive technology to equalize the learning process. Other services available are: exam proctoring; teaching time management and self-advocacy skills; training for staff, faculty and students in regards to ADA laws; and teaching the rights and responsibilities of both students and faculty in the accommodation process.

With appropriate documentation, services are available for students with temporary disabilities such as illness, surgery or broken bones. The DRO coordinates services with other departments on campus as well as in the community to ensure a holistic approach to serving students. All students with a documented disability are encouraged to register with the DRO.

The DRO is open 8 a.m. - 5 p.m. Monday through Friday. For more information, students can check out the DRO website at [www.radford.edu/~dro](http://www.radford.edu/~dro), e-mail [dro@radford.edu](mailto:dro@radford.edu), telephone (540) 831-6350 or video phone 1-866-971-2826.

### **Health Center**

The Student Health Center is located on the ground floor of east Moffett Hall. The center is equipped to provide diagnosis and treatment for most of the common health problems encountered by students. More serious medical situations are referred to a network of local specialists.

Over-the-counter medications and a limited number of pharmaceuticals are available. Emergency medical care is available at the nearby Carilion New River Valley Medical Center. For more information about services, please visit [www.radford.edu/~health/](http://www.radford.edu/~health/).

Students are encouraged to contact the Health Center regarding any special health concerns they bring to the university. Health information is confidential. Students must complete the Radford University Health Immunization Record Form prior to enrollment. Please note that meningitis, tetanus, hepatitis B, and two MMR injections are mandatory and must be included in the immunization record.

The Student Health Center has been accredited by the Accreditation Association for Ambulatory Health Care, Inc. (AAHC) since 1999. All medical staff are licensed by the state of Virginia and all providers are nationally certified.

### **Student Counseling Services**

Student Counseling Services (SCS), located in Tyler Hall, is a place where

students can talk privately and confidentially about issues which are of concern to them. Students frequently seek assistance with issues such as stress, anxiety, depression, relationships, lack of motivation and family concerns. Counseling at the SCS is provided by licensed mental health professionals and one doctoral student. Services at the SCS are free to both undergraduate and graduate students at Radford University. SCS operates on a brief-therapy model with limited sessions. Specific services at the SCS include:

- **Counseling:** Individual personal counseling is offered for whatever concerns students may have. Groups are also provided dependent upon the need of students during that semester. Couples counseling is also available when indicated. Typical counseling topics include stress, anxiety, depression, sexuality, motivation, homesickness, body image issues, relationships, adjustment issues and other developmental concerns. Counselors can also assist students who need referrals for a medication assessment and can provide brief phone and in-person consultation services.
- **Psychiatric:** Evaluations for medication and on-going medication monitoring are provided by the SCS psychiatrist. These services are provided during the fall and spring semesters.
- **Health Education Outreach Programming:** SCS has a health educator during the fall and spring semesters to provide presentations on a variety of health related topics to the campus community. Topics include: Stress Management, Women's Health Issues, Weathering Winter Illnesses, Sexually Transmitted Disease Prevention, Eating Disorders, Smoking Cessation

and Weight Management and Proper Nutrition.

For an appointment or further information, stop by Tyler Hall or call (540) 831-5226 for Student Counseling Services.

### **The Office of Substance Abuse and Sexual Assault Education**

The Office of Substance Abuse and Sexual Assault Education is dedicated to increasing knowledge and awareness of substance abuse, sexual assault and other student health issues as well as decreasing the negative consequences associated with high-risk alcohol and other drug use and sexual assault. The Substance Abuse and Sexual Assault Education Office provides the following services:

- Educational Resources on the topics of Substance Abuse, Sexual Assault, Dating Violence and other student health issues.
- RU Aware Program: An educational class for the RU Drug and Alcohol policy violators.
- Counseling for students dealing with issues surrounding sexual and dating violence and/or substance abuse.
- Advocacy and support for sexual assault victims.
- Consultations for students, parents, faculty and staff.
- Presentations and trainings for the Radford University community on substance abuse and sexual assault issues.

**Peer Educators:** A student group affiliated with the National BACCHUS and GAMMA Peer Education Network dedicated to raising awareness about student health issues. The SASAE office advises and supports RU's peer educators.

For more information, students can visit the SASAE website at [www.radford.edu/~sasae](http://www.radford.edu/~sasae), e-mail [sasae@radford.edu](mailto:sasae@radford.edu) or call (540) 831-5709.

### **Speech-Language-Hearing Clinic**

The Speech-Language-Hearing Clinic, located in Waldron Hall, provides services for students, faculty and staff. Graduate students majoring in Communication Sciences and Disorders provide the services under the direct supervision of faculty members. Hearing evaluations and hearing aid evaluations are available, as are rehabilitation services for the hearing-impaired person. Speech and language evaluations and therapy are provided for persons with articulation, stuttering, voice, language or other communication problems. The services are free for Radford University students, faculty and dependents. Appointments may be made by calling (540) 831-7665 (V/TTY).

### **Dining Services**

Dalton Dining Hall is the main "all you care to eat" style dining hall that offers a wide selection of foods at various stations. Some of the stations include Fresh Grille with burgers, hot sandwiches and fries; Market Carvery with entrees, vegetables and starches; and Menutainment, which is an action station where food is prepared in front of the guests. Other options include a salad bar with composed salads and fresh fruit, made to order sandwiches, house made pizzas, dessert bar and beverage station. There is also a variety of healthy, vegetarian, vegan, sustainable, gluten-free, and sugar-free options made available to students.

The Terrace Shops Food Court located in Dalton Hall features a variety of retail

shops including Au Bon Pain, Olo Sushi, Papa John's and Wendy's. The options range from soup, sandwiches and baked goods from Au Bon Pain, a wide selection of sushi from Olo Sushi, pizza and pasta from Sbarro, and burgers, fries and frosties from Wendy's.

The Food Court in Hurlburt Hall has Chick-fil-A, Pinkberry, Salsarita's, Starbucks and Wild Greens. The options in these locations range from chicken nuggets and sandwiches at Chick-fil-A, frozen yogurt at Pinkberry, fresh-mex food in Salsarita's, coffee and espresso in Starbucks and custom built salads in Wild Greens.

Au Bon Pain Café, located in McConnell Library, features gourmet coffee, espresso drinks, soups and a wide selection of sandwiches and salads.

The New River Grille House on the lower level of Muse Hall features two different concepts. Lunch is an "all you care to eat" buffet with expanded service offering entrees, vegetables, starches, soup, salad bar, and dessert. Dinner features an upscale full-service retail restaurant and gives the guest a choice of salad bar or soup, choice of one gourmet entrée and choice of dessert.

All dining locations on campus accept cash, food dollars, flex dollars, debit and credit cards and RU Express. To learn more about RU Dining Services, visit the website at [www.DineOnCampus.com/Radford](http://www.DineOnCampus.com/Radford).

### **Special Diets**

Students sometimes have special dietary needs. To accommodate these students, a staff of dining professionals is always available to assist them. Any eating dis-

order, weight gain/loss concerns or special diet requirements can be discussed in confidence. To make an appointment, call (540) 831-7660.

### **Meal Plans for Off-Campus Students**

Meal plans available to the off-campus student include 90 or 65 meals per semester, Flex Plan, Flex Plan Jr., or 15 or 19 meals per week. Each plan entitles the diner to a number of meals per week and several include Food Dollars, which can be used in all dining locations on campus. Payment plan options are available for all off-campus meal plans through the RU Express Office in Heth Hall. Visit the RU Express website to learn more about the off-campus meal plan options: <http://ru-exprs.asp.radford.edu>.

## **Technology Services**

### **Division of Information Technology**

<http://cio.asp.radford.edu>

The Division of Information Technology (DoIT) consists of Information Technology Infrastructure, Enterprise Systems, Technology Support Services, IT Project Management, Printing Services, Vending Services, RU Express, Telephone Services, Web Communications, Radio, TV, and Information Security. DoIT is committed to providing a secure, highly-reliable technology infrastructure along with high-quality, customer-oriented services and support to meet the ever-changing needs of students, faculty and staff at Radford University. DoIT provides comprehensive computer and information technology support for the university and offers students, faculty and staff access to a wide variety of computer, network and Internet resources.

## **Computer Accounts for Accessing Radford University Technology Resources**

Access to Radford University technology resources requires a university-issued account. All Radford University students receive an account while enrolled at the university. This account provides access to campus computers, email, MyRU, class registration and many other systems and resources from the MyRU Portal: <https://myru.radford.edu>.

## **Campus Network and Internet Connections**

Radford University provides ubiquitous high-speed Internet and campus network connectivity throughout the campus. WiFi (802.11) access is available in classrooms, administrative buildings, dining facilities and residence halls. In addition to WiFi, all residence hall rooms are equipped with two Ethernet connections and a Cable TV connection.

Access to the full range of Radford University network services requires the use of a VPN connection: (<https://webvpn.radford.edu>).

## **Computing Standards Purchases**

The Radford University Bookstore offers discounted pricing for PC and Mac computers. In addition to hardware, Radford University has agreements in place to provide students with access to Microsoft Office and Anti-Virus software. Complete information on hardware recommendations and available software can be found on the DoIt website.

## **Technology Support Services**

Technology Support Services (TSS) provides one-stop support for students, faculty and staff. TSS offers phone-in and walk-in computer help desk ser-

vices, repair for university-supported computer equipment, technology training and computer lab and classroom facilities. More information, including help desk hours and training offerings, is available on the Technology Support Services section of the DoIT website.

## **Walker Technology Center**

The Walker Technology Center is a general-purpose computer lab facility available for use by all students, faculty and staff. This center, located on the second floor of Walker Hall, has more than 100 PC and Mac workstations offering access to a wide variety of software and resources. Network printers are available for students in this area. Students receive an initial free allotment of pages each year. After this allotment is used, printouts are paid for using the available balance on an RU Express card.

## **McConnell Library**

<http://library.radford.edu/>

John Preston McConnell Library is named for the first president of Radford University. The library supports and enhances the university's academic programs by providing access to collections and instructional services for students and faculty. The library's professional faculty and staff serve as a link between users and library resources and work to anticipate needs, provide state-of-the-art technologies and solicit feedback, which is integrated into McConnell's user-centered services.

## **Collections**

McConnell Library contains a growing collection of more than 500,000 print



and electronic resources, including books, periodicals, newspapers, online databases, CD-ROMs, DVDs, microforms, videotapes and other media. More than 30 librarians and staff provide a variety of services, including reference assistance, instruction, outreach and access to and lending of materials.

University Archives and Special Collections are located on the fifth level and hold historical university records, including Board of Visitors' documents and university-sponsored publications. Special collections include Virginia Iron Coal and Coke Company records, the personal library of U.S. Supreme Court Justice Arthur J. Goldberg and the Keystone Glass Slide Collection.

The library's website at <http://library.radford.edu> is the gateway to a wide variety of online databases, full-text journals, e-books, poetry, music and other ma-

terials, including the resources provided by the Virtual Library of Virginia (VIVA). The website links to the library catalog of books, media and electronic resources.

Equipment, such as Flip cams and audio recorders, is available at the Front Desk. Non-print items, including DVDs, CDs, as well as playback and viewing equipment, are located on Level 4.

Materials not owned by the library can be borrowed, free of charge, through Interlibrary Loan. Requests can be submitted through the ILLiad system at <http://illiad.radford.edu>; many articles are delivered electronically via e-mail.

### **Lending**

Library materials can be checked out at the Front Desk, which is on Level 3 near the entrance to the building. The Radford University I.D. card serves as the library card and must be presented in order to check out library materials. For more information on lending policies, see <http://library.radford.edu/about/lending.html> Anyone needing help using the library or with library questions is encouraged to stop by the Front Desk, email [frontdesk@radford.edu](mailto:frontdesk@radford.edu), call (540) 831-5364, text 5402680155; or send an IM via [library.radford.edu/information/IMchat.asp](http://library.radford.edu/information/IMchat.asp).

### **Reference and Research Assistance**

The Reference/Instruction Services Department, located on Level 3, offers a wide range of resources and services, including individualized research assistance, and course-related instruction. Reference works and other general and specialized research tools are available for use.

Two multimedia classrooms, A and B, are available for group library instructor. The George M. Harvey, Sr. Health Information Resource Center on Level 4 provides information resources, computers and group study space. Anyone needing help with library research is encouraged to ask for assistance at the Reference Desk, send an e-mail message to [refdesk@radford.edu](mailto:refdesk@radford.edu), call (540) 831-5696, text 5403070144, or send an IM via <http://library.radford.edu/information/IMchat.asp>.

### **Computers, Printing, Scanning and Photocopying**

There are 100 public computers available in the library; most are located in the Reference area on Level 3 and the Harvey Center on Level 4 with additional workstations on every level. The two classrooms, A and B, serve as open computer labs when no library instruction classes are scheduled. Public scanners are located in the Reference area. Radford students, faculty and staff are provided a printing allotment; after the allotment is used, printing can be paid for directly with RU Express. A photocopier is located on Level 3 and operates with coins or an RU I.D. card.

### **Special Services**

The online catalog allows users to manage their accounts, renew and request materials, and view electronic course reserves. McConnell Library is wheelchair-accessible and offers services to students with disabilities, including reading machines, text enlargers, and personal assistance in locating and retrieving library materials. Contact the Front Desk for assistance. Locking carrels are available for use by graduate and honors students engaged in research

projects and may be reserved through the Library Administrative Office on Level 3. A Graduate Study Lounge equipped with computers and a printer is located on Level 5. Six group study rooms for student use are located on Level 2. Level 5 is maintained as a quiet study space. Au Bon Pain on Level 3 features gourmet coffee, sweets, soups and sandwiches.

### **More information**

Students should visit the website <http://library.radford.edu/services/students.html> to familiarize themselves with the information resources, facilities and services available.

## **Other Services**

### **Hurlburt Hall Information and Event Planning Office**

Located on the main floor of Hurlburt Hall nicknamed “The Bonnie” in honor of former Dean of Students Bonnie Hurlburt, the Information and Event Planning Office is staffed by a manager and student assistants who can answer a variety of questions regarding student programming and reservations. These questions include scheduling organized activities in public, non-academic spaces on campus, entering them on the campus-wide student calendar, selling tickets for events sponsored by student organizations and all-campus programming groups and a lost and found. For additional assistance call (540) 831-5420.

### **I.D. Cards**

Students must present I.D. cards to use certain campus facilities and services.

I.D. card photographs are taken at orientation and at registration.

If a university I.D. card is lost or stolen, the student must contact the ID/RU Express Card Office (540) 831-5054 in Heth Hall for a replacement. The replacement fee of \$15 is payable at the time the photograph is taken. If a university I.D. card is lost or stolen after 5 p.m. or during the weekend, the student must contact Campus Police at (540) 831-5500 to invalidate the I.D. card. Only the ID/RU Express Office may revalidate a university I.D. card. Lost I.D. cards may be deactivated 24 hours a day by visiting the RU Express website at [www.radford.edu/~ru-exprs](http://www.radford.edu/~ru-exprs).

### **RU Express Card**

Students may use their university I.D. card as a debit card (the RU Express card) by making an initial deposit of at least \$25 in their card's account. Purchases made with the card are limited to the card's current balance, which can be increased by additional deposits and which declines with each purchase made with the card. The current balance is displayed after each transaction.

The RU Express card offers several types of accounts: Any meal plan account, the Food Dollars account, the Food Dollars

Plus account and the RU Express account. The latter enables students to make purchases at a wide variety of campus locations, including the bookstore, food court, and vending and laundry machines and at a number of off-campus businesses. More information is available by contacting the I.D./RU Express Office at [ru-exprs@radford.edu](mailto:ru-exprs@radford.edu), stopping by the office in Heth Hall (P.O. Box 6992) or visiting the RU Express website at [www.radford.edu/~ru-exprs](http://www.radford.edu/~ru-exprs).

### **Vending Services**

Drink and snack machine refunds are available at the Hurlburt Hall Information and Event Planning Office, the Residence Life Office in the basement of Tyler Hall and the Dedmon Center main entrance. To report a malfunctioning machine, call (540) 831-6267 with the machine location and the nature of the problem.

### **Lost and Found**

A lost and found service is provided at the Information and Event Planning Office on the main floor of Hurlburt Hall. For additional assistance, call (540) 831-5420.

### **Post Office**

A U.S. Post Office is located in Dalton Hall. Boarding students receive mail in boxes provided at this location.

# Academic Colleges

## **College of Humanities and Behavioral Sciences**

**Dr. Katherine Hawkins, Dean**  
**Dr. Tod Burke, Associate Dean**  
**Russell 132, (540) 831-5149**

The College of Humanities and Behavioral Sciences offers a Doctor of Psychology in Counseling Psychology, the Educational Specialist in School Psychology, master's degrees in Corporate and Professional Communication through the School of Communication, and master's degrees in English, Criminal Justice and Psychology. The master's degree in Psychology offers three concentrations: clinical counseling, experimental and industrial/organizational.

Other areas or departments do not offer a graduate degree but offer selected courses for graduate credit.

The College of Humanities and Behavioral Sciences consists of the Departments of English, Foreign Languages and Literatures, History, Philosophy and Religious Studies, Criminal Justice, Political Science, Psychology, Sociology, and the School of Communication.

Both graduate and undergraduate programs within the college provide close student-faculty relationships designed to meet the needs of individual students.

## **College of Business And Economics**

**Dr. Faye Gilbert, Dean**  
**Dr. George Santopietro, Interim  
Associate Dean**  
**Whitt 135, (540) 831-5187**

The College of Business and Economics (COBE) offers the Master of Business Administration (MBA) degree, an interdisciplinary program that involves coursework in the college's four academic departments: Accounting, Finance and Business Law; Economics; Management; and Marketing.

### **Accreditation**

The graduate and undergraduate programs in the business administration offered by the College of Business and Economics at Radford University are accredited by the Association to Advance Collegiate Schools of Business International (AACSB International). For business degree programs, AACCSB Accreditation is the most recognized specialized accreditation worldwide.

### **Enrollment Restrictions**

Students in graduate programs outside of business may not take more than 50 percent of their coursework in COBE courses.

### **Center for Economic Education** **145 Davis Hall, (540) 831-5100**

The Center for Economic Education provides in-service programs for local teachers of economics or economics-related subjects. The center also prepares educational materials, conducts research, assembles economic education libraries and engages in a variety of community programs. The Center for Economic Edu-

cation is a member of the Virginia Council on Economic Education and the U.S. Joint Council on Economic Education.

## **College of Education and Human Development**

**Dr. Patricia Shoemaker, Dean**

**Dr. Frances Steigerwald, Associate Dean  
Peters Hall A121, (540) 831-5439**

The College of Education and Human Development provides programs designed to prepare students for areas of specialization that include teaching and administration in elementary, middle and secondary schools; reading; curriculum and instruction; school and clinical mental health counseling; and special 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 excellence, the college is committed to the development of knowledgeable, thoughtful, skillful and caring professionals who think critically and synthesize experience as effective practitioners, leaders and innovators.

Students in the College of Education and Human Development work closely with highly competent faculty dedicated to teaching, providing service and promoting academic excellence at Radford University.

The College of Education and Human Development includes the Department of Counseling and Human Develop-

ment, the Department of Exercise, Sport and Health Education, the Department of Recreation, Parks, and Tourism, the Department of Nutrition and Dietetics, and the School of Teacher Education and Leadership.

## **Licensure**

Individuals who are seeking to become a licensed teacher must apply to the Teacher Education Program through the Field Experience Office in Peters Hall A104, (540) 831-5277.

## **Accreditation**

Programs which prepare individuals to work in school settings are approved by the Virginia Board of Education and are accredited by the National Council for the Accreditation of Teacher Education.

## **Center for Professional Development**

**Dr. Robert McCracken, Director**

**Peters Hall, A042  
(540) 831-5682**

The Center for Professional Development was established in the College of Education and Human Development and reports directly to the dean of the college. Working with regional directors of professional development, the center serves school divisions by providing current, relevant staff development programs that enhance the professional growth of classroom teachers, school administrators and other school personnel. More information can be obtained as follows: email: [pdcenter@radford.edu](mailto:pdcenter@radford.edu); web: [www.radford.edu/pdcenter](http://www.radford.edu/pdcenter).

## **Waldron College of Health and Human Services**

**Dr. Raymond Linville, Dean**

**Dr. Kenneth Cox, Associate Dean**

**345 Waldron Hall, (540) 831-7600**

The Waldron College of Health and Human Services provides students with programs of study for entry into and advancement within health-related and human services professions. The programs combine a strong liberal arts and sciences base with discipline-specific study to develop graduates who contribute to the health and well-being of society. Programs are characterized by an emphasis on integrating theory with practice in the classroom and in on- and off-campus practicum experiences. The faculty is committed to teaching and promoting student development, to advancing scholarship within the disciplines and to providing professional service.

The Waldron College of Health and Human Services is composed of five academic departments. Graduate students may pursue a Master of Arts or Master of Science degree in Communication Sciences and Disorders with a concentration in speech-language pathology; a Doctor of Nursing Practice degree with four post-BSN or MSN tracks (Family Nurse Practitioner, Adult-Gerontology Clinical Nurse Specialist (post-MSN only), Nurse Midwifery Initiative (with Shenandoah University), Psychiatric Mental Health Nursing Initiative (with Shenandoah University) and a non-MSN post-master's Clinical Nurse Specialist track; a Master of Occupational Therapy degree; a Doctor of Physical Therapy; and a Master of Social Work degree.

## **College of Visual and Performing Arts**

**Dr. Joseph Scartelli, Dean**

**242 Porterfield Hall, (540) 831-5265**

The College of Visual and Performing Arts seeks to provide comprehensive pre-professional and liberal arts education for students in the disciplines of dance, fashion, interior design, music, theatre and the visual arts; to serve the educational needs of all Radford students by providing comprehensive opportunities and experiences in the arts; to enrich the artistic and cultural environment of the university, western Virginia, the Commonwealth of Virginia and beyond; and to make significant artistic contributions in the disciplines of dance, fashion, interior design, music, theatre and the visual arts.

The faculty of the college maintains active professional lives as performers, artists, designers and research scholars. Frequent visits by guest artists provide a special dimension to the educational experience of the arts. Students have many opportunities to learn from the arts professionals who appear on the campus annually.

Internship programs are an integral part of many College of Visual and Performing Arts degree requirements. The college's Community Arts School employs qualified students as teachers in dance, music, theatre and the visual arts.

## **College of Science and Technology**

**Dr. Orion Rogers, Dean**

**Dr. Arthur Carter, Associate Dean**

**127 Davis Hall, (540) 831-5958**

The College of Science and Technology includes the disciplines of anthropological sciences, information technology, mathematics, statistics, geology, geography, biology, chemistry and physics along with pre-health advising and a School of Environmental and Physical Science. The college collaborates with the College of Education and Human Development in preparing future math, science and technology K-12 teachers and community college and higher education instructors.

The college prepares students with skills and expertise essential to the Commonwealth of Virginia and the nation as each moves from an industrial-based economy to an information-based economy.

Most important, the learning experiences, programs of study and faculty mentoring are all designed to teach students to be comfortable with the dynamics of change. Faculty work as partners with students in research and build strong alliances with government and industry leaders to develop cooperative research programs and educational opportunities for their majors.







# Academic Programs

## Academic Terminology

### Degree:

A degree represents the academic level of a program and the general category into which it falls. For example: Master of Arts, Master of Science, etc. At Radford University, the term “Arts” in a graduate degree generally implies a language and thesis requirement. The minimum number of semester hours for a Radford University graduate degree is 30.

### Discipline:

A discipline represents a student’s principal field of study, for example, Psychology, Music, etc.

### Program:

The term “program” defies unique definition. One use of the term involves a combination of a discipline and a degree, e.g., Master of Science in Criminal Justice. Occasionally, a program may consist only of a degree and not have a specific discipline, as in the Master of Business Administration. “Program” may also be used in a more generic sense to modify degree combinations, as in “School Psychology Program.”

### Concentration:

A concentration or specialization is a field of study within a discipline. An example is Curriculum and Instruction within Education. The number of semester hours for a concentration varies, but are always included within the semester hours for the degree. This distinguishes concentrations and specializations from options.

### Option:

An option is a set of related courses and/or experiences that complements the discipline (as distinguished from being a field within the discipline). Another definition of option is a choice, e.g., thesis, non-thesis, with a degree program.

### Certificate:

The Post-Baccalaureate Certificate is generally a series of 15-18 hours of graduate level coursework related to a focused academic topic or competency area. A Post-Baccalaureate Certificate may enhance the education of matriculated (degree seeking) students as well as provide continuing education to non-matriculated (non-degree seeking) students, generally in a specialized or emerging field.

## The Radford University Honor Code

I do hereby resolve to uphold the Honor Code of Radford University by refraining from lying, from the stealing or unauthorized possession of property and from violating the Standards of Student Academic Integrity.

## Appalachian Studies, Graduate Certificate In

### Description:

Radford University’s geographical placement in Southwest Virginia provides the optimal location for a

program in Appalachian Studies. The undergraduate interdisciplinary minor in Appalachian Studies has been in place since 1981, and multiple course offerings in Appalachian topics have served a variety of majors in both undergraduate and graduate education for years. The graduate certificate in Appalachian Studies builds on those foundations and draws from existing courses in the initial phase of the certificate offering.

The certificate serves community college and K-12 teachers desiring coursework at the graduate level in Appalachian Studies, as well as those with a general interest in the discipline. Also, the master's program in English at Radford University regularly attracts students wishing to focus on Appalachian topics, as do occasionally master's programs in Education and other disciplines. The certificate in Appalachian Studies, then, may stand alone as a non-degree curricular unit, or it may become a corollary to a master's degree in a related field.

### **Administration**

The certificate is based in the Appalachian Studies Program in the College of Education and Human Development. It is supported by the English Department and other departments having graduate-level courses with Appalachian content. The contact person is Dr. Theresa Burriss, Chair of the Appalachian Studies Program and Director of the Appalachian Regional Studies Center.

### **Scope and Sequence**

The certificate in Appalachian Studies consists of 18 graduate credit hours

chosen from among those courses listed below. Other courses may be added to the list with the approval of the Appalachian Studies Committee. Courses do not have to be taken in a particular sequence since each is a complete entity within itself. Therefore, students may begin the curriculum in any semester.

### **Courses Include**

#### **ENGL 590.**

Summer Workshop. 3

A two week summer institute – Appalachian writing and culture.

Students may enroll twice (2 summers), as the course content changes.

RU graduate evening courses, taught fall and spring semesters.

#### **ENGL 648.**

Studies in Oral and Written Literature of Appalachia. 3

Students may enroll twice, as long as the content differs.

#### **APST 560.**

Seminar in Appalachian Studies. 3

Students may enroll twice, as long as the content differs.

#### **APST 680.**

Appalachian Studies Internship. 3

Each hour of credit will require 40 hours on the job. The course is a one-semester internship with a public or private agency in Appalachia. Student will receive academic and agency supervision. The course will be graded on a pass/fail basis.

#### **APST 698. Directed Study. 3**

Total Credits: 18 hrs.

## **Delivery Strategies and Resources**

Most of the courses listed above are currently offered in accelerated summer workshops or in evening classes on campus and are therefore accessible to educators and others working full-time. As the certificate offering develops, alternate delivery strategies will be investigated to accommodate distance learners and other scheduling needs.

## **Duration and Review Process**

The Certificate in Appalachian Studies can typically be completed within a two-year time frame by students taking courses on a part-time basis. Students who are able to take fuller course loads may be able to complete the certificate requirements in a shorter time frame.

## **Admissions Criteria**

Applicants wishing to pursue the certificate should apply as non-degree seeking students, submitting a graduate application including “Appalachian Studies Certificate” in the comment field, the application fee, and official transcripts. Those wishing to take the certificate with a degree program should apply to the graduate program of interest and, when admitted, complete a Certificate Declaration Form. All applicants should notify Dr. Burriss (tburriss@radford.edu) of their intent to pursue the certificate.

For more information, contact:  
Dr. Theresa Burriss

Appalachian Regional Studies Center  
P.O. Box 7014, Radford University  
Radford, VA 24142  
tburriss@radford.edu  
(540) 831-6857  
www.radford.edu/arsc

## **Master of Fine Arts**

The terminal degree program has two separate concentrations (1) Studio Art from the Department of Art and (2) Design Thinking (an online program) from the Department of Interior Design & Fashion.

Department of Art  
Richard Bay, Chairperson  
MFA – Studio Art Coordinator, Alison Pack

Department of Interior Design & Fashion  
Holly Cline, Chairperson  
MFA – Design Thinking Coordinator, Joan Dickinson

Graduate Faculty  
<http://www.radford.edu/gradcollege/faculty/index.html>

## **Graduate Program General Requirements**

The graduate program draws students from many parts of the United States as well as other countries, promoting a global perspective and experience. The Master of Fine Arts (M.F.A.) requires 60 graduate hours and allows students to seek a terminal degree. The M.F.A. program has two concentrations – one in Studio Art and one in Design Thinking. The latter is a totally online program. Admission requirements differ for each concentration.

In the Studio Art concentration, students work with faculty to design their course of study. Because of the comfortable size and flexibility of the concentration, students benefit from close association

with professional faculty and fellow students. Students elect an area of specialization. A final thesis/exhibition developed with the guidance of the thesis advisory committee culminates this concentration's requirements.

The Design Thinking concentration provides a completely online experience to develop expertise in the design thinking process. Individual and collaborative assignments through courses and studio experiences are the framework of this program. A final project or thesis developed with the guidance of the thesis advisory culminates this concentration's requirements.

### **Admission Requirements**

#### **M.F.A.: Studio Art Concentration**

Admission to the program is competitive.

- Minimum grade point average of 2.75 overall and in the major
- Two letters of reference
- Statement of philosophy; overall goals and synopsis of work
- B.F.A. or commensurate collegiate course work
- Evidence of artistic competence is required, as demonstrated by submission of 20 slides or CD of recent work

#### **M.F.A.: Design Thinking Concentration**

Admission to the program is competitive.

- Minimum grade point average of 3.0 overall and in the major preferred
- Three letters of reference
- Undergraduate degree and GPA
- Prior experience/work history
- Evidence of creativity and leadership

- Statement of philosophy, overall goals and synopsis of why obtaining this degree is important for your future

### **Master of Fine Arts Degree**

Core Course Requirements for both concentrations; all online. 9 hrs

#### **ART/DSN 550.**

International Art History I. 3

#### **ART/DSN 555.**

International Art History II. 3

#### **EDET 619.**

Instructional Design. 3

### **Course Requirements for Studio Art 60 hrs.**

The degree consists of 60 semester hours within five areas, an M.F.A. thesis, a final comprehensive examination and an M.F.A. exhibition.

In addition to the 9 core hours, an additional 51 hours are required.

#### **Studio Art Concentration 51 hrs.**

Areas of concentration (2-D or 3-D) 30 [Art 600 repeated for credit on different topics]

Art History Courses 9

Art Electives 6

#### **ART 792.**

Studio Management. 3

**ART 699.** Research and Thesis. 6

### **Final Comprehensive Examination**

A final, comprehensive oral examination is required of all M.F.A. Studio Art students. The examination should be taken during the last semester of the student's graduate program and should be scheduled by the student and advisor at least two weeks before graduation.

The student should request to have the “Report of Final Comprehensive Examination” form sent to the advisor of the committee at least one week before the time of the examination. Forms are requested through the Graduate College. For details, visit [www.radford.edu/graduatecollege](http://www.radford.edu/graduatecollege)

### **Course Requirements for Design Thinking 60 hrs.**

The degree consists of 60 semester hours exhibited in course work, collaborative team work, an M.F.A. project or thesis and a final oral presentation.

In addition to the 9 core hours, an additional 51 hours are required.

#### **Design Thinking Concentration 51 hrs. DSN 575.**

Design Theory & Research. 3

#### **DSN 600.**

Advanced Studio I. 3

#### **DSN 605.**

Advanced Studio II. 3

#### **DSN 611.**

Special Topics in Design Thinking. 3

[must be repeated on a different topic for an additional 3 credits]

#### **DSN 640.**

Design Thinking. 3

#### **DSN 645.**

Team Wisdom. 3

#### **DSN 670.**

Environment Behavior. 3

#### **DSN 700.**

Advanced Studio III. 3

#### **DSN 705.**

Advanced Studio IV. 3

#### **DSN 740.**

Design Management. 3

Electives 6

[chosen in consultation with advisor]

#### **DSN 770.**

Research Methods. 3

#### **DSN 790.**

Research Project/Thesis. 9

### **Final Comprehensive Examination**

A final, comprehensive oral examination is required of all students in the Design Thinking concentration. This examination will be synchronous using an online medium. The examination should be taken during the last semester of the student’s graduate program and should be scheduled by the student and advisor at least two weeks before graduation. The student should request to have the “Report of Final Comprehensive Examination” form sent to the advisor of the committee at least one week before the time of the examination. Forms are requested through the Graduate College. For details, visit [www.radford.edu/gradcollege](http://www.radford.edu/gradcollege).

## **Business Administration (MBA) Degree**

MBA Program Director

G704 Fairfax St., (540) 831-6712

Graduate Faculty

See Graduate Faculty list at:

<http://gradcollege.asp.radford.edu/faculty.html>

Graduate business students work directly with the MBA office to design their program of study to best accommodate their academic and personal goals. The program can be

modified to allow students to elect a study abroad, engage in relevant applied projects, and take non-business graduate electives, while part-time students may consider other work-life friendly scheduling options. The RU MBA is accredited by the Association to Advance Collegiate Schools of Business International (AACSB International) and requires 36 credit hours; 24 of these credit hours are core business courses required for all students.

### **Admission Requirements**

Applications for admission may be made for the fall, spring or summer semesters. Please see p. 24 for specific deadlines.

Applicants must:

- meet all requirements of the Graduate College;
- provide official university and college transcripts to the Graduate College;
- provide official scores from the Graduate Management Admission Test (GMAT) or evidence of significant and relevant work experience;
- provide two letters of reference from professors in the major area of study and/or employers;
- meet major undergraduate foundation knowledge.

Applicants should also provide additional information including a resume of prior experience/work history and a letter of intent addressing why he/she is interested in obtaining an MBA at Radford University.

Admission is competitive and is granted only to those who show high ability

and likely success in graduate business study. Criteria used for admission include the candidate's score on the GMAT, undergraduate grade averages and the trend of the grades during undergraduate work, letters of reference, a letter of intent, and work experience. An interview may be requested.

**Prerequisites:** Applicants must demonstrate evidence (or proof) of knowledge in the following foundation areas (or equivalents):

- Accounting 3
- Economics 3
- Finance 3
- Statistics 3

These prerequisites may be met through equivalent coursework from an accredited university, successful completion of pre-approved preparation courses, and/or sufficient demonstration of knowledge through work experience. A student may submit a request for prerequisite review to meet these prerequisite requirements.

Prior to enrolling in MBA classes, all applicants are expected to have achieved, by experience and/or education, basic skills in written and oral communication and computer usage.

### **Program Requirements**

All students in the MBA program are subject to academic regulations for graduate students, which are described in detail beginning on p. 42. After admission, MBA students are required to complete 36 semester hours of graduate coursework consisting of the following:

**Program Requirements 36 hrs.**

Required Courses 24 hrs.

**ACTG 611.**

Accounting for Decision Making and Control. 3

**MGNT 621.**

Organizational Behavior and Management Skills. 3

**ITEC 623.**

Management Information Systems. 3

**MGNT 624.**

Operations Management. 3

**FINC 631.**

Financial Management. 3

**MKTG 641.**

Marketing Management. 3

**ECON 651.**

Managerial Economics. 3

**MGNT 685.**

Strategic Management. 3

Approved Electives 12 hrs.

All electives must be a course offered by COBE unless otherwise approved by the MBA director.

**MBA Comprehensive Examination Policy**

The Radford University MBA Comprehensive Exam is integrated with MGNT 685. Strategic Management. MGNT 685 is the capstone course of the MBA core curriculum. Each MBA student must have a 3.0 or higher grade point average (GPA) and be near completion of the MBA Program of Study (last semester of enrollment or permission of the instructor) in order to enroll in MGNT 685. Strategic Management. MGNT 685 utilizes an integrated business analysis project which must be presented by students and a final exam which includes

the business management core competencies.

Each MBA student must make a grade of “B” or better in this capstone course in order to satisfy the comprehensive exam requirement. A student who makes less than the grade of “B” must repeat the course and make a grade of “B” or higher to satisfy the comprehensive exam requirement. The course may be repeated only once and must be successfully completed within a 12-month period. A student who fails to earn a grade of “B” or higher on the second attempt will be dropped from the program.

## Communication Sciences And Disorders

Kenneth Cox, Interim Chairperson  
Diane Millar, Graduate Program Coordinator  
Graduate Faculty  
See Graduate Faculty list at:  
<http://gradcollege.asp.radford.edu/faculty.html>

### Graduate Program

The mission of the Department of Communication Sciences and Disorders (COSD) is to develop speech-language pathologists who are ethical, thoughtful, knowledgeable, skillful and capable of working independently and in collaboration with clients, families and other professionals.

The department’s graduate program in Speech-Language Pathology is

accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The program offers academic and clinical curricula that provide students with the knowledge and skills required for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). This nationally recognized professional credential is issued to individuals who present evidence of their ability to provide independent clinical services to persons who have disorders of communication. The program's curricula also provide students the opportunity to 1) meet the requirements of the Virginia Board of Audiology and Speech-Language Pathology for licensure in speech-language pathology and 2) meet requirements for teacher licensure offered through the Virginia Department of Education for those graduates who seek employment through the Virginia Department of Education.

The program offers either a Master of Science or Master of Arts degree in Communication Sciences and Disorders, with a concentration in speech-language pathology. A thesis is required for the Master of Arts degree. A final, comprehensive examination is required of all Master of Arts and Master of Science candidates. For Master of Arts candidates, the final comprehensive examination will be an oral defense of the master's thesis. Master of Science candidates are required to pass a final written comprehensive examination. COSD graduate students are responsible for becoming familiar with and for meeting all stated Academic Policies outlined in this catalog.

### **Admission Requirements**

Prospective students should complete procedures for graduate student admission as indicated in this catalog, noting the following department-specific requirements for the COSD program:

- A minimum grade point average of 3.0 overall and 3.0 in all major core courses
- Submission of a one to two page essay which outlines the student's personal and professional goals and reasons for pursuing a master's degree at Radford University
- Submission of a resume
- Submission of three letters of reference from faculty members, a faculty advisor, or clinical supervisors who are familiar with the student's performance in major coursework
- Submission of official Graduate Record Examination scores

Students who have not earned an undergraduate degree in Communication Sciences and Disorders must complete the following 28 credit hours of supporting coursework in addition to the Required Graduate Core Courses. Students have two options for completing supporting courses. The first option is to complete supporting courses as a non-degree seeking student before applying to the Graduate Program. The second option is to complete supporting courses after admission to the Graduate Program; in this case, all supporting courses will appear on the official transcript and will be calculated in the overall graduate grade point average.

### **COSD 301.**

Anatomy and Physiology of the Speech, Language and Hearing Mechanism. 4

**COSD 315.**

Language Science and Technology. 3

**COSD 316.**

Hearing Science. 3

**COSD 330.**

Introduction to Audiology. 3

**COSD 421.**

Language Development: Birth to Five Years. 3

**COSD 425.**

Later Language Development. 3

**COSD 438.**

Phonetics. 3

**COSD 454.**

Speech-Language Disorders:  
Prevention and Assessment. 3

**COSD 455.**

Speech-Language Disorders:  
Intervention Methods and Application. 3

The deadline for applications is February 1. Admission to the program is competitive. Final admission decisions will be made by April 1 for fall enrollment. The sequence of graduate studies begins in the fall semester, although students may elect to complete academic coursework required for teacher certification the summer before beginning the graduate sequence of courses.

**Academic And Clinical Requirements**

COSD students are required to complete course work and clinical practica that meet ASHA's 2005 Standards for the Certificate of Clinical Competence (CCC-SLP) in Speech-Language Pathology, including demonstration of prerequisite knowledge of biological sciences, physical sciences, mathematics, and the social/behavioral sciences through transcript credit (which could

include course work, advanced placement, CLEP, or examination of equivalency).

In addition to the standards printed in this catalog, COSD graduate students are required to meet the following academic standards in order to graduate with a master's degree in Communication Sciences and Disorders:

- Earn at least a "C" or better in all COSD courses.
- Earn a minimum grade of "B" in all COSD 640 credits in the program of study.

For the Master of Science degree at least 12 credit hours of COSD 640 with a grade of "B" or better are required. For the Master of Arts degree at least 9 credit hours of COSD 640 with a grade of "B" or better are required. Any COSD 640 credits in which less than a "B" is earned must be repeated.

- If a student earns a grade of "F" in any section of COSD 640 for behavior that is not consistent with professional service delivery and/or any violation of the code of ethics of the American Speech-Language-Hearing Association, the result will be automatic termination from the COSD graduate program.

**Speech-Language****Pathology Concentration****Master of Science Degree**

Program Requirements 51 hrs.

Required Core Courses 51 hrs.

**COSD 512.**

Audiologic Rehabilitation. 3

**COSD 601.**

Research in Communication Sciences and Disorders. 3

**COSD 602.**

Language Disorders: Birth to Five Years. 3

**COSD 604.**

Advanced Studies in Articulatory and Phonologic Disorders. 3

**COSD 606.**

Fluency Disorders. 2

**COSD 607.**

Language Disorders in School-Age Children and Adolescents. 3

**COSD 608.**

Motor Speech Disorders. 3

**COSD 609.**

Aphasia. 3

**COSD 610.**

Pediatric and Adult Dysphagia. 3

**COSD 611.**

Autism Spectrum Disorders. 2

**COSD 615.**

Voice Science and Disorders. 4

**COSD 616.**

Augmentative and Alternative Communication. 3

**COSD 630.**

Professional Development I. 1

**COSD 631**

Special Topics in Communication Disorders. 2

**COSD 640.**

Advanced Practicum in Speech-Language-Hearing. 12

**COSD 650.**

Professional Development II. 1

**Master of Arts Degree**

A thesis is a requirement for the Master of Arts degree. An oral defense of the thesis is required during the last semester of enrollment.

Program Requirements 54 hrs.

Required Core Courses 54 hrs.

**COSD 512.**

Audiologic Rehabilitation. 3

**COSD 601.**

Research in Communication Sciences and Disorders. 3

**COSD 602.**

Language Disorders: Birth to Five Years. 3

**COSD 604.**

Advanced Studies in Articulatory and Phonologic Disorders. 3

**COSD 606.**

Fluency Disorders. 2

**COSD 607.**

Language Disorders in School-Age Children and Adolescents. 3

**COSD 608.**

Motor Speech Disorders. 3

**COSD 609.**

Aphasia. 3

**COSD 610.**

Pediatric and Adult Dysphagia. 3

**COSD 611.**

Autism Spectrum Disorders. 2

**COSD 615.**

Voice Science and Disorders. 4

**COSD 616.**

Augmentative and Alternative Communication. 3

**COSD 630.**

Professional Development I. 1

**COSD 631**

Special Topics in Communication Disorders. 2

**COSD 640.**

Advanced Practicum in Speech-Language-Hearing. 9

**COSD 650.**

Professional Development II. 1

**COSD 699.**

Research and Thesis. 6

**COSD 511.**

Public School Methods in a Diverse Society. 3

While not required for a graduate degree, the course must be taken for Virginia teacher licensure in Speech-Language Pathology. Students should also consult with their advisors regarding other licensure requirements.

## Corporate and Professional Communication

Lynn Zoch, Director  
 John Brummette, Graduate Program Coordinator  
 Graduate Faculty  
 See Graduate Faculty list at:  
<http://gradcollege.asp.radford.edu/faculty.html>

### Graduate Program

The Master of Science in Corporate and Professional Communication is an applied degree designed to prepare students for a variety of careers in the public and private sector. Students will be prepared to seek careers as communication professionals in human services and in management positions, as public relations specialists and as training/development coordinators.

Graduates of the program demonstrate a broad range of career possibilities. For example, our graduates currently hold positions in fields as diverse as health care, public relations, computer software, media, higher education, non-profit services and government. Additionally,

students are prepared to pursue doctoral degrees. The degree provides a foundation of course work in both internal and external organizational communication and also allows students to focus their studies in their specific areas of interest.

### Admission Information

The basic requirements for graduate study at Radford University are given in this catalog. General requirements and procedures for the Master of Science in Corporate and Professional Communication follow. Detailed requirements and procedures for the degree may be found in the Corporate and Professional Communication Graduate Student Handbook. (<http://www.radford.edu/~comm/home/>)

In those cases where program requirements and procedures are more stringent than those of the Graduate College, the requirements and procedures of the program take precedence. It will be assumed that students are thoroughly familiar with the requirements and procedures stated in the above documents. The ultimate responsibility for meeting all stated degree requirements rests with the student. The dean and staff of the Graduate College, the graduate program coordinator and the graduate faculty are all available to guide, advise, help interpret policies and otherwise assist the student in meeting degree requirements.

Application materials provide a variety of information about an applicant's

skills, talents, background, experiences, career goals, motivation, commitment and potential for successful completion of the program. The Corporate and Professional Communication Admissions Committee will view each applicant's admission file as an integrated package. No single item of information will be used to reject any applicant. The application information enables the committee to select a class of entering graduate students who individually and collectively have the potential to make substantial contributions to the professional and intellectual environment of the program, university and field. Admission is competitive.

In addition to meeting the minimum requirements for the Graduate College, the following application procedures are required:

- Complete and submit the Application for Graduate Admission form, including official copies of all undergraduate and graduate transcripts. This requirement applies even if an applicant has not yet completed an undergraduate degree.
- Take the Graduate Record Examination (GRE) Aptitude Test and include exam scores with the application. Test scores more than five years old will not be accepted. Subject tests offered by the Educational Testing Service are not required. No other exams or tests may be substituted for the GRE Aptitude Test.
- Provide at least three recent letters of reference.
- Write a short essay (typed, double-spaced and limited to three pages

in length) addressing the following issues:

- a. Upon what past experiences and interests do you base your present decision to apply to this graduate program?
  - b. How does study for the M.S. in this program fit in with your short- and long-term goals and career aspirations?
  - c. Is there any other information, not covered elsewhere in your application, that you would like to share with the program's Graduate Admissions Committee?
- Applicants whose native language is not English must also take the TOEFL or IELTS as a test of proficiency in written and spoken English and submit scores as part of their application materials.

All of the above application materials should be sent to:

College of Graduate and  
Professional Studies  
Radford University  
Box 6928  
Radford, VA 24142

Applicants to the graduate program are normally admitted for the fall semester; however, admission may be granted for the spring semester. An applicant who is applying for admission for the fall semester should have his or her application file completed by March 1. An applicant who is applying for admission for the spring semester should have his or her application file completed by October 1.

## Graduate Assistantship Information

Graduate assistantships are available for the program in Corporate and Professional Communication. Because the degree focuses on the education and training of communication professionals and because those communication professionals may well be called upon to educate and train others in the workplace or the classroom, the primary duties of graduate assistants involve teaching.

The Corporate and Professional Communication faculty believe that all graduate assistants who teach should be provided with the best preparation possible for educating others. Thus, all teaching assistants are provided with a semester of training and practice under a designated mentor before those assistants are assigned teaching responsibilities. Typically, graduate assistants who complete their semester of training are assigned to work with the mentor in teaching communication courses. Before assuming any teaching duties, however, students must be approved for teaching assignments by the graduate faculty and the teaching mentor.

Applicants for admission who also wish to be considered for a graduate assistantship should write a letter to that effect addressed to:

Graduate Program Coordinator  
Corporate and Professional  
Communication  
Radford University  
Box 6932  
Radford, VA 24142

Letters requesting consideration for a graduate assistantship for the fall semester must be received by March 1. Letters requesting consideration for a graduate assistantship for the spring semester must be received by October 1. All graduate assistantships are competitive.

## Options

There are two options in the degree program: a non-thesis option and a thesis option. Students graduating under the non-thesis option must successfully complete 30 hours of course work and a comprehensive examination. Students graduating under the thesis option must successfully complete 24 hours of course work, apply for and complete a thesis for six hours of credit and successfully complete an oral defense of the thesis. (See "Final Comprehensive Examination" on p. 56).

Program Requirements 30 hrs.  
Required Courses 15 hrs.

All students must successfully complete the following core courses:

### **COMS 600.**

Communication Theory. 3

### **COMS 605.**

Applied Communication Research. 3

### **COMS 610.**

Seminar in Organizational  
Communication. 3

### **COMS 615.**

Seminar in Public Relations. 3

### **COMS 620.**

Training and Development. 3

Non-Thesis Option 15 hrs.

Electives, approved by Graduate Coordinator. 15

Thesis Option 15 hrs.

**COMS 699.**

Research and Thesis. 6

Electives, approved by Graduate Coordinator. 9

Because some students may not have completed an undergraduate degree in communication, other factors may be taken into consideration when assessing potential. For example, sufficient experience in a communication-related profession will be taken into consideration when assessing a student's potential. Students lacking a sufficient background in communication (as judged by the Admissions Committee) may be required, prior to enrollment in graduate courses, to take one or more undergraduate courses to provide the necessary foundation for graduate study in communication. These courses may not be counted as a portion of the 30 hours required to complete the degree.

**Accelerated Bachelor's/  
Master's Degree Corporate and  
Professional Communication**

The objective of the accelerated bachelor's/master's degree program in Corporate and Professional Communication is to provide a means by which exceptional undergraduate students at Radford University may complete the requirements for both the baccalaureate and master's degrees at an accelerated pace.

For information on accelerated programs, see p. 50. For more

information contact the Department of Communication, the Graduate Admissions Office, or <http://gradcollege.asp.radford.edu/index.html>.

## Counseling and Human Development

Alan Forrest, Chairperson and Graduate Program Coordinator  
Graduate Faculty  
See Graduate Faculty list at:  
<http://gradcollege.asp.radford.edu/faculty.html>

The Counseling and Human Development program offers graduate education leading to the Master of Science (M.S.) degree for students interested in becoming professional counselors and working in elementary, middle and secondary schools, colleges and universities, community counseling centers, hospitals, agencies or clinics.

Two programs in the department were nationally accredited in 1996 and reaccredited in 2004 by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accredited programs currently include Clinical Mental Health Counseling and School Counseling. The program is also accredited by the National Council for the Accreditation of Teacher Education (2004) and the Virginia Department of Education (2004). These certification and accreditation achievements certify that the department offers the highest quality professional education available in the counseling professions.

## **Professional Endorsements and Licensure**

Courses in the department are often used for educational endorsements and for state licensure by professional regulatory boards such as the Commonwealth of Virginia Department of Health Professions Board of Counseling and other licensing agencies. Students with master's degrees seeking endorsements in School Counseling, needing specialized courses or seeking to enroll in supervised clinical practica or internships in community counseling leading to licensure as a Licensed Professional Counselor, must complete the following advanced level course sequence prior to enrolling in any of the department's clinical internships. The sequence of required courses are: COED 641: Practicum: Individual Counseling Techniques and COED 642: Practicum: Group Counseling Techniques. COED 641 and COED 642 must be completed in the department prior to enrolling in any counseling internship offered in the department. Other courses offered by the department can be taken for the purpose of professional endorsement certification or licensure with approval of the chair.

## **Specialized Endorsements and Licensure Features**

School Counseling (K-12):  
Graduates of the school counseling program are eligible to obtain licensure by the state at the kindergarten through grade 12 (K-12) level. Licensure as a Virginia school counselor requires the candidate have a master's degree from a state approved program in counseling.

## **Licensed Professional Counselors (LPC)**

Radford University's Department of Counselor Education provides academic course work that meets degree requirements established by the Virginia Board of Counseling for licensure as a Licensed Professional Counselor.

## **Licensure for Professional Counselor in Virginia**

The Commonwealth of Virginia's Department of Health Professions Board of Counseling is the state agency that determines licensure for professional counselors in Virginia. The state of Virginia requires that the applicant for licensure shall have completed 60 semester hours or 90 quarter hours of graduate study in the following core areas, with a minimum of 3 semester hours or 4.5 quarter hours in each of the areas identified as follows:

- Professional identity, function and ethics;
- Theories of counseling and psychotherapy;
- Counseling and psychotherapy techniques;
- Human growth and development;
- Group counseling and psychotherapy, theories and techniques;
- Career counseling and development theories and techniques;
- Appraisal, evaluation and diagnostic procedures;
- Abnormal behavior and psychopathology;
- Multicultural counseling, theories and techniques;
- Research;
- Diagnosis and treatment of addictive disorders;

- Marriage and family systems theory; and
- Supervised internship of 600 hours to include 240 hours of face-to-face client contact.

The Department of Counselor Education has identified courses which may be taken to satisfy the core areas listed above. Students wishing to pursue licensure in Virginia should consult with their advisor in planning their program of study.

**Courses in the Department of Counselor Education:**

**COED 606.**

Research in Counseling and Program Evaluation. 3

**COED 610.**

Human Growth and Development. 3

**COED 611.**

Introduction to Counseling Theories and Techniques. 3

**COED 612.**

Professional, Ethical, and Legal Issues in Counseling. 3

**COED 613.**

Career Counseling. 3

**COED 614.**

Group Counseling Theories and Techniques. 3

**COED 615.**

Assessment and Appraisal Techniques in Counseling. 3

**COED 616.**

Cultural and Diversity Counseling. 3

**COED 620.**

Psychopathology, Diagnosis, and Treatment Planning. 3

**COED 633.**

Gender Issues in Counseling. 3

**COED 635.**

Human Sexuality Issues in Counseling. 3

**COED 637.**

Death, Loss and Grief Counseling. 3

**COED 639.**

Counseling and Spirituality. 3

**COED 641.**

Practicum: Individual Counseling Techniques. 3

**COED 642.**

Practicum: Group Counseling Techniques. 3

**COED 650.**

Introduction to Community Mental Health Counseling. 3

**COED 670.**

Counseling Children and Adolescents. 3

**COED 680.**

Couples and Family Counseling: Theory and Methods. 3

**COED 681.**

Couples and Family Counseling: Strategies and Techniques. 3

**COED 685.**

Foundations of Play Therapy. 3

**COED 686.**

Overview of Substance Abuse and Addictive Disorders. 3

**COED 688.**

Crisis Intervention and Trauma Counseling. 3

**COED 690.**

Internship in Clinical Mental Health Counseling. 3-6

**COED 699.**

Research and Thesis. 1-6

Only those students who already have a master's degree or are seeking licensure will be permitted to enroll in Counselor Education (COED) courses. Special permission for students seeking a master's degree in another department can request permission to enroll in classes from the department chair.

## National Certification

Counselors in both concentrations – Clinical Mental Health Counseling and School Counseling – can earn the national certification from the National Board of Certified Counselor (NBCC) by successfully passing the National Counselors Examination (NCE) offered upon completion of the program.

## Admission Requirements

Admission to the program is competitive and the department values diversity in its student population. Prospective students are selected for the program based on their ability to complete academic requirements of the program, personal qualifications necessary for success in the counseling profession and appropriateness of professional goals. The Admissions Committee of the department will evaluate academic qualifications and potential for success in the program based on an admissions application portfolio. Applicant admissions portfolios are evaluated throughout the year, but matriculation as a student into the Counselor Education program is restricted to summer and fall terms only. Priority admission deadline is February 15 for summer and fall admissions. The space-available admission deadline is April 15 for summer and fall admissions. Special consideration for late admissions will be considered on a case by case basis until July 15 for fall admissions.

Admissions decisions are made based on an overall evaluation of all stated criteria. Failure to meet a minimum criterion in one area will not necessarily be cause for rejection of admission.

The admissions portfolio shall include:

- Minimum undergraduate GPA of 2.75 or higher;
- Official transcripts of all prior undergraduate and graduate work;
- A maximum of 9 credit hours may be transferred into the Counselor Education program with the exclusion of the following clinical courses: COED 611, COED 641, COED 642 and COED 690-694;
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores are required;
- Three personal reference letters submitted to the Graduate College; and an
- Admissions essay, limited to three pages, including experiences, interests and other factors central to your decision to apply to the program and short- and long-term goals and career aspirations related to the program.

An interview may be requested.

Admission is competitive.

Approximately 40 new students are admitted for fall matriculation each year.

## Academic Quality Standards

The following courses must be completed with a “B” or better:

### **COED 610.**

Human Growth and Development.

### **COED 611.**

Introduction to Theories and Techniques.

### **COED 612.**

Professional, Ethical, and Legal Issues in Counseling.

### **COED 614.**

Group Counseling Theories and Techniques.

**COED 641.**

Practicum: Individual Counseling Techniques.

**COED 642.**

Practicum: Group Counseling Techniques.

**Comprehensive Examinations**

A written comprehensive examination, scheduled in the fall or spring semester, is required of all students who do not elect to write a thesis. Students are eligible to take the examination during the semester in which they complete all required core coursework. Additionally, all students who register to take the comprehensive examination must have an approved letter of candidacy and have a signed copy of their program of study on file with the Graduate College. A student must complete the examination no later than two weeks prior to graduation. The comprehensive examination is a written examination and typically includes essay and objective examination questions. (See “Final Comprehensive Examination” on p. 56.)

**Thesis Option**

Students may elect to write a master’s thesis instead of taking the comprehensive examination. The master’s thesis is directed by graduate faculty in the department. Students who plan to write a master’s thesis should begin designing their research and planning the thesis during their first year in the program. A thesis grade is recorded “Pass” or “Fail.”

**Programs of Study****School Counseling (K-12)**

The school counseling program consists of 48 credit hours of courses in the Counselor Education Department, including three hours of elective approved by the faculty advisor. The school counseling program educates and trains students to become knowledgeable, thoughtful and skillful counselors at K-12 levels.

The curriculum includes core courses which introduce the student to human growth and development, counseling theory, professional issues in counseling and consulting skills. A blend of other courses is more specifically directed toward continued development of school counseling knowledge and thoughtful application of this knowledge in self-development and clinical practice. Finally, the curriculum focuses on the integration of knowledge, skills and abilities into a skillful counselor.

Licensure as a Virginia school counselor requires that the candidate have a master’s degree from a state approved program in counseling. The school counseling concentration requires 48 semester hours of course work and is CACREP accredited. It prepares students for state license as school counselors in Virginia and similar states. Graduates of the program are prepared to be licensed by the state at the K-12 grade levels.

**Clinical Mental Health Counseling**

The clinical mental health counseling program is a program designed to

provide knowledge, skills and abilities necessary for counselors to work in a variety of community settings, including mental health centers, substance abuse programs, marriage and family clinics, career counseling agencies, social service agencies and employee assistance programs in business and industry. Students enrolled in the clinical mental health counseling option are required to take 60 hours within the College of Education and Human Development. Through course work, practica and clinical internship placements, students may prepare to practice as a Licensed Professional Counselor, Private Practice Counselor, Community Mental Health Counselor, Clinic or Hospital Psychotherapist, Career Counselor, Employee Assistance Counselor, Gerontology Counselor, Marriage and Family Counselor and Substance Abuse Counselor.

### **Master of Science in Counseling and Human Development**

The following core courses are required of students in all concentrations. Additional course requirements for each of the concentrations are listed below.

#### **Program Requirements**

Clinical Mental Health Counseling  
60 hrs.  
School Counseling 48 hrs.  
Required Courses 30 hrs.

#### **COED 606.**

Research in Counseling and Program Evaluation. 3

#### **COED 610.**

Human Growth and Development. 3

#### **COED 611.**

Introduction to Counseling Theories and Techniques. 3

#### **COED 612.**

Professional, Ethical, and Legal Issues in Counseling. 3

#### **COED 613.**

Career Counseling and Development. 3

#### **COED 614.**

Group Counseling Theories and Techniques. 3

#### **COED 615.**

Assessment and Appraisal Techniques in Counseling. 3

#### **COED 616.**

Cultural and Diversity Counseling. 3

#### **COED 641.**

Practicum: Individual Counseling Techniques. 3

#### **COED 642.**

Practicum: Group Counseling Techniques. 3

### **School Counseling (K-12) Concentration**

Required Courses 18 hrs.

#### **COED 620.**

Psychopathology, Diagnosis, and Treatment Planning. 3

#### **COED 670.**

Counseling Children and Adolescents. 3

#### **COED 671.**

Secondary School Counseling. 3

#### **COED 691.**

Internship in Elementary School Counseling. 3\*

#### **COED 692.**

Internship in Middle School Counseling. 3

OR

#### **COED 693.**

Internship in High School Counseling. 3  
Elective approved by faculty advisor. 3

\*Internships: Students must enroll in an internship in elementary school counseling for three credit hours with

the distribution of an additional three credit hours selected between middle or high school internships.

### **Clinical Mental Health Counseling Concentration**

Required Courses 30 hrs.

#### **COED 620.**

Psychopathology, Diagnosis, and Treatment Planning. 3

#### **COED 650.**

Introduction to Community Mental Health Counseling. 3

#### **COED 680.**

Couples and Family Counseling: Theory and Methods. 3

#### **COED 686.**

Overview of Substance Abuse and Addictive Disorders. 3

#### **COED 688.**

Crisis Intervention and Trauma Counseling. 3

#### **COED 690.**

Internship in Clinical Mental Health Counseling. 3, 3

Three electives approved by faculty advisor 9

## **Criminal Justice**

Mary Atwell, Chairperson  
Lori Ellis, Graduate Program  
Coordinator

Graduate Faculty

See Graduate Faculty list at:

<http://gradcollege.asp.radford.edu/faculty.html>

### **Graduate Program**

The graduate program in criminal justice allows students to prepare for leadership, advanced careers, and/or doctoral

education in criminal justice and related fields. The program is designed both to enhance students' existing capabilities and to develop unique competencies and skills for future academic/career goals. Students are required to complete a minimum of 36 semester hours for either the Master of Arts or the Master of Science degree in criminal justice. Further program information, including its mission, learning outcomes, and student handbook, is available online (<http://crju-web.asp.radford.edu/crjugrad.htm>).

### **Admission Requirements**

- Submission of an Application for Graduate Admission, including official transcripts for all prior undergraduate and graduate coursework
- A maximum of six credit hours may be transferred into the program
- Two letters of reference from persons able to evaluate the student's academic ability/potential (at least one letter must come from a person outside the Radford University Criminal Justice faculty)
- An original writing sample by the applicant consisting of five typed pages with appropriate references on "the most important current problem in criminal justice"

Applications will not be reviewed until all materials (including references, writing sample and transcripts) are complete. Please refer to p. 24 for application deadlines.

### **Master of Science in Criminal Justice**

Students pursuing the Master of Science degree in criminal justice must complete

a minimum of 36 semester hours from among the following areas: Required core courses (18 credits), CRJU electives (12 credits), and free electives (6 credits).

**Program Requirements 36 hrs.**

Required Core Courses 18 hrs.

**CRJU 600.**

Survey of Criminal Justice. 3

**CRJU 655.**

Constitutional Law and the Criminal Justice System. 3

**CRJU 670.**

Criminal Justice Research Methods. 3

**CRJU 671.**

Quantitative Methods in Criminal Justice Research. 3

**CRJU 675.**

Studies in Criminological Theory. 3

**CRJU 691.**

Public Policy and Criminal Justice. 3

**Criminal Justice Electives 12 hrs.**

**CRJU 590.**

Seminar. 3

**CRJU 610.**

Historical Perspectives in Criminal Justice. 3

**CRJU 620.**

Judicial Behavior. 3

**CRJU 630.**

Organizational Theory. 3

**CRJU 635.**

Foundations of Law Enforcement. 3

**CRJU 638.**

Foundations of Corrections. 3

**CRJU 643.**

Social Awareness. 3

**CRJU 650.**

Criminal Justice Ethics. 3

**CRJU 660.**

Issues in Criminal Justice. 3

**CRJU 672.**

Applications in Crime Analysis. 3

**CRJU 673.**

Crime Mapping. 3

**CRJU 676.**

Environmental Criminology. 3

**CRJU 684.**

Criminal Justice Graduate Internship. 3

**CRJU 690.**

Topical Seminar. 3

**CRJU 698.**

Directed Study. 3

**Free Electives 6 hrs.**

Any approved graduate class may be used for completion of the Master of Science degree, including those electives listed above.

**Criminal Justice Minor 12 hrs.**

A minor in criminal justice at the graduate level will consist of a minimum of 12 semester hours (four courses).

A criminal justice graduate faculty member must, in consultation with other graduate faculty members, approve the four courses that will constitute the minor.

**Comprehensive Written and Oral Examination**

Students completing the Master of Science degree must complete comprehensive written and oral examinations as a requirement for graduation. Students should present the "Report of Comprehensive Examination" to the committee at the time of the oral examination.

**Master of Arts in Criminal Justice**

Students pursuing the Master of Arts degree in Criminal Justice must complete a minimum of 36 semester hours from among the following areas:

Required core courses (18 credits),  
CRJU electives (12 credits), and research  
and thesis (6 credits).

**Program Requirements 36 hrs.**

Required Courses 18 hrs.

**CRJU 600.**

Survey of Criminal Justice. 3

**CRJU 655.**

Seminar in Civil Liberties and Criminal  
Law. 3

**CRJU 670.**

Criminal Justice Research Methods. 3

**CRJU 671.**

Quantitative Methods in Criminal  
Justice Research. 3

**CRJU 675.**

Studies in Criminological Theory. 3

**CRJU 691.**

Public Policy and Criminal Justice. 3

**Criminal Justice Electives 12 hrs.**

**CRJU 590.**

Seminar. 3

**CRJU 610.**

Historical Perspectives in Criminal  
Justice. 3

**CRJU 620.**

Judicial Behavior. 3

**CRJU 630**

Organizational Theory. 3

**CRJU 635.**

Foundations of Law Enforcement. 3

**CRJU 638.**

Foundations of Corrections. 3

**CRJU 643**

Social Awareness. 3

**CRJU 650.**

Criminal Justice Ethics. 3

**CRJU 660.**

Issues in Criminal Justice. 3

**CRJU 672.**

Applications in Crime Analysis. 3

**CRJU 673.**

Crime Mapping. 3

**CRJU 676.**

Environmental Criminology. 3

**CRJU 684.**

Criminal Justice Graduate Internship. 3

**CRJU 690.**

Topical Seminar. 3

**CRJU 698.**

Directed Study. 3

**Research and Thesis 6 hrs.**

**CRJU 699.**

Research and Thesis. 6

**Comprehensive Written and Oral  
Examination**

Students completing the Master of  
Arts degree are exempt from the  
comprehensive written examination.  
The student is required to successfully  
complete the oral defense/oral  
examination as a requirement for  
graduation.

**Accelerated Bachelor's/ Master's Degree  
in Criminal Justice**

Exceptional undergraduate students  
at Radford University may complete  
requirements for baccalaureate and master's  
degrees in five rather than six years.

For information on accelerated  
programs, see p. 50. For more  
information, contact the Department  
of Criminal Justice, the Graduate  
Admissions Office or consult the web  
at: [http://gradcollege.asp.radford.edu/  
index.html](http://gradcollege.asp.radford.edu/index.html).

**Certificate in Crime Analysis**

The Department of Criminal Justice also  
offers a post-baccalaureate certificate in

crime analysis. The PBC is a 15-credit hour program designed to develop the knowledge, skills, and abilities for an entry level position as a crime analyst or to enhance the skills of a working analyst. It includes coursework in environmental criminology, research methods, statistics, crime analysis and crime mapping. For more information, contact the Department of Criminal Justice.

## English

Rosemary Guruswamy, Chairperson  
Paul Witkowsky, Graduate Program  
Coordinator

Graduate Faculty

See Graduate Faculty list at:

[http://gradcollege.asp.radford.edu/  
faculty.html](http://gradcollege.asp.radford.edu/faculty.html)

### Graduate Program

The graduate program in English, which leads to a Master of Arts or Master of Science degree, prepares students for teaching at the secondary and college levels; for further graduate study in pursuit of the doctoral degree; and for entry into various professions – e.g., technical writing and editing – where critical thinking, communication skills and writing are valued and employed.

Students may elect either the Literature option or the English Education option. Students who choose the Literature option have the opportunity to develop skills in literary scholarship and criticism through an intensive study of British and American literature. The program in literature emphasizes independent research – using both

print and electronic sources – and the writing of scholarly papers based on a critical understanding of literature's aesthetic and humanistic values and of its social, historical and cultural significance. The program also offers students the opportunity to take courses and to pursue interests in contemporary critical theory, creative writing, technical writing, linguistics, and composition rhetoric.

Students who choose English Education as an area of study may receive the M.S. degree with initial teacher licensure or add a master's degree endorsement to an existing license. Initial teacher licensure is not available with the M.A. degree.

Completion of the Master of Arts or Master of Science degree normally requires three or four semesters for full-time students.

### Admission Requirements

- Graduate Record Examinations scores typically of 500 or above on the verbal section and 4.5 or above on the analytical section
- A minimum of 21 semester hours of credit in English at the undergraduate level with a 2.75 GPA

NOTE: Candidates for licensure must have completed 27 semester hours of English at the undergraduate level with a 2.75 GPA. In addition, students who choose the M.S. option with initial licensure may be required to take prerequisite undergraduate courses in addition to their graduate program.

- Two letters of recommendation;
- A sample of expository writing,

which may be a previously graded undergraduate paper. This sample should be sent to:

Graduate Program Coordinator  
Department of English  
Box 6935  
Radford University  
Radford, VA 24142

- Applicants for Graduate Teaching Assistantships/Fellowships must submit an additional recommendation (in addition to the two required for graduate admission) and a statement of teaching philosophy to the Graduate Program coordinator. Guidelines for this statement are available from the coordinator, and on the graduate program's website.

Please refer to p. 24-28 for application deadlines.

### **General Requirements**

The student must maintain a GPA of 3.0 on a 4-point scale.

No more than 20 percent of the total credit hours taken for graduate credit may be in 500-level courses.

Graduate students pursuing initial teacher licensure must also (1) submit passing scores for Virginia on the appropriate Praxis I and Praxis II tests before completion of 12 semester hours; (2) meet qualifications for acceptance and retention in the Secondary Education Licensure Program in English.

### **Master of Arts in English**

Program Requirements 30 hrs.

Required Core Courses 9 hrs.

#### **ENGL 600.**

Introduction to Literary Scholarship. 3

#### **ENGL 621.**

Principles of Literary Criticism.\* 3

#### **ENGL 663.**

Linguistics.\* 3

### **Required M.A. Course**

#### **ENGL 699.**

Research and Thesis. 6

### **Other Required Courses**

Students choose an area of study in one of the following: British Literature, American Literature or English Education.

### **British Literature**

At least 9 hours chosen from the following courses:

#### **ENGL 631.**

Studies in Middle English Literature. 3

#### **ENGL 633.**

Studies in English Renaissance. 3

#### **ENGL 635.**

Studies in Restoration and 18th Century British Literature. 3

#### **ENGL 637.**

Studies in 19th Century British Literature. 3

#### **ENGL 639.**

Studies in 20th Century Literature. 3

#### **ENGL 653.**

Studies in Women's Literature. 3

#### **Appropriate ENGL 680.**

Special Topics in English. 3

### **American Literature**

At least 9 hours chosen from the following courses:

**ENGL 546.**

Appalachian Folklore. 3

**ENGL 639.**

Studies in 20th Century Literature. 3

**ENGL 644.**

Studies in American Literature I  
(to 1861). 3

**ENGL 645.**

Studies in American Literature II (since  
1861). 3

**ENGL 648.**

Studies in Oral and Written Literature  
of Appalachia. 3

**ENGL 653.**

Studies in Women's Literature. 3

**Appropriate ENGL 680.**

Special Topics in English. 3

**English Education, Non-licensure**

(12 hours listed below)

**ENGL 502.**

Teaching Writing.\* 3

**ENGL 629.**

Critical Approaches to Teaching  
Literature. 3

**ENGL 563.**

Grammar and Language for  
Teachers.\* 3

**EDEF 606.**

Educational Research. 3

**Electives**

\*ENGL 621, ENGL 663, ENGL 502,  
ENGL 563 may be replaced by an  
elective if an undergraduate equivalent  
was completed with a grade of "B" or  
higher.

**Master of Science in English**

Program Requirements 33 hrs.\*

Required Core Courses 9 hrs.

**ENGL 600.**

Introduction to Literary Scholarship. 3

**ENGL 621.**

Principles of Literary Criticism.\* 3

**ENGL 663.**

Linguistics.\* 3

**Other Required Courses**

Students choose an area of study in  
one of the following: British Literature,  
American Literature, English  
Education—non-licensure or English  
Education with initial teacher licensure.

**British Literature**

At least 9 hours chosen from the  
following courses:

**ENGL 631.**

Studies in Middle English Literature. 3

**ENGL 633.**

Studies in English Renaissance. 3

**ENGL 635.**

Studies in Restoration and 18th Century  
British Literature. 3

**ENGL 637.**

Studies in 19th Century British  
Literature. 3

**ENGL 639.**

Studies in 20th Century Literature. 3

**ENGL 653.**

Studies in Women's Literature. 3

**Appropriate ENGL 680.**

Special Topics in English. 3

**American Literature**

At least 9 hours chosen from the  
following courses:

**ENGL 546.**

Appalachian Folklore. 3

**ENGL 639.**

Studies in 20th Century Literature. 3

**ENGL 644.**

Studies in American Literature I  
(to 1861). 3

**ENGL 645.**

Studies in American Literature II (since 1861). 3

**ENGL 648.**

Studies in Oral and Written Literature of Appalachia. 3

**ENGL 653.**

Studies in Women's Literature.

**Appropriate ENGL 680.**

Special Topics in English. 3

**English Education, Non-licensure****ENGL 502.**

Teaching Writing.\* 3

**ENGL 563.**

Grammar and Language for Teachers.\* 3

**ENGL 629.**

Critical Approaches to Teaching Literature. 3

**EDEF 606.**

Educational Research. 3

**EDRD 630.**

Teaching Reading in the Content Areas. OR

**EDRD 688**

Advanced Study in Reading Skills. 3

**English Education with Initial Secondary Teacher Licensure (grades 6-12)**

Required courses that count toward the 33 hours required for the Master of Science degree:

**ENGL 502.**

Teaching Writing.\* 3

**EDSP 504.**

Introduction to Special Education for Secondary Educators. 3

**ENGL 629.**

Critical Approaches to Teaching Literature. 3

**EDEF 607.**

Foundations of Education. 3

**EDEF 600.**

Child and Adolescent Development. 3

**EDEF 606.**

Educational Research. 3

**EDUC 640.**

Internship in Teaching, Secondary Education (Grades 6 – 12). 6

**Supporting Courses:**

The following courses do not count toward the 33 hours required for the Master of Science degree, but are required for initial teacher licensure:

Blocking semester supporting courses:

**ENGL 426.**

Teaching English in the High School. 2

**EDUC 440.**

Teaching Grades 6-12. 3

**EDUC 441.**

Field Experience for Grades 6-12. 3

3 hours of coursework in technology chosen from the following 3 courses:

**EDET 445.**

Integration of Technology in Teaching and Training. 3

**EDET 620.**

Educational Technology. 3

**EDSP/EDET 554.**

Educational Technology for Diverse Populations. 3

**Student teaching supporting course:****ENGL 428.**

Planning and Teaching Seminar. 1

**Also required for licensure:**

Passing scores for Virginia on the appropriate VCLA, Praxis I and Praxis II tests upon or before completion of 12 semester hours (SAT scores of 1100 or higher, with scores of at least

530 on both the critical reading and mathematics sections may be submitted in lieu of passing Praxis I scores); students must also meet qualifications for acceptance and retention in the Secondary Education Licensure Program in English.

### **Electives**

\*ENGL 621, ENGL 663, ENGL 502, ENGL 563, ENGL 525, EDSP 504 may be replaced by an elective if an undergraduate equivalent was completed with a grade of “B” or higher.

### **Written Examination Required of Both Degrees**

The written examination will be administered by the director of the candidate’s thesis/examination committee. For Master of Arts candidates, the members of the examination committee may be different from the members of the thesis committee, with the exception of the thesis director. The examination areas will be determined in consultation between the candidate and the examination committee members, drawing upon the candidate’s program of study. The examination will consist of three essay questions, one submitted by each member of the candidate’s committee. The candidate will choose the format of the examination (closed-book, with two hours for each question or open-book, with 48 hours for the entire examination). The examination must be completed at least two weeks prior to graduation. Comprehensive exam defense forms must be requested at least five days in advance of the examination date.

## **Additional Requirements for the Master of Arts Degree**

### **Language Proficiency**

The candidate must meet a foreign language reading proficiency requirement. This may be accomplished in one of three ways: (1) completion, with a grade of “B” or above, of 12 semester hours in a foreign language no earlier than five years before admission to graduate studies; (2) completion, with a grade of “B” or above, of French 210, German 210 or Spanish 202 or the equivalent course no earlier than five years before admission to graduate studies; or (3) passing a reading proficiency exam, administered by the Department of Foreign Languages and Literatures, on material chosen by the foreign language examiner in consultation with the candidate’s thesis director. The requirement must be completed at least two weeks prior to graduation. Forms are located in the Graduate College office.

### **Thesis Proposal Examination**

The candidate will submit a Thesis Proposal Defense form, including a narrative statement, to his or her committee before registering for thesis hours. The committee will meet with the candidate to review the proposal and to suggest changes; the proposal, including any revisions, must be approved by the committee before submission of the Request for Thesis Advisory Committee form to the Graduate College. The thesis proposal must be approved, and the Request for Thesis Advisory Committee form signed by the committee, no later than the end of the first week of the

semester in which the candidate intends to register for thesis hours.

### **Thesis**

The thesis will be written under the supervision of the candidate's committee. The committee must approve the thesis.

### **Oral Thesis Examination**

After the thesis has been completed but prior to its submission to the office of the dean of the Graduate College, the committee will meet with the candidate for an oral examination of one hour on the topic of the thesis. The examination must occur at least two weeks prior to graduation.

## **Additional Requirements for the Master of Science Degree**

### **Oral Examination**

An oral examination of not more than two hours, based primarily on the candidate's program of study, will be administered in the final semester of study and at least two weeks prior to graduation. The questions for this examination can both complement and vary from those posed for the written examination. The oral examination will follow the written examination and cannot be taken prior to the candidate's satisfactory completion of the written examination. The two examinations can be scheduled either in consecutive semesters or in the same semester. If the oral examination is not completed satisfactorily, the candidate must retake the examination during a subsequent semester.

# Music

Allen Wojtera, Chairperson

Bruce Mahin, Graduate

Program Coordinator

Graduate Faculty

See Graduate Faculty list at:

<http://gradcollege.asp.radford.edu/faculty.html>

## Graduate Program

The graduate program in music offers courses leading to a Master of Arts or Master of Science degree and a Certificate of Advanced Studies in Music Pedagogy. The Master of Arts program provides advanced study for musicians, music scholars in preparation for professional careers or doctoral study. The Master of Science program provides advanced study and opportunities for music therapists to refine existing competencies and to attain new ones. The Certificate of Advanced Studies in Music Pedagogy prepares musicians, such as educators, performers, conductors, composers and private teachers who may already have an undergraduate degree in music but wish to update their knowledge about new trends and requirements in music pedagogy.

Graduate standing is a prerequisite to all 500- and 600-level courses. At least 80 percent of hours in the program must be in 600-level courses. An exception to the 80 percent minimum in 600-level courses is applicable to graduate degree programs in music for specific purpose of providing for an additional one to six credit hours of 500-level performing ensembles in the program of study. The 500-level courses listed in this sec-

tion may be taken for graduate credit provided the student has the necessary prerequisites and if the same course or a comparable course was not taken as part of the student's undergraduate program (MUSC 531, 535, 536, 537, 553, 555, 557 and 558 excepted).

## Admission Requirements

Minimum overall grade point average required is 2.75. Minimum major grade point average required is 2.75. All applicants must submit an official undergraduate transcript prior to admission. All students applying for admission to a graduate music program are required to take one of the following ETS standardized tests: the Graduate Record Examination (GRE), the Major Field Test in Music or the Praxis II Subject Assessment (Music: Content Knowledge) Examination.

Three letters of reference are to be submitted from professional sources. All students pursuing a master's degree in music must have, at the undergraduate level, music courses equivalent to those required in an appropriate undergraduate degree program at Radford University. All students entering the M.A. (Music) program (which requires at least two semester hours of graduate level applied study) must also present an entrance audition in their applied performing area for placement purpose. Students entering the M.S. (Music Therapy) program (which does not require graduate level applied study) without a bachelor's degree in music from an NASM member institution

must also present an entrance audition in their undergraduate applied major and minor performing areas for diagnostic purposes. Please refer to p. 24-28 for application deadlines. Students entering the program as non-degree seeking students are required to complete the online graduate application and submit transcripts from all undergraduate institutions where courses were completed. However, non-degree seeking students are not required to submit letters of recommendation, nor submit GRE or Praxis II Music Content test scores. Additional information about non-degree seeking status can be found elsewhere in the current Radford University graduate catalog. Non-degree seeking students are not required to satisfy the music history and music theory diagnostic examination requirements.

### **Entrance Requirements in Music**

#### History and Music Theory

1. Students admitted to the graduate music program are required to take the Radford University diagnostic exams in music history and music theory on the first day of classes in the first semester of graduate study.
2. Students will be informed of specific deficiencies identified through the diagnostic exams and they will have the choice of two options:
  - a. Students may take (a) prescribed course(s) to remedy the deficiencies. A grade of at least B must be earned in the course(s) in order to remove the deficiency from the student's record. If a grade of at least B is achieved, the student will have satisfied the entrance requirements in music history and music theory for master's degree programs in music.

- b. Students may choose to study on their own in areas of deficiency. Following individual study, the student must retake the diagnostic examination(s) prior to completing 18 hours of study. Failure to retake the exam prior to the completion of 18 hours in the degree program will require the student to utilize option "a." If upon retaking the exam(s) a satisfactory score on the exam(s) is achieved, the student will have satisfied the entrance requirements in music history and music theory for master's degree programs in music. The student will be permitted to retake the diagnostic exam(s) only one time, after which the option "a" must be utilized.

### **The Preliminary Comprehensive Examination in Music**

The Preliminary Comprehensive Examination is a discussion among the student and a faculty committee regarding the progress of the student in the degree program. It is not an assessment of the student's knowledge in any specific content area. The Preliminary Comprehensive Examination occurs prior to the completion of the first semester (or 9 hours) of graduate study.

1. The committee will consist of the student's advisor and two other graduate music faculty appropriate to the student's degree program selected by the student in conjunction with the advisor. This committee may or may not be the same as the committee for the student's eventual final project, thesis, recital and/or Final Comprehensive Examination.

2. At least one week prior to the exam, the student will submit a report containing the following information to each committee member: (1) a summary of the student's progress in the degree program, including progress toward the remediation of any deficiencies; (2) a statement of professional objectives and a plan for realizing these objectives which includes a proposed program of study; (3) if appropriate to the student's degree program, an outline of possible areas/topics of interest for the final project, thesis or recital.
3. During the exam, the committee and student will discuss the three areas outlined in the student's report. As part of this discussion, the committee will offer suggestions to the student on courses and procedures that may be beneficial in working towards the attainment of the student's goals.
4. The student will be provided with a written assessment by the committee following the examination.

### **The Final Comprehensive Oral Examination in Music**

The final comprehensive oral examination is designed to measure the ability of students to synthesize course work taken in their degree program and apply the content of these courses. The student's ability to verbally express ideas and facts coherently and concisely is an important focus of the oral examination. All Master of Arts candidates and those Master of Science candidates in the "recital" or "thesis" option within the music education concentration are required to take the final comprehensive

oral exam concurrently with their recital hearing or thesis defense. Master of Science candidates in the "cognate" option within the music education concentration are required to take only the final comprehensive oral exam. Master of Science candidates in the music therapy concentration are required to take the final comprehensive oral exam concurrently with their project defense.

### **Master of Arts Degree Music Concentration Program Requirements 30 hrs.**

#### **Music Core Courses 9 hrs.**

#### **MUSC 601.**

Bibliography and Research. 3  
Music History Period Course. 3

#### **MUSC 633.**

Analytical Techniques. 3

#### **Required Music Courses 11 hrs.**

Music History Period Course. 3

#### **MUSC 571.**

Fourth Year Applied Music  
OR

#### **MUSC 572.**

Fourth Year Applied Music  
OR

#### **MUSC 671.**

Advanced Applied Music  
OR

#### **MUSC 672.**

Advanced Applied Music. 2

#### **MUSC 697.**

Graduate Recital  
OR

#### **MUSC 699.**

Research and Thesis. 6

#### **Supporting Courses 10 hrs.**

An additional 10 semester hours in supporting elective studies are to be deter-

mined in consultation between student and advisor. Students electing the graduate recital must complete a minimum of four semester hours of credit beyond level eight in applied music. Students who elect to present a graduate recital in voice are expected to be proficient in French, German and Italian diction. A language examination in at least one modern foreign language is required for those who elect to write a thesis.

### **Master of Science Degree**

#### **Music Therapy Concentration**

Program Requirements 33-42 hrs.

#### **Music Core Courses 9 hrs.**

##### **MUSC 601.**

Bibliography and Research. 3

Music History Period Course. 3

##### **MUSC 517.**

Form and Analysis.

OR

##### **MUSC 633.**

Analytical Techniques. 3

#### **Clinical Option 33 hrs.**

Required Music Therapy Courses 17 hrs.

##### **MUSC 620.**

Advanced Methods and Materials in Music Therapy. 3

##### **MUSC 641:642.**

Practicum in Music Therapy. 4

##### **MUSC 651.**

Special Applications in Music Therapy I. 3

##### **MUSC 652.**

Special Applications in Music Therapy II. 3

##### **MUSC 696.**

Music Therapy Project. 4

Supporting Music Course 1 hr.

Includes courses such as performance, theory, analysis, history and literature.

### **Supporting Counselor Education Courses 15 hrs.**

#### **COED 610.**

Human Growth and Development. 3

#### **COED 611.**

Introduction to the Counseling Theories and Techniques. 3

#### **COED 612.**

Professional, Ethical, and Legal Issues in Counseling. 3

#### **COED 614.**

Group Counseling Theories and Techniques. 3

Behavioral Science Elective\* 3

\*To be determined in consultation between student and advisor.

#### **Research Option 24 hrs.**

Required Courses 20 hrs.

##### **EDEF 606.**

Educational Research. 3

##### **MUSC 620.**

Advanced Methods and Materials in Music Therapy. 3

##### **MUSC 641.**

Practicum in Music Therapy. 2

##### **MUSC 650.**

Seminar in Music Therapy. 6

##### **MUSC 699.**

Research and Thesis. 6

Supporting Music Courses\* 1 hr.

Includes courses such as performance, theory, analysis, history and literature. Behavioral Science Electives\* 3 hrs.

\*Courses are to be determined in consultation between student and advisor.

### **Certificate of Advanced Studies in Music Pedagogy**

The Certificate of Advanced Studies in Music Pedagogy is designed to prepare teachers to take graduate coursework in music to enhance their professional

development and acquire the latest skills and knowledge in music pedagogy. It is also designed to facilitate add-on endorsement for educators who already have an initial license in music education and need several courses to add an area to their license but do not wish to pursue the master's degree. This certificate program is also intended for musicians, such as performers, conductors, composers, and private teachers who may already have an undergraduate degree in music but wish to update their knowledge about music pedagogy, especially new trends and requirements in practice that support the academic and social success of students who attend PreK-12 classrooms.

Applicants who have already completed an undergraduate degree in music and are not yet ready to pursue a Master of Arts (Music) degree may be interested in the Certificate of Advanced Studies in Music Pedagogy. All credits necessary for completion of the certificate in Music Pedagogy can be counted toward completion of the Master of Arts degree if the graduate degree is completed within guidelines stated in the current Radford University graduate catalog. The certificate program will be accepting students pending NASM approval.

**Program Requirements 15 hrs.**

Six credit hours from the following:

**MUSC 654.**

Advanced Conducting Techniques. 2

**MUSC 608.**

Music Teaching and Learning. 3

**MUSC 691.**

Seminar in Music Education. 2-3

Six credit hours from the following:

**MUSC 610.**

Medieval Music. 3

**MUSC 611.**

Renaissance Music. 3

**MUSC 612.**

Baroque Music. 3

**MUSC 613.**

Classical Music. 3

**MUSC 614.**

Romantic Music.\* 3

**MUSC 615.**

Twentieth Century Music. 3

**MUSC 517.**

Form and Analysis. 3

**MUSC 633.**

Analytical Techniques. 3

Three credit hours in pedagogy technology

**MUSC 627.**

Technology in Music and Education. 3

# Nursing

Kimberly Carter, Director  
Ginger Burggraf, Graduate Program  
Coordinator  
Graduate Faculty  
See Graduate Faculty list at:  
<http://gradcollege.asp.radford.edu/faculty.html>

## Graduate Program

Radford University's School of Nursing offers a Doctor of Nursing Practice (D.N.P.) program to prepare registered nurses with a bachelor's degree, a master's degree (M.S.), or a master's degree in nursing science (M.S.N.) for advanced nursing practice. Theory and research-based courses prepare graduates to work in a variety of settings, including community and population-based service, home care, clinics, hospice care, hospitals, long-term care, education, administration, and policy. The program culminates in a residency tailor-made to the student's learning needs and career goals. The program is distance-based to promote maximum flexibility while maintaining quality student connections.

## DNP Degree Concentrations

Four clinical concentrations are available:

Adult-Gerontology Clinical Nurse Specialist, Family Nurse Practitioner and, in collaboration with Shenandoah University, Nurse-Midwifery and Psychiatric Mental Health Nurse Practitioner or Psychiatric Mental Health Clinical Nurse Specialist.

## Adult – Gerontology

### Clinical Nurse Specialist

This concentration emphasizes advanced nursing practice roles for adults of all ages, including older adults. A holistic approach is emphasized in the care and treatment of adults, older adults, and families with regard to health promotion, protection, and restoration. Graduates will be qualified to provide care in homes, hospices, hospitals and long-term care facilities. Upon completion, graduates are prepared to sit for a Clinical Nurse Specialist (CNS) certification exam.

### Family Nurse Practitioner

This concentration educates nurses who will be qualified to provide primary health care in homes, clinics, ambulatory care facilities, long-term care facilities and other health care agencies. Upon completion of this concentration, graduates are prepared to sit for a Family Nurse Practitioner (FNP) certification exam.

### Nurse-Midwifery

The concentration is provided in collaboration with Shenandoah University to prepare nurses for advanced practice in the care of women across the lifespan with an emphasis on the child-bearing phase of the life cycle. Nurses will be qualified to work in home care, hospitals and clinics. The nurse-midwifery courses offered by Shenandoah University will qualify students to sit for a Nurse-Midwifery (NM) certification exam.

### Psychiatric Mental Health

The concentration is provided in collaboration with Shenandoah University

to prepare nurses for advanced practice in psychiatric mental health nursing. Nurses will be qualified to work in hospitals, clinics, and mental health facilities. The psychiatric courses offered by Shenandoah University will qualify students to sit for the Psychiatric Mental Health Clinical Nurse Specialist (PM-HCNS) and Psychiatric Mental Health Nurse Practitioner (PMHNP) exams.

### **D.N.P. Tracks**

Students will be placed in one of three tracks:

- Post-B.S.N. – Students in this track may choose any concentration and will receive a D.N.P. upon program completion.
- Post-M.S.N. (Non-Certified) – This track requires selection of a concentration. Students will receive a D.N.P. upon program completion.
- Post-M.S.N. - The concentration for students in this track will be dictated by their specialty, and students will receive a D.N.P. upon program completion.

Students seeking the D.N.P. in all concentrations and tracks must complete a residency and a capstone project.

### **Admission Requirements**

- Undergraduate course requirements in statistics, health assessment, and nursing research;
- Minimum of 2,000 hours RN clinical practice;
- Bachelor's degree in nursing (B.S.N.), master's degree in nursing (M.S.N.), or graduate degree (M.S.) in another discipline;
- Cumulative GPA of 3.0 on a 4.0 grading scale at the undergraduate level, 3.5 GPA at the graduate level;
- Competitive Graduate Record Examination (GRE) scores (master's

degree-prepared applicants with national certification as APRN-NP, CNS, NM, or PMH are exempt from this requirement);

- Current certification in BLS or ACLS;
- Current license to practice as a registered nurse in Virginia;
- Completed graduate college application;
- Resume or curriculum vitae that includes prior education and professional practice;
- 3-5 page essay outlining applicant's vision for a career as a D.N.P. and how the D.N.P. program would help the applicant achieve this goal;
- A sample of previous academic writing or publication;
- Official transcripts from all post-secondary institutions attended;
- Three letters of reference from professional contacts (at least one must be from a former nursing faculty member);
- Three recommendation forms (these forms may be completed by the same 3 contacts who provide your letters of reference);
- Personal interview with Graduate Nursing Faculty.

### **Application Process**

Prospective students can apply online at the Graduate College website at <http://gradcollege.asp.radford.edu>.

E-mail your application request to [gradcollege@radford.edu](mailto:gradcollege@radford.edu) or phone (540) 831-5431.

Recommendations are not submitted online, have them sent directly to:

Graduate Admissions  
Radford University  
P. O. Box 6928  
Radford, Virginia 24142

A complete list of application materials can be found at <http://www.radford.edu/dnp>.

### **Financial Aid**

Financial aid is available to students in a number of forms. A limited number of Graduate Assistantships are available to full-time degree seeking students through the Graduate College for both entering and returning students. In addition to awards based on demonstrated financial need, Radford University offers scholarships focused on leadership, character and academic achievements. Radford University School of Nursing students may also qualify for Federal Traineeship Grant Money.

### **D.N.P. Degree for the Post-M.S.N. Track (Certified as FNP, CNS, CNM, PMHNP or PMHCNS)**

#### **Program Requirements 30 Hrs.**

##### **NURS 802.**

Synthesis and Evaluation of Evidence-Based Data for Advanced Practice Nurses. 3

##### **NURS 804.**

Clinical Scholarship and Population-Based Outcomes for APNs. 3

##### **NURS 810.**

Health Care and Information Systems and Business Practice. 3

##### **NURS 812.**

Health Care Policy, Ethics, and Law. 3

##### **NURS 820.**

DNP Clinical Capstone – 1. 2

##### **NURS 821.**

DNP Clinical Capstone – 2. 1

##### **NURS 824.**

DNP Clinical Residency. 12

Elective. 3

### **D.N.P. Degree for the Post-M.S.N. (Non-Certified) Adult-Gerontology CNS Track**

#### **Program Requirements 57 hrs.**

##### **NURS 651/700.**

APN Roles and Leadership. 3

##### **NURS 620/702.**

Theoretical Perspectives for APNs. 3

##### **NURS 628/710.**

Advanced Pathophysiology. 3

##### **NURS 712.**

Advanced Health Assessment. 2

##### **NURS 713.**

Advanced Health Assessment – Laboratory. 1

##### **NURS 631/716.**

Advanced Pharmacology. 3

##### **NURS 740.**

Adult-Gerontological CNS: Patient/Client Sphere of Influence. 3

##### **NURS 741.**

Adult-Gerontological CNS: Patient/Client Sphere of Influence – Clinical. 3

##### **NURS 752.**

Adult-Gerontological CNS: Preceptorship. 3

##### **NURS 650/800.**

Evidence for Advanced Nursing Practice. 3

##### **NURS 802.**

Synthesis and Evaluation of Evidence-Based Data for Advanced Practice Nurses. 3

##### **NURS 804.**

Clinical Scholarship and Population-Based Outcomes for APNs. 3

##### **NURS 810.**

Health Care and Information Systems and Business Practice. 3

##### **NURS 812.**

Health Care Policy, Ethics, and Law. 3

##### **NURS 820.**

DNP Clinical Capstone – 1. 2

**NURS 821.**

DNP Clinical Capstone – 2. 1

**NURS 824.**

DNP Clinical Residency. 12

Elective. 3

**D.N.P. Degree for the Post-B.S.N. Track with an Adult-Gerontology CNS Concentration****Program Requirements 78 hrs.****NURS 651/700.**

APN Roles and Leadership. 3

**NURS 620/ 702.**

Theoretical Perspectives for APNs. 3

**NURS 633/704.**

Advanced Practice Nursing in Rural Communities. 3

**NURS 628/710.**

Advanced Pathophysiology. 3

**NURS 712.**

Advanced Health Assessment. 2

**NURS 713.**

Advanced Health Assessment – Laboratory. 1

**NURS 631/716.**

Advanced Pharmacology. 3

**NURS 740.**

Adult-Gerontological CNS: Patient/Client Sphere of Influence. 3

**NURS 741.**

Adult-Gerontological CNS: Patient/Client Sphere of Influence – Clinical. 3

**NURS 744.**

Adult-Gerontological CNS: Nurses and Nursing Practice Sphere of Influence. 3

**NURS 745.**

Adult-Gerontological CNS: Nurses and Nursing Practice Sphere of Influence – Clinical. 3

**NURS 748.**

Adult-Gerontological CNS: Organizations/Systems Sphere of Influence. 3

**NURS 749.**

Adult-Gerontological CNS: Organizations/Systems Sphere of Influence –

Clinical. 3

**NURS 752.**

Adult-Gerontological CNS:

Preceptorship. 3

**NURS 650/800.**

Evidence for Advanced Nursing Practice. 3

**NURS 802.**

Synthesis and Evaluation of Evidence-Based Data for Advanced Practice Nurses. 3

**NURS 804.**

Clinical Scholarship and Population-Based Outcomes for APNs. 3

**NURS 810.**

Health Care and Information Systems and Business Practice. 3

**NURS 812.**

Health Care Policy, Ethics, and Law. 3

**NURS 820.**

DNP Clinical Capstone – 1. 2

**NURS 821.**

DNP Clinical Capstone – 2. 1

**NURS 824.**

DNP Clinical Residency. 12

Three Electives. 9

**D.N.P. Degree for the Post-B.S.N. Track with an FNP Concentration****Program Requirements 81 hrs.****NURS 651/700.**

APN Roles and Leadership. 3

**NURS 620/702.**

Theoretical Perspectives for APNs. 3

**NURS 633/704.**

Advanced Practice Nursing in Rural Communities. 3

**NURS 628/710.**

Advanced Pathophysiology. 3

**NURS 712.**

Advanced Health Assessment. 2

**NURS 713.**

Advanced Health Assessment –

Laboratory. 1

**NURS 631/716.**

Advanced Pharmacology. 3

**NURS 720.**

Advanced Family Nursing: Acute Illness Across the Lifespan. 3

**NURS 721.**

Advanced Family Nursing: Acute Illness Across the Lifespan – Clinical. 2

**NURS 724.**

Advanced Family Nursing: Chronic Illness Across the Lifespan. 3

**NURS 725.**

Advanced Family Nursing: Chronic Illness Across the Lifespan – Clinical. 2

**NURS 728.**

Advanced Family Nursing: Women's Health. 3

**NURS 729.**

Advanced Family Nursing: Women's Health – Clinical. 2

**NURS 732.**

Advanced Family Nursing: Children's Health. 3

**NURS 733.**

Advanced Family Nursing: Children's Health – Clinical. 2

**NURS 736.**

Advanced Family Nursing: Preceptorship. 4

**NURS 650/800.**

Evidence for Advanced Nursing Practice. 3

**NURS 802.**

Synthesis and Evaluation of Evidence-Based Data for Advanced Practice Nurses. 3

**NURS 804.**

Clinical Scholarship and Population-Based Outcomes for APNs. 3

**NURS 810.**

Health Care and Information Systems and Business Practice. 3

**NURS 812.**

Health Care Policy, Ethics, and Law. 3

**NURS 820.**

DNP Clinical Capstone – 1. 2

**NURS 821.**

DNP Clinical Capstone – 2. 1

**NURS 824.**

DNP Clinical Residency. 12

Three Electives. 9

**D.N.P. Degree for the Post-B.S.N. Track with an NM Concentration**

**Program Requirements 78 hrs.**

The 78-credit Nurse Midwifery option is provided in collaboration with Shenandoah University. The Nurse Midwifery component is taught by the Division of Nursing at Shenandoah University, the only Graduate Program in the Commonwealth of Virginia with a Nurse Midwifery specialty that is accredited by the American College of Nurse-Midwives. The Nurse Midwifery courses offered by Shenandoah University qualify students to sit for the nurse-midwifery certification examination of the American College of Nurse-Midwives Certification Council. Course prefixes/numbers offered by Shenandoah University are followed by an asterisk (\*). Their descriptions may be found at <http://www.su.edu/academics/3595392BE5B54858B33DA848EC33C3DA.asp>.

**Program Requirements 78 hrs.**

**NURS 651/700.**

APN Roles and Leadership. 3

**NURS 620/702.**

Theoretical Perspectives for APNs. 3

**NURS 633/704.**

Advanced Practice Nursing in Rural Communities. 3

**NURS 628/710.**

Advanced Pathophysiology. 3

**NURS 712.**

Advanced Health Assessment. 2  
**NURS 713.**  
 Advanced Health Assessment –  
 Laboratory. 1  
**NURS 631/716.**  
 Advanced Pharmacology. 3  
**NM 610.\***  
 Primary Care of Women. 3  
**NM 620.\***  
 Comprehensive Antepartal Care. 3  
**NM 630.\***  
 Nurse-Midwifery Practicum. 3  
**NM 640.\***  
 Comprehensive Perinatal Care. 3  
**NM 650.\***  
 Integrated Nurse-Midwifery Practicum. 6  
**NM 660.\***  
 Advanced Nurse-Midwifery Role  
 Development. 1  
**NURS 650/800.**  
 Evidence for Advanced Nursing  
 Practice. 3  
**NURS 802.**  
 Synthesis and Evaluation of Evidence-  
 Based Data for Advanced Practice  
 Nurses. 3  
**NURS 804.**  
 Clinical Scholarship and Population-  
 Based Outcomes for APNs. 3  
**NURS 810.**  
 Health Care and Information Systems  
 and Business Practice. 3  
**NURS 812.**  
 Health Care Policy, Ethics, and Law. 3  
**NURS 820.**  
 DNP Clinical Capstone – 1. 2  
**NURS 821.**  
 DNP Clinical Capstone – 2. 1  
**NURS 824.**  
 DNP Clinical Residency. 12  
 Three Electives. 9

**D.N.P. Degree for the Post-B.S.N. Track  
 with a Psychiatric Mental Health CNS/NP  
 Concentration**

Course prefixes/numbers offered by

Shenandoah University are followed by  
 an asterisk (\*). Their descriptions may  
 be found at <http://www.su.edu/academic/s/3595392BE5B54858B33DA848EC33C3DA.asp>.

**Program Requirements 79 hrs.**

**NURS 702.**  
 Theoretical Foundations for Advanced  
 Practice Nurses. 3  
**NURS 710.**  
 Advanced Pathophysiology. 3  
**NURS 712.**  
 Advanced Health Assessment. 2  
**NURS 713.**  
 Advanced Health Assessment-  
 Laboratory. 1  
**NURS 716.**  
 Advanced Pharmacology. 3  
**NURS 704.**  
 Advanced Practice Nursing in Rural  
 Communities. 3  
**NURS 800.**  
 Evidence for Advanced Nursing  
 Practice. 3  
**NURS 700.**  
 Advanced Practice Nursing Roles and  
 Leadership. 3  
**NURS 897.**  
 Independent Practicum. 3  
**PMH 645.**  
 \* Individual Therapy Theories. 3  
**PMH 650.**  
 \* Individual Therapy Practicum. 3  
**NURS 802.**  
 Synthesis and Evaluation of Evidence-  
 Based Data for Advanced Practice  
 Nurses. 3  
**NURS 810.**  
 Health Care Systems, Information Sys-  
 tems, and Business Practices. 3  
**PMH 665.\***  
 Group, Family, Community Theory. 3

**PMH 670.\***

Group, Family, Community Practicum. 3

**NURS 804.**

Clinical Scholarship and Population-Based Outcomes for Advanced Practice Nurses. 3

**NURS 812.**

Health Care Policy, Ethics and Law. 3

**PMH 685.\***

Geriatric PMH Nursing. 3

OR

**PMH 686.\***

Child & Adolescent PMH Nursing. 3

**PMH 695.\***

Advanced NP Practicum in PMH Nursing. 2

**PMHL 695.\***

Advanced NP Practicum in PMH Nursing. 2

**NURS 820.**

DNP Clinical Capstone - 1. 2

**NURS 821.**

DNP Clinical Capstone - 2. 1

**NURS 824.**

DNP Clinical Residency. 12

Three Electives. 9

**D.N.P. Degree for the Post-M.S.N. (Non-Certified) Track with either/or Both a Psychiatric Mental Health CNS/NP Concentration**

Course prefixes/numbers offered by Shenandoah University are followed by an asterisk (\*). Their descriptions may be found at <http://www.su.edu/academics/3595392BE5B54858B33DA848EC33C3DA.asp>.

**Program Requirements 61 hrs.**

**NURS 704.**

Advanced Practice Nursing in Rural Communities. 3

**NURS 800.**

Evidence for Advanced Nursing

Practice. 3

**PMH 645.\***

Individual Therapy Theories. 3

**PMH 650.\***

Individual Therapy Practicum. 3

**NURS 802.**

Synthesis and Evaluation of Evidence-Based Data for Advanced Practice Nurses. 3

**NURS 810.**

Health Care Systems, Information Systems, and Business Practices. 3

**PMH 665.\***

Group, Family, Community Theory. 3

**PMH 670.\***

Group, Family, Community Practicum. 3

**NURS 804.**

Clinical Scholarship and Population-Based Outcomes for Advanced Practice Nurses. 3

**NURS 812.**

Health Care Policy, Ethics, & Law. 3

**PMH 685.\***

Geriatric PMH Nursing

OR

**PMH 686.\***

Child & Adolescent PMH Nursing. 3

**NURS 897.**

Independent Practicum. 3

**NURS 700.**

Advanced Practice Nursing Roles & Leadership. 3

**PMH 695.\***

Advanced NP Practicum in PMH Nursing. 2

**PMHL 695.\***

Advanced NP Practicum in PMH Nursing. 2

**NURS 820.**

Clinical Capstone - 1. 2

**NURS 821.**

DNP Clinical Capstone - 2. 1

**NURS 824.**

DNP Clinical Residency. 12

One Elective. 3

**Withdrawal**

A graduate nursing student may not withdraw from more than three different graduate courses. Any withdrawal beyond the third withdrawal will result in an automatic “F.” In addition, a student may not withdraw from the same course more than once. A second withdrawal from a course will result in an automatic “F.”

**Contact Information**

For additional information, contact Ginger Burggraf, DNS, RN, FAAN, Graduate Program Coordinator, School of Nursing, Waldron College of Health Services, P. O. Box 6964, Waldron 335, Radford, VA 24142, (540) 831-7714, [vburggraf2@radford.edu](mailto:vburggraf2@radford.edu).

# Occupational Therapy (M.O.T.)

Douglas M. Mitchell, Chairperson and  
Graduate Program Coordinator  
Cynthia L. Creighton, Director of  
Clinical Education  
Graduate Faculty  
See Graduate Faculty list at:  
[http://gradcollege.asp.radford.edu/  
faculty.html](http://gradcollege.asp.radford.edu/faculty.html)

## Graduate Program

The Master of Occupational Therapy program prepares students for professional careers as occupational therapists. Occupational therapy enables people with special needs to participate in the occupations of daily life; that is to care for themselves and their families and homes, to work or study, and to enjoy rest and play activities. Occupational therapists are employed in hospitals, schools, nursing homes and community settings to assist clients of all ages whose developmental or medical conditions affect their independence and productivity. Because there is a shortage of occupational therapists in Southwestern Virginia, Radford University's program emphasizes rural health care.

Students are admitted to the M.O.T. program once each year, and begin their course work in the fall. Completion of the degree normally requires seven consecutive terms (including Summer Session III) of full-time didactic and clinical study.

## Accreditation, Certification and Licensure

The M.O.T. program was approved in 2008 by the State Council of Higher Education for Virginia. The university is currently seeking program accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. This process is timed so that a new program may achieve full accreditation before its first class graduates. A schedule of accreditation activities is posted on the Department of Occupational Therapy website, and ACOTE can be contacted by mail at 4720 Montgomery Lane, Suite 200, Bethesda, Maryland 20824-1220 or by telephone at (301) 652-AOTA.

Graduates of an accredited M.O.T. program are eligible to sit for the Certification Examination for the Occupational Therapist, administered by the National Board for Certification in Occupational Therapy. Upon successful completion of the national certification examination, graduates who wish to practice occupational therapy in Virginia are required to apply for a license from the state Board of Medicine.

Students should be aware that fieldwork facilities may deny a student's participation in the clinical experience because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance,

which would result in delayed graduation or the inability to graduate from the program. A felony conviction may also affect a graduate's ability to sit for the NBCOT Examination or attain state licensure.

### Admission Requirements

Prerequisite requirements for admission to the M.O.T. program are as follows.

- Minimum cumulative undergraduate grade-point average of 3.25
- Grades of "C" or better in the following courses:
  - English Composition (3 credits)
  - Health and Wellness Ethics (3 credits)
  - Ethics (3 credits)
  - Analytical Thinking (3 credits)
  - Cultural Anthropology (3 credits)
  - Introductory Statistics (3 credits)
  - Human Biology (3 credits)
  - Human Anatomy and Physiology (4-6 credits)
  - Introductory Sociology (3 credits)
  - Introductory Psychology (3 credits)
  - Life Span Growth and Development (3 credits)
  - Abnormal Psychology (3 credits)
- Evidence of completion of a college or community course to learn a new occupation

Application materials and information about tuition and fees can be obtained by contacting the Graduate College at <http://gradcollege.asp.radford.edu/index.html>. Specific program requirements and instructions for application

are described in the Department of Occupational Therapy website. Individuals interested in application to the M.O.T. program should ensure that the following materials are received by the deadline date of May 15:

- Radford University Application for Graduate Admission;
- Official transcripts of all undergraduate course work;
- Official scores from the GRE General Test;
- A professional resume describing past and current educational and employment experiences;
- A two-page Statement of Purpose;
- Two letters of recommendation from instructors or employers;
- A letter from a supervisor documenting a minimum of 40 hours of observation, volunteer work or employment with people with special needs.

Applications for admission to the M.O.T. program are reviewed by the Admissions Committee of the department. Candidates who have submitted a complete application and meet prerequisite requirements are scheduled for an interview on campus. When there are more qualified applicants than seats in a class, those with higher cumulative GPAs are admitted first. Admission decisions are announced by June 15.

### Degree Requirements

To qualify for the Master of Occupational Therapy, students must complete

83 credit hours of required course work, in the sequence described below. In order to progress through the program, students must earn a grade of “C” or better in each required course and remain in good academic standing. A graduate student is in good academic standing when his or her cumulative GPA is 3.0 or above. Occupational therapy students are placed on academic probation for one term if their GPA falls below 3.0. Students on probation must achieve a cumulative GPA of at least 3.0 the following term, to continue in the program. Students who receive a grade below a C in any class are withdrawn from the program. Students may petition the Chair to repeat a failed course the following year.

**OT Term 1 14 hrs.**

**OCTH 610.**

Clinical Anatomy and Biomechanics for Occupational Therapy. 4

**OCTH 612.**

Occupation in Human Life. 3

**OCTH 614.**

The Occupational Therapy Process. 4

**OCTH 616.**

Fundamental Clinical Skills. 3

**OT Term 2 14 hrs.**

**OCTH 620.**

Development and Performance. 3

**OCTH 622.**

Contexts of Service Delivery. 3

**OCTH 624.**

Clinical Inquiry. 3

**OCTH 626.**

Psychosocial Occupational Therapy. 3

**OCTH 628.**

Practicum in Community-Based Services. 2

**OT Term 3 9 hrs.**

**OCTH 630.**

Level I Fieldwork in Behavioral Health/Intellectual Disabilities. 4

**OCTH 632.**

Tools for Practice. 3

**OCTH 634.**

Professional Seminar I. 2

**OT Term 4 14 hrs.**

**OCTH 640.**

Research in Occupational Therapy. 3

**OCTH 642.**

Neuroscience for Occupational Therapy. 3

**OCTH 644.**

Occupational Therapy with Children. 6

**OCTH 646.**

Practicum in Children’s Services. 2

**OT Term 5 14 hrs.**

**OCTH 650.**

Occupational Therapy Leadership and Management. 4

**OCTH 652.**

Physical Dysfunction Practice: Musculoskeletal. 3

**OCTH 654.**

Physical Dysfunction Practice: Neurological. 3

**OCTH 656.**

Special Topics in Adult Rehabilitation. 2

**OCTH 658.**

Working with Older Adults. 2

Preliminary Comprehensive Examination

**OT Term 6 9 hrs.**

**OCTH 661.**

Level II Fieldwork A. 7

**OCTH 662.**

Professional Seminar II. 2

**OT Term 7 9 hrs.**

**OCTH 670.**

Level II Fieldwork B. 7

**OCTH 672.**

Graduate Project. 2

Final Comprehensive Examination 9

**Fieldwork**

Level I and Level II Fieldwork are integral to the program's curriculum, and successful completion of fieldwork courses is a requirement for graduation.

**OCTH 630.**

Level I Fieldwork is a part-time (16 hours per week) summer placement in a facility that serves clients with psychosocial and/or intellectual disabilities. Its goals are to introduce students to clinical routines, help students understand the needs of clients, and provide opportunities for applying knowledge to practice.

M.O.T. students also complete two terms of Level II Fieldwork (a total of 24 weeks full-time or the equivalent) under the supervision of a credentialed occupational therapist. Level II fieldwork placements are typically in hospital, nursing home and school settings. They provide in-depth experience in delivering occupational therapy services to children, adults and elders.

Fieldwork assignments are arranged by the director of clinical education for the Department of Occupational Therapy in collaboration with the student. Students are placed in facilities throughout Southwestern Virginia and are responsible for providing their own transportation and housing. Health and safety requirements, including a physical examination, proof of health and liability insurance, drug screening and a criminal background check, must be met before a student may

begin a practicum or fieldwork assignment with clients.

No letter grades are issued for Level I or II Fieldwork because fieldwork performance is evaluated using national criteria on a Pass/Fail basis. All Level II Fieldwork must be successfully completed within 24 months after required coursework has been completed.

**Comprehensive Examinations**

A preliminary comprehensive examination is required of all M.O.T. students in the fifth term of the program and must be successfully completed before the student begins Level II Fieldwork. A final comprehensive examination is required in the seventh term and must be successfully completed at least two weeks before graduation. Comprehensive examinations include a written component and a demonstration of clinical skills and are scored by a committee of three occupational therapists. A candidate who fails an examination may request re-examination within the timelines specified above.

**Additional Information About Policies and Procedures**

Students should refer to the other sections of this catalog and to the Occupational Therapy Student Handbook posted on the Department of Occupational Therapy website to become familiar with university and department policies about student support services, advising, tuition and fees, withdrawal and refunds, grievances and complaints, human subject research, student conduct and health and safety issues.

# Physical Therapy (D.P.T.)

Edward C. Swanson, Chairperson and  
Graduate Program Director

Renee Huth, Director of Clinical  
Education

See Graduate Faculty list at: [http://  
gradcollege.asp.radford.edu/faculty.html](http://gradcollege.asp.radford.edu/faculty.html)

## Doctoral Program

Radford University offers a Doctor of Physical Therapy (D.P.T.). RU's Department of Physical Therapy aspires to prepare responsive and engaged professionals who will lead by example by providing best practice care. The program's vision parallels the American Physical Therapy Association's (APTA's) 2020 vision that physical therapy will be provided by doctors of physical therapy and that physical therapists will be recognized by consumers and other health care professionals as practitioners of choice for the diagnosis, intervention, and prevention of impairments, functional limitations and disabilities related to movement, function and health.

Application procedures, admission criteria, course descriptions, faculty information, and degree requirements are published on the D.P.T. website available at [http://pt.asp.radford.edu/admission\\_requirements2.html](http://pt.asp.radford.edu/admission_requirements2.html).

Contact Dr. Edward Swanson  
([eswanson@radford.edu](mailto:eswanson@radford.edu)), director of the  
Doctor of Physical Therapy Program,  
Waldron College of Health and Human

Services, for further information. This program will be housed in Roanoke, Va.

## Accreditation

Radford University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; e-mail: [accreditation@apta.org](mailto:accreditation@apta.org)). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

## Admission Requirements

- Completion of the Radford University graduate application process and application fee. See <http://gradcollege.asp.radford.edu/index.html>.
- The following are the prerequisites required prior to entry into the D.P.T. program. No transfer credit will be allowed into the professional program. Admission is competitive.
  - Minimum of 40 hours of observation/work-related clinical experience.
  - Minimum Graduate Record Exam (GRE) score of 1100.
  - Foreign applicants whose native language is not English must

achieve an acceptable score on TOEFL examination (575 paper based, 88-89 internet) or the IELTS (6.5 band).

- A minimum cumulative grade point average (GPA) of 3.25 (based on 4.0 scale) from an accredited 4 year institution.
- A minimum cumulative grade point average (GPA) of 3.0 (based on 4.0 scale) in math and sciences prerequisites as defined below:
  - Anatomy and Physiology (4 credit hours)
  - Biology with labs (8 credit hours)
  - Chemistry with labs (8 credit hours)
  - Physics with labs (8 credit hours)
  - Statistics or Biostatistics (3 credit hours)
- Recommended, but not required, courses:
  - Abnormal Psychology
  - Biochemistry
  - Biomechanics
  - Kinesiology
  - Public Speaking
  - Technical Writing
- Completed essay (through Graduate College application) that addresses “How will the APTA Vision 2020 (<http://www.apta.org>) impact the profession of physical therapy and how you will practice?”
- Three letters of recommendation specifically addressing the applicant’s potential for success in the D.P.T. program from:
  - 1 Academic/Educational reference
  - 1 Physical Therapist reference
  - 1 Work-Related/Volunteer reference
- Personal interviews may be required.

- Prior to initial enrollment, verification of required immunization, CPR certification, and completion of a criminal background check. Applicants are reminded that a felony conviction may affect a graduate’s opportunity to attain state licensure and/or administration of licensure examinations. Applicants seeking additional information are encouraged to review information on the following websites:
  - Virginia State Police Criminal Records Check <http://www.vsp.state.va.us/CJISCriminalRecordCheck.shtm>
  - Federation of State Boards of Physical Therapy <http://www.fsbpt.org/index.asp>.

### **Degree requirements:**

#### **Year 1 Courses 46 hrs.**

##### **AHPT 800.**

Human Anatomy. 7

##### **AHPT 810.**

Exercise Physiology. 3

##### **AHPT 812.**

Clinical Medicine I. 3

##### **AHPT 814.**

Patient Management I. 4

##### **AHPT 816.**

Theory and Practice I. 4

##### **AHPT 818.**

Professional Affairs. 2

##### **AHPT 820.**

Kinesiology/Biomechanics. 3

##### **AHPT 824.**

Clinical Medicine II. 3

##### **AHPT 826.**

Patient Management II. 4

##### **AHPT 828.**

Theory and Practice II. 4

##### **AHPT 830.**

Clinical Internship I. 9

**Year 2 Courses 46 hrs.**

**AHPT 840.**

Management of Special Populations (Orthotics, Prosthetics, Advanced Specialty Topics). 3

**AHPT 802.**

Neuroscience. 2

**AHPT 844.**

Neuromuscular Development and Control I. 4

**AHPT 846.**

Clinical Medicine III. 3

**AHPT 848.**

Pharmacology. 2

**AHPT 850.**

Psychosocial Elements of Illness and Disability. 2

**AHPT 852.**

Research/Scientific Inquiry I. 2

**AHPT 860.**

Advanced Orthopedics. 4

**AHPT 862.**

Differential Diagnosis/Imaging. 3

**AHPT 864.**

Health Policy and Administration. 3

**AHPT 866.**

Neuromuscular Development and Control II. 4

**AHPT 867.**

Principles of Teaching and Learning. 2

**AHPT 868.**

Research/Scientific Inquiry II. 2

**AHPT 870.**

Clinical Internship II. 10

**Year 3 Courses 28 hrs.**

**AHPT 880.**

Cardiopulmonary Patient Care Management. 4

**AHPT 882.**

Comprehensive Patient Care. 3

**AHPT 884.**

Pediatrics. 4

**AHPT 886.**

Preventative Health and Wellness. 3

**AHPT 888.**

Research/Scientific Inquiry III. 2

**AHPT 890.**

Clinical Internship III. 10

**AHPT 892.**

Research/Scientific Inquiry IV. 2

## Psychology (Psy.D.)

Hilary M. Lips, Chairperson

James L. Werth, Jr., Graduate Program

Director

Graduate Faculty

See Graduate Faculty list at:

<http://gradcollege.asp.radford.edu/faculty.html>

### Doctoral Program

Radford University offers a Doctor of Psychology (Psy.D.) in counseling psychology with a focus on rural mental health. The Psy.D. degree in counseling psychology is designed for persons interested in careers as psychologists in mental health settings and institutions where clinical supervision and the direct application of counseling, therapy, and psychological assessment are required. The program follows the practitioner-scholar model with an emphasis on clinical training and the application of research to practice. The recommended course sequence includes three years of post-Master's coursework, practica, and dissertation, in addition to a capstone 1800-2000 hour internship approved by the program faculty. The program is not yet accredited by the American Psychological Association; however, the plan is to apply as soon as possible, which will be during

the 2011-2012 academic year (when the first students go on internship).

Applicants must have completed a master's degree in a human services area awarded by a regionally accredited institution of higher education. Interested applicants should submit the following by January 15, and ensure that all of the following are received by that date. Please see the Psy.D. website for more details on what is expected:

- Radford University Graduate Application;
- A letter of interest describing the applicant's professional and/or research experience and career goals;
- Curriculum vitae;
- Official transcripts of all undergraduate (including community college) and graduate work;
- Three letters of recommendation, including at least one from a professor who can comment on the applicant's academic skills and one from a supervisor who can speak to the applicant's counseling skills;
- A writing sample;
- Official scores from the GRE General Test;
- International applicants must also submit TOEFL or IELTS scores;
- Final candidates will be invited to interview with program faculty.

Updated information about the Psy.D. program will be available on the Radford University Psychology department website as it becomes available (<http://www.radford.edu/psyc-web>).

**Counseling Psychology Psy.D. Courses**  
Recommended Plan of Study

### **Fall 1 - 12 credits**

#### **PSYC 612.**

Psychometric Theory, Assessment, Appraisal and Application. 3

#### **PSYC 800.**

Introduction to Counseling Psychology. 3

#### **PSYC 801.**

Multicultural Counseling. 3

#### **PSYC 840.**

Counseling Psychology Practicum I(a). 3

### **Spring 1 - 12 credits**

#### **PSYC 628.**

Biological Foundations of Behavior. 3

#### **PSYC 802.**

Ethical, Legal, and Professional Issues in Psychology. 3

#### **PSYC 803.**

Vocational Psychology. 3

#### **PSYC 840.**

Counseling Psychology Practicum I(b). 3

### **Summer 1 - 12 credits**

#### **PSYC 660.**

Human Growth and Lifespan Development. 3

#### **PSYC 805.**

Advanced Cognitive and Intellectual Assessment Techniques.

OR

#### **PSYC 631.**

Cognitive Intellectual Assessment Techniques. 3

#### **PSYC 811.**

Health Psychology in Rural Areas. 3

#### **PSYC 843.**

Summer Practicum. 3

### **Fall 2 - 12 credits**

#### **PSYC 774.**

Introduction to Psychopharmacological Medications. 3

#### **PSYC 777.**

Multivariate Analyses of Behavioral Data. 3

**PSYC 806.**

Advanced Personality Assessment. 3

**PSYC 841.**

Counseling Psychology Practicum II (a). 3

**Spring 2 - 12 credits****PSYC 772.**

Couples and Family Systems Therapy. 3

**PSYC 785.**

Neuropsychological Assessment. 3

**PSYC 808.**

Qualitative Research Methods. 3

**PSYC 841.**

Counseling Psychology Practicum II (b). 3

**Summer 2 - 9 credits****PSYC 809.**

Supervision. 3

**PSYC 810.**Rural Consultation and Program  
Evaluation. 3**PSYC 843.**

Summer Practicum. 3

**Fall 3 - 10 credits****PSYC 623.**

Advanced Social Psychology. 3

**PSYC 630.**Cognitive and Affective Aspects of  
Behavior. 3**PSYC 842.**Counseling Psychology  
Practicum III (a). 3**PSYC 899.**

Dissertation. 1

**Spring 3 - 10 credits****PSYC 622.**Historical Foundations of a Scientific  
Psychology. 3**PSYC 773.**Assessment and Treatment of Addictive  
Disorders in Rural Settings. 3**PSYC 812.**

Rural Cultural Issues. 3

**PSYC 842.**Counseling Psychology  
Practicum III (b). 3**PSYC 899.**

Dissertation. 1

**Summer 3 - 3 credits****PSYC 898.**

Doctoral Directed Study. 3

**Fall 4 - 1 credit****PSYC 870.**

Doctoral Internship(a). 1

**Spring 4 - 1 credit****PSYC 870.**

Doctoral Internship(b). 1

**Summer 4 - 1 credit****PSYC 870.**

Doctoral Internship(c). 1

Prospective students need to be aware that Radford's PSYC 610 (Analysis of Behavioral Data) and PSYC 611 (Methodology and Program Evaluation in Psychology), or equivalent courses, that have been taken within the last five years are required prior to enrolling in the PsyD program. If courses were not taken at Radford, the PsyD faculty (in consultation with the appropriate RU course instructors when necessary) will determine whether non-RU courses are equivalent to those taken at Radford.

# Psychology (M.A./M.S.)

Hilary M. Lips, Chairperson  
Ann Elliott, Graduate Program  
Coordinator (Clinical)  
C. Allen Gorman, Graduate Program  
Coordinator (I/O)  
Mark Whiting, Graduate Program  
Coordinator  
(Experimental)  
Graduate Faculty  
See Graduate Faculty list at:  
<http://gradcollege.asp.radford.edu/faculty.html>

## Admission Requirements

In accepting applicants for admission, the department considers an applicant's grade point average, scores on the Graduate Record Examination (GRE), letters of recommendation and the applicant's work, life and academic accomplishments. Although there is not a required minimum GRE score, the majority of students admitted to the psychology graduate program has a GRE score of at least 1,000 (Verbal + Quantitative) and a GPA above 3.0. To be admitted on Regular Status, applicants must have completed a minimum of 18 semester hours of undergraduate psychology coursework.

Applicants are required to submit:

- GRE scores (the subject portion is not required).
- Official transcripts from all colleges attended.
- Three letters of reference, with at least one from a faculty member in a psychology department (two preferred).
- Short statement (approximately two

pages) regarding why she/he is interested in psychology and future plans.

Deadline for completed application is March 1 (February 15 for I/O). Late applications will be considered on a space-available basis. Admission is competitive.

## Center for Gender Studies

Hilary M. Lips, Director  
The objective of the center is to create a resource for and a model of excellence in gender-related teaching and research. The research activities of the center provide an important resource for teaching students about gender and training them to do research on gender-related issues. Through the activities of the center, graduate students become involved in seminars and opportunities for research experience are provided to undergraduate and graduate students.

The center also provides a resource for information about gender research to other departments in the university and to the extra-university community.

## Graduate Program

The Psychology Department offers graduate courses designed primarily for those students who wish to concentrate their studies in experimental, clinical, counseling, industrial-organizational or school psychology. Graduate standing is a prerequisite to all 600-level courses.

Because of the sequencing and/or infrequent offering of certain psychology

courses, students making up undergraduate deficiencies or students beginning graduate work during a semester other than fall semester might experience scheduling problems which can delay completion of the required program of studies. Upon admission to the Graduate College, each student is assigned a temporary advisor. The student must select a permanent advisor prior to submitting the Program of Study. This should be done on a "Petition for Program Changes" form available in the Graduate College office.

Students who, for personal or programmatic reasons, decide not to continue in a concentration in which they were originally admitted, may request admission to the General option. Students will not be admitted to this option upon admittance to the Graduate College. A minimum of 36 hours is required for completion of this option. All core requirements must be met. Selection of courses to meet the 36 hour minimum requirement must be made in consultation with the department chair.

### **Additional Admissions Requirement**

In addition to general requirements for admission to the Graduate College, the department requires that all graduate students have a basic understanding and knowledge of psychology.

Applications must be accompanied by at least one letter of recommendation from a faculty member from the applicant's major department. If the applicant's major is not psychology, then at least one letter should be from a psychology faculty member.

Applicants without GRE scores on file (Verbal + Quantitative) will be subject to deferral pending receipt of such.

The Psychology GRE is not required for admission. However, it is recommended that students take this examination and submit the score along with their application. For students who may wish to enhance their chances of acceptance into a competitive program, the Psychology GRE score may be helpful for the committee's consideration of their credentials.

For graduate students in psychology, a minimum grade point average of 3.0 is required in graduate-level psychology courses. Failure to maintain this requirement after completion of 15 semester hours in graduate course work will result in termination from any/all programs leading to any graduate degree in psychology.

### **Core Requirements**

All Master of Arts and Master of Science students in psychology, regardless of specialization, are required to take a common core consisting of the following courses:

#### **PSYC 610.**

Analysis of Behavioral Data. 3

#### **PSYC 611.**

Methodology and Program Evaluation in Psychology. 3

#### **PSYC 612.**

Psychometric Theory, Assessment, Appraisal and Application.

OR

#### **PSYC 631.**

Cognitive Intellectual Assessment Techniques. 3

**PSYC 798.**

Professional Internship. 3

OR (for School Psychology Students)

**PSYC 781.**

School Psychology Practicum I. 4  
and

**PSYC 782.**

School Psychology Practicum II. 4

**Master of Science Degree**

Students pursuing the Master of Science degree must have earned a minimum of 18 semester hours of credit in psychology at the undergraduate level. The specializations consist of a minimum of 36 hours in Clinical, 36 hours in Industrial/Organizational, or 33 hours in Experimental. With permission of the student's advisor, a maximum of six semester hours of credit can be earned in an academic area outside of the Psychology Department related to psychology. Only students enrolled in the Ed.S. program in School Psychology may take PSYC 781 and PSYC 782 toward completion of the core requirements for the Master of Science degree in Psychology (see p. 136).

**Master of Arts Degree**

Students pursuing the Master of Arts degree must have earned a minimum of 18 semester hours of credit in psychology at the undergraduate level. The degree requires a six-semester-hour thesis, with the remaining hours usually taken in psychology courses appropriate to the student's area of specialization.

**Clinical Counseling Psychology Specialization**

The Clinical Counseling Psychology specialization provides students with a strong theoretical and applied founda-

tion in mental health counseling and prepares them to assess, counsel, and treat a wide range of mental health problems. Students will receive training in a wide variety of content areas, including normal and abnormal development, assessment and counseling of individuals experiencing mental health conflicts, statistics and research methodology, and the ethical practice of mental health counseling.

This training prepares graduates to practice mental health counseling in a wide range of work settings and provides a solid foundation for those wishing to pursue a doctoral degree.

All students are required to complete two semesters of internship and two semesters of PSYC 697 (Applied Training in Psychological Research). Students are also encouraged to take electives both in and outside of the clinical counseling area.

Prior to internship placement, students will be evaluated to assess their suitability for internship. Successful completion of internship is required for the degree.

Students in the Clinical Counseling Specialization are required to pass a comprehensive oral exam which tests the student's grasp and ability to communicate knowledge in major areas within the field. The comprehensive oral examination committee must include three faculty members, with a minimum of two faculty from the clinical counseling master's area. Students choosing the thesis option must complete an oral defense of their thesis project in addition to the comprehensive oral exam.

Students in the Clinical Counseling Specialization will be expected to maintain professional behavior and judgment and to follow the ethical principles established by the American Counseling Association and the American Psychological Association while in the program. Failure to do so may result in immediate dismissal.

Job opportunities for graduates include working at community services boards, psychiatric hospitals, substance abuse facilities, women's resource centers/domestic violence shelters, correctional facilities, university counseling settings, crisis stabilization facilities, and other settings.

Coursework in the clinical counseling specialization may or may not meet individual state requirements for the coursework required for licensure at the master's level. It is recommended that students check with the state in which they will reside for specific licensure requirements.

### **Clinical Specialization Leading to the M.A.**

#### **Program Requirements 46 hrs.**

##### **PSYC 610.**

Analysis of Behavioral Data. 3

##### **PSYC 611.**

Methodology and Program Evaluation in Psychology. 3

##### **PSYC 631.**

Cognitive Intellectual Assessment Techniques. 3

#### **Must take at least one from the following:**

##### **PSYC 637.**

Personality Assessment.

OR

##### **PSYC 612.**

Psychometric Theory, Assessment, Appraisal and Application.

OR

##### **PSYC 636.**

Child Personality Assessment. 3

##### **PSYC 640.**

Professional Orientation and Function in Mental Health Counseling. 3

##### **PSYC 641.**

Theories of Counseling and Psychotherapy. 3

##### **PSYC 642.**

Techniques of Counseling and Psychotherapy. 3

##### **PSYC 685.**

Psychopathology and Diagnosis. 3

##### **PSYC 697.**

Applied Training in Psychological Research. 4

##### **PSYC 699.**

Research and Thesis. 6

##### **PSYC 798.**

Professional Internship. 6

#### **Must take at least one from the following:**

##### **PSYC 660.**

Human Growth and Lifespan Development.

OR

##### **PSYC 663.**

Child Psychopathology.

OR

##### **PSYC 686.**

Child and Adult Sexual Assault. 3

#### **Must take at least one from the following:**

##### **PSYC 628.**

Biological Foundations of Behavior.

OR

##### **PSYC 774.**

Introduction to Psychopharmacological Medications. 3

## **Clinical Specialization Leading to the M.S.**

### **Program Requirements 40 hrs.**

#### **PSYC 610.**

Analysis of Behavioral Data. 3

#### **PSYC 611.**

Methodology and Program Evaluation in Psychology. 3

#### **PSYC 631.**

Cognitive Intellectual Assessment Techniques. 3

### **Must take at least one from the following:**

#### **PSYC 637.**

Personality Assessment.

OR

#### **PSYC 612.**

Psychometric Theory, Assessment, Appraisal and Application.

OR

#### **PSYC 636.**

Child Personality Assessment. 3

#### **PSYC 640.**

Professional Orientation and Function in Mental Health Counseling. 3

#### **PSYC 641.**

Theories of Counseling and Psychotherapy. 3

#### **PSYC 642.**

Techniques of Counseling and Psychotherapy. 3

#### **PSYC 685.**

Psychopathology and Diagnosis. 3

#### **PSYC 697.**

Applied Training in Psychological Research. 4

#### **PSYC 798.**

Professional Internship. 6

### **Must take at least one from the following:**

#### **PSYC 660.**

Human Growth and Lifespan Development.

OR

#### **PSYC 663.**

Child Psychopathology.

OR

#### **PSYC 686.**

Child and Adult Sexual Assault. 3

### **Must take at least one from the following:**

#### **PSYC 628.**

Biological Foundations of Behavior.

OR

#### **PSYC 774.**

Introduction to Psychopharmacological Medications. 3

### **Final Comprehensive Examination – Clinical Counseling**

The final comprehensive examination committee shall be composed of three faculty members, at least two of which must come from the Clinical Counseling specialization. This examination is intended to examine the student's comprehensive grasp of the field and is independent of a defense of a thesis if one is submitted.

For students who complete a thesis as part of their M.A. requirements, a defense of the thesis constitutes an evaluation of the research component of the program only. A separate exam evaluating the student's comprehensive grasp of the field is also required.

### **Experimental Psychology Specialization**

The goal of the Experimental Psychology specialization is to provide students with a solid foundation in the core principles of psychology, as well as with supervised experience in laboratory research. The program allows students to apply their degree as a terminal mas-

ter's qualifying them to (a) serve as an instructor at the community or junior college level or to (b) conduct research in applied settings. The program also provides students with an opportunity to strengthen applications to doctoral programs in any subfield of psychology.

Experimental Psychology students are expected to develop a breadth of knowledge in psychology, as well as to acquire research experience within at least two content areas. Students take area core courses, as well as additional coursework designed to meet individual needs. Each student is expected to be actively involved in research or some other scholarly endeavor under the supervision of a faculty member after completion of the first semester and until the degree is awarded. Each student must also undertake a thesis project based on empirical research and successfully defend the thesis project in an oral defense. The Experimental Psychology faculty promotes interdisciplinary and collaborative approaches to the study of psychology.

### **Experimental Specialization Leading to the M.A.**

#### **Program Requirements 33 hrs.**

##### **PSYC 628.**

Biological Foundations of Behavior. 3

##### **PSYC 610.**

Analysis of Behavioral Data. 3

##### **PSYC 611.**

Methodology and Program Evaluation in Psychology. 3

##### **PSYC 612.**

Psychometric Theory, Assessment, Appraisal and Application. 3

##### **PSYC 622.**

Historical Foundations of a Scientific Psychology. 3

##### **PSYC 623.**

Advanced Social Psychology. 3

##### **PSYC 699.**

Research and Thesis. 6

##### **PSYC 798.**

Professional Internship. 3

### **Recommended Electives 6 hrs.**

##### **PSYC 630.**

Cognitive and Affective Bases of Behavior. 3

##### **PSYC 660.**

Human Growth and Lifespan Development. 3

##### **PSYC 690.**

Seminar in Psychology. 3

##### **PSYC 698.**

Directed Study. 1-4

##### **PSYC 774.**

Introduction to Psychopharmacological Medications. 3

### **Industrial/Organizational Psychology Specialization**

The I/O specialization is designed for those students who want to apply psychological principles directly to the study of work behavior. The student will learn how to conduct a job analysis, construct and validate selection tests and evaluate job performance. In addition, he/she will examine what motivates people to work, what techniques are available for training skills and changing attitudes and the reciprocal social influence between the individual and the organization. There is considerable emphasis on applied projects, group work and computer skills.

Students in this specialty may elect either the Master of Arts (thesis option) or Master of Science (non-thesis op-

tion). All students must pass a comprehensive oral exam in the I/O specialty area. The student working toward the M.A. will also be required to complete a thesis, which offers six semester hours of credit (PSYC 699) and complete an additional oral examination on that thesis. (See “Final Comprehensive Examination” on p. 56.) Therefore, the M.A. graduate would need to complete a total of 39 semester hours.

### **Industrial/Organizational Specialization Leading to the M.A.**

#### **Program Requirements 39 hrs.**

##### **PSYC 610.**

Analysis of Behavioral Data. 3

##### **PSYC 611.**

Methodology and Program Evaluation in Psychology.3

##### **PSYC 612.**

Psychometric Theory. 3

##### **PSYC 623.**

Advanced Social Psychology. 3

##### **PSYC 650.**

Organizational Psychology I. 3

##### **PSYC 651.**

Foundations in I/O Psychology. 3

##### **PSYC 652.**

Training and Development. 3

##### **PSYC 654.**

Performance Appraisal. 3

##### **PSYC 655.**

Organizational Psychology II. 3

##### **PSYC 656.**

Employee Selection. 3

##### **PSYC 699.**

Research and Thesis. 6

##### **PSYC 798.**

Professional Internship. 3

### **Industrial/Organizational Specialization Leading to the M.S.**

#### **Program Requirements 36 hrs.**

##### **PSYC 610.**

Analysis of Behavioral Data. 3

##### **PSYC 611.**

Methodology and Program Evaluation in Psychology. 3

##### **PSYC 612.**

Psychometric Theory. 3

##### **PSYC 623.**

Advanced Social Psychology. 3

##### **PSYC 650.**

Organizational Psychology I. 3

##### **PSYC 651.**

Foundations in I/O Psychology. 3

##### **PSYC 652.**

Training and Development. 3

##### **PSYC 654.**

Performance Appraisal. 3

##### **PSYC 655.**

Organizational Psychology II. 3

##### **PSYC 656.**

Employee Selection. 3

##### **PSYC 798.**

Professional Internship. 3

Elective 3

The elective course in the Industrial/Organizational program will be selected by the student in consultation with his/her advisor.

The internship carries up to six hours credit, only three of which may be applied toward degree requirements and involves on-site experience in business, industrial or institutional settings.

# School Psychology

Hilary M. Lips, Chair  
Eric Mesmer, Graduate Program  
Coordinator  
Graduate Faculty  
See Graduate Faculty list at:  
<http://gradcollege.asp.radford.edu/faculty.html>

The Department of Psychology offers a NASP-accredited Educational Specialist Degree Program in School Psychology. The academic and training requirements for the School Psychology Training Program are founded on both a philosophical and practical understanding of the role and function which the psychologist expects (and is expected) to occupy within the educational setting.

## Admission Requirements

- Minimum grade point average of 3.0
- At least two letters of reference (one from major department)
- GRE
- Final transcript showing degree conferred
- Essay

The deadline for applications is February 15.

## Role and Function of the School Psychologist

The school psychologist is a professional, operating as a specialist, within the framework of the school system. As an interpreter of the behavioral sciences in educational settings, the school psychologist functions cooperatively with professional educators, as well as other concerned persons in the community,

in an effort to improve the psychological climate of the school environment. Toward this end, there are three major roles or responsibilities (shown below) that the school psychologist must assume.

## Assessment Role

The school psychologist's function within this role is to determine the nature and extent of the problems for which students have been identified and any contributing factors that might be apparent. In fulfilling this role, school psychologists rely on a variety of psychological instruments designed to evaluate a broad spectrum of human characteristics and behaviors, both psychological and academic, as well as the educational environment itself. The primary purpose of assessment is to determine intervention strategies that can be used to remediate identified problems.

## Intervention Role

In this role, school psychologists attempt to determine and implement the best interventions for students with problems, based on the results of the assessment process. Within this role, school psychologists may intervene either directly or indirectly. Direct interventions would often involve individual and group counseling. Indirect interventions would generally involve consultation with the teacher and other professionals concerning behavioral and academic programs that can be managed most effectively in the classroom.

## Research/Program Evaluation Role

To the greatest extent possible, the practice of school psychology should be

governed by empirical evidence derived from scientific research. School psychologists must understand research methodology, be able to critically review research reports and translate research results into practice. Also, school psychologists often are called upon by the systems for which they work to collect data needed to make educational and administrative decisions. In undertaking such assignments, knowledge of research methodology is crucial. To a lesser extent, school psychologists also might desire to undertake their own research projects to contribute to the knowledge base of the field. Functioning within this scientist-practitioner framework requires that school psychologists possess competencies in research methodology, statistical inference, and measurement theory and practice.

### **School Psychology Training Program**

The requirements of the School Psychology Training Program at Radford University are designed to enable students to fulfill the three basic roles (as well as others) with a reasonable level of competence and confidence. The program operates under the philosophy that practicing school psychologists should be knowledgeable in the theoretical and applied skills of both education and psychology.

Entering students are expected to commit three years to the program. The first year is devoted to developing a more advanced background in psychological foundations and theory and also includes several basic skill courses in psychological assessment, observational and interviewing techniques. The second year is a combination of theory and skill practice, with an increasing emphasis on the application of skills as the year pro-

gresses. By the end of the second year, the student should have the entry level skills of a school psychology intern and the third year is devoted to a full-time, 1,200 clock hour internship, with at least half of that internship being in the public school setting.

The Ed.S. degree will be awarded following the successful completion of the year-long internship, successful completion of a final comprehensive oral and portfolio examination, and upon completion of a minimum of 71 semester hours of graduate coursework with a GPA of 3.0 or better and no more than two grades of C or lower in any graduate work attempted at Radford University.

The School Psychology Training Program is fully accredited by the National Association of School Psychologists and by the National Council for Accreditation of Teacher Education. Upon completion of the program, graduates are fully certifiable as school psychologists in Virginia and, upon successfully completing the examination requirements, also are nationally certifiable, making them eligible for certification in most other states.

### **Program Requirements 71 hrs.**

#### **Required First Year Courses 30 hrs.**

Students are required to take the following courses during their first year in the program.

#### **PSYC 610.**

Analysis of Behavioral Data. 3

#### **PSYC 611.**

Methodology and Program Evaluation in Psychology. 3

#### **PSYC 631.**

Cognitive and Intellectual Assessment Techniques. 3

**PSYC 632.**

Child Behavioral Assessment and Intervention. 3

**PSYC 636.**

Child Personality Assessment. 3

**PSYC 660.**

Human Growth and Lifespan Development. 3

**PSYC 663.**

Child Psychopathology. 3

**PSYC 665.**

School Psychological Services. 3

**PSYC 633.**

Academic Assessment and Intervention. 3

**EDSP 651.**

Current Trends in Programs and Services for Exceptional Individuals. 3

**Second Year Courses 29 hrs.****PSYC 638.**

Early Childhood Assessment and Intervention. 3

**PSYC 678.**

Child Neuropsychological Assessment and Intervention. 3

**PSYC 698.**

Directed Study. 2

**PSYC 687.**

Pre-internship Seminar. 1

**PSYC 688.**

Consultation and Collaboration in Schools, Home and Community. 3

**PSYC 692.**

Mental Health Intervention and Prevention in Schools I. 3

**PSYC 693.**

Mental Health Intervention and Prevention in Schools II. 3

**PSYC 781.**

School Psychology Practicum I. 4

**PSYC 782.**

School Psychology Practicum II. 4

**EDSP 672.**

Introduction to High Incidence Disabilities. 3

**Third Year Courses 12 hrs.****PSYC 795, 796.**

School Psychology Internship. 6,6

Courses may occasionally be taken in a different sequence if circumstances permit or if course offerings are modified.

In addition to the courses listed, students may be expected or required to take additional courses in Pupil-Personnel Services, Foundations of Education or School Organization/Administration.

Students with a master's degree from an institution other than Radford University who apply for the Ed.S. degree must submit an application to the Graduate College for admission to graduate study.

The application will not be considered complete until it contains the following:

- Completed application form;
- Graduate Record Examination;
- At least two letters of reference. If an applicant has been employed by a school system since completing his or her master's degree, at least one letter must be from a supervisor in the school system;
- A letter stating the applicant's reasons for applying for admission to graduate study in school psychology;
- Current resume';
- Graduate transcript.

The Educational Specialist degree in School Psychology requires a minimum of 71 hours or a minimum of 41 hours past the master's degree. A student who enters the program with a master's degree in psychology or a closely related field will have a program of study that designates the 41 required hours and any

other courses needed for the Ed.S. degree subject to transcript review and approval by the School Psychology Committee. Students entering the program without a master's degree in psychology or closely related field may earn a Master's of Science degree in psychology from Radford University by completing all requirements for the Ed.S. degree, completing a total of 77 hours (36 hours applied to the master's degree and 41 hours applied to the Ed.S. degree) and passing the comprehensive examinations for the Ed.S. degree. For these students, the master's degree and Ed.S. degree will be awarded simultaneously. Students are required to complete two consecutive semesters of full-time (9 hours/semesters) graduate study prior to their internship year.

Students with a master's degree from Radford University who have not registered for graduate courses at Radford during the three years preceding application for admission to the Ed.S. Degree program in School Psychology must reapply to the Graduate College for admission. The application will not be complete until it contains all of the items specified above.

If an applicant completed the last course in his or her master's degree program within six years of completion of the Ed.S. degree, hours earned toward the master's degree (to a maximum of 30 hours approved by the School Psychology Committee) will apply toward the Ed.S. degree. If the last course in an applicant's master's degree program was completed more than seven years before completion of the Ed.S. degree, none of these hours will apply toward the Ed.S. degree, unless the applicant has been substantially employed as a school psychologist or the equivalent during the interval between completion

of the master's degree and admission to the Ed.S. degree program.

Students who have been admitted to the Educational Specialist program will receive a list of program requirements with their admission letter which specifies all requirements, including deficiencies, necessary for completion of the degree. Of the 71 semester hours (or 41 hours past the master's) required for the Ed.S. degree, no more than 12 hours may be outside psychology. Students entering the Ed.S. program without a master's and desiring to simultaneously be awarded the M.S. degree in Psychology and the Ed.S. in School Psychology should consult their advisors for assistance in choosing the six additional hours required to earn both degrees.

The practicum sequence is integrated with other coursework during the second year of the student's program. Each practicum course involves weekly on-site experience in local public school settings under the direct supervision of a qualified school psychologist. An application for practicum must be made in the spring of the first year.

One academic year of full-time internship (or similar supervised work experience) is required by the Virginia State Department of Education for permanent certification in school psychology. (In some states, a provisional certificate may be issued when all requirements other than the internship have been completed.)

The School Psychology Training Program at Radford University requires two successive semesters of full-time internship under the direct and continuous supervision of a fully certified, experienced school psychologist, who is approved by the School Psychology Committee to

be qualified to render supervision. The School Psychology Program requires a minimum of 1,200 clock hours internship experience (600 hours per semester for two semesters) before the intern will be recommended for certification.

Prerequisites for the school psychology internship include: approved application for the internship (forms available in the department office) proposed site, supervisor's name and when the internship will begin; completion of all coursework, including practicum courses with at least B average overall with no more than two grades of C or lower in attempted graduate work and Pass in the practicum courses; and permission of the school psychology coordinator at least four weeks prior to registration. The cooperating school system generally pays the intern for services during this period.

The Radford University School Psychology Program adheres to the standards for internship recommended by the National Association of School Psychologists.

The internship is a full-time experience, closely approximating the on-the-job characteristics of the certified school psychologist. A written plan of internship goals and objectives is prepared prior to the internship and agreed to by representatives of the local educational agency, the intern supervisors, Radford University faculty supervisor and the intern. Such plans present internship objectives and approximate experiences for the achievement of and evaluation of each objective. Sample plans may be obtained from the school psychology coordinator.

The Virginia State Department of Education requires that all public school personnel have certain courses at the undergraduate or graduate level before certification can be obtained. Two specific required courses which students often have not had at the undergraduate level are American History and Personal Health. School psychology students should examine their undergraduate and graduate course work carefully with certification requirements in mind and should work closely with their advisors in the development of a program that will meet all of the certification requirements.

At the completion of the year's internship, when all required courses (graduate and undergraduate) have been successfully completed and at least 71 semester hours of graduate credit (or 41 hours past the master's) have been passed, provided that the student has a B average or better and no more than two grades of C or lower in any work attempted after matriculation as a graduate student to Radford University, the student will be awarded the Educational Specialist degree in School Psychology (Ed.S.). The student will also be endorsed by the State Department of Education in Virginia with full certification as a school psychologist.

Each candidate for the Educational Specialist degree must apply for the degree within the first two weeks of his/her final semester. Unless the necessary forms are filled out by the student before the stated deadline, graduation will be delayed. Graduate standing is a prerequisite to all 600-level courses.

# Social Work

Elise Fullmer, Director  
Rana Duncan-Daston, Graduate  
Program Coordinator  
Graduate Faculty  
See Graduate Faculty list at:  
[http://gradcollege.asp.radford.edu/  
faculty.html](http://gradcollege.asp.radford.edu/faculty.html)

## Master of Social Work Degree

This degree is structured to meet the needs of full-time students and those who wish to study on a part-time basis. The goal of the degree program is to prepare advanced, autonomous social work practitioners with expertise in community-based social work practice with families. The Radford campus offers full and part-time programs and the Abingdon campus offers a part-time program. An Advanced Standing option is available and allows students with a B.S.W. degree to complete their M.S.W. in less time. The Advanced Standing Program is available to students who meet grade point and other standards and who are graduates of CSWE-accredited B.S.W. programs. The MSW program is fully accredited by the Council on Social Work Education. This is a year-round program, including summers. The Standard program can be completed in two years (full-time) or in three or four years (part-time). The Advanced Standing program can be completed in one year (full-time) or two years (part-time). A weekend-only option is available for some students.

## Admission Requirements

Applicants must meet the following criteria for admission to the master's

degree in Social Work Program at Radford University:

1. (a) Hold a bachelor's degree from an institution accredited by a recognized regional accrediting agency in the United States (degrees from institutions outside the United States will be evaluated on an equivalency basis); and  
(b) Indicate that such bachelor's degree provided an adequate liberal arts background. Liberal arts coursework must include the following: the humanities (9 hours); human biology content (3 hours); and the social sciences (15 hours); It is expected that an applicant's academic background will indicate broad-based exposure to liberal studies. Coursework in introductory statistics is recommended;
2. Have at least a 2.75 grade point average (on a 4.0 scale) for all undergraduate coursework and a 3.0 for the last 60 hours of upper division coursework. Advanced Standing applicants must have a GPA of at least 2.75 overall and 3.0 for all undergraduate social work coursework;
3. Demonstrate motivation and potential for a career in social work, including suitability for the profession;
4. Demonstrate interest and ability to participate in the field of human services, preferably through previous professional, volunteer, or field placement experience.

Conditional Admission may be granted with the requirement that the student

make up any deficiencies with a grade point average of 3.0 or better within the first semester of enrollment.

For fullest consideration, applications for Advanced Standing should be received by March 1 and applications for Standard by April 1. Applications received after those dates will be considered on a space-available basis.

The School of Social Work follows the Council on Social Work Education's guideline that no academic credit is given for life experience or previous work experience.

**Standard Program Requirements 61 hrs.**

**Foundation Curriculum 27 hrs.**

**SOWK 601.**

Human Behavior in the Social Environment I. 3

**SOWK 602.**

Human Behavior in the Social Environment II. 3

**SOWK 611.**

Social Welfare Policy I: Policy is Practice. 3

**SOWK 621.**

Research I: Basic Research Methodology. 3

**SOWK 631.**

Social Work Practice I: Foundations. 3

**SOWK 632.**

Social Work Practice II: Groups Practice. 3

**SOWK 641:642.**

Foundation Practicum and Seminar I and II. 3:3

Elective 3

**Advanced Standing**

**SOWK 678.**

Advanced Standing Bridge I. 3

**SOWK 679.**

Advanced Standing Bridge II. 3

**Concentration Curriculum 34 hrs.**

**SOWK 682.**

Biopsychosocial Assessment. 3

**SOWK 761.**

Social Welfare Policy II: Family Policies and Advocacy. 3

**SOWK 772.**

Research II: Advanced Research Methodology. 3

**SOWK 783.**

Social Work Practice III: Community Practice to Strengthen Families. 3

**SOWK 784.**

Social Work Practice IV: Family Practice in a Community Context. 3

**SOWK 785.**

Integrative Seminar. 3

**SOWK 791:792.**

Concentration Practicum and Seminar I and II. 5:5

Electives 6

**Elective Emphasis Areas**

Students select elective courses according to their interests and abilities. All electives must be approved by the student's advisor and the MSW Coordinator. Students may select one of the elective emphasis areas described below, or they may individualize their program of study through their choice of electives. The following elective emphasis areas represent cohesive programs in one of three areas of practice: child welfare, mental health, and school social work. The elective emphasis areas available to Standard students include:

- Mental Health (emphasis in mental health, preparation for licensure): SOWK 615, SOWK 710, open elective.
- School Social Work Certification: SOWK 720, EDSP 651, one elective selected from the following: SOWK 680, SOWK 615, SOWK 613, SOWK

625. Requires at least one field placement in a primary or secondary school. If a field placement is not completed in the schools, also take EDSP 622.

Standards for Professional Practice Education; or  
4. Failure to adhere to the Code of Ethics of the National Association of Social Workers.

### **Advanced Standing Status**

Students who are admitted with Advanced Standing status begin the program in the summer, when SOWK 678 and SOWK 679, the Advanced Standing Bridge Courses, are required. The course acts as the bridge between the student's undergraduate social work curriculum and Radford University's special conceptual emphasis, preparatory to entering the Concentration year. Following successful completion of SOWK 678 and SOWK 679, Advanced Standing students follow the same curriculum as offered to all concentration-level students in the full-time or part-time program.

### **Retention in the Program**

A graduate student shall be terminated from the M.S.W. program if any of the following occurs:

1. Receipt of a grade of C or lower in any two courses post matriculation to the Graduate College;
2. Receipt of a grade below a C in any single graduate course;
3. Failure to adhere to the Radford University Honor Code, the Radford University Standards of Student Conduct, or the Waldron College

### **Field Practicum**

Standard students must complete a two-semester foundation field placement with a total of 480 clock hours. Both Standard and Advanced Standing students must complete a concentration field placement, consisting of two consecutive semesters of 300 clock hours each. Students wishing to seek licensure in Virginia must complete at least 600 hours in a clinical field placement; licensure requirements may vary in other states. Field practicum is an integral part of the educational program and field placements are expected to be completed concurrently with classroom courses. Requirements for field placement include: approved field application (available on the School of Social Work's website), interview with field coordinator and proposed field site; student is in good academic standing; and student obtains individual liability insurance meeting specified requirements. Students develop plans for their field placement in consultation with the field coordinators and must receive permission from a field coordinator before contacting any agencies about field placement arrangements. More information is available from the field coordinators.

# Teacher Education and Leadership, School of

## Graduate Program

The School of Teacher Education and Leadership offers four distinct Master of Science degrees:

- M.S. in Education
- M.S. in Educational Leadership
- M.S. in Literacy Education
- M.S. in Special Education

Graduate studies in the School of Teacher Education and Leadership are designed to prepare graduate students for administrative, supervisory and related instructional and non-instructional positions in Virginia's educational system. Each of the four separate degrees requires a series of courses unique to that discipline. Careful selection of electives (if applicable) and supporting courses permits a graduate student to develop an individualized program of study with an emphasis on one or more of the following areas: evidence-based teaching skills and knowledge (pre-school through adult education); preparation for various professional areas within education; initial licensure for those not yet holding a Virginia license to teach; additional endorsements for teachers already licensed; preparation for doctoral studies.

## Education

Sandra Moore, Director, School of Teacher Education and Leadership  
Jennifer Jones, Assistant Director  
Kristan Morrison, Graduate Program Coordinator  
Graduate Faculty

See Graduate Faculty list at <http://gradcollege.asp.radford.edu/faculty.html>

## Admission Requirements

- Submission of an application for Graduate Admission along with application fee;
- Official transcripts for all prior undergraduate and graduate coursework;
- Minimum 3.0 GPA on all undergraduate coursework;
- Official Graduate Record Examination (GRE) scores (General test – Verbal, Quantitative, and Analytical Writing);
- Two letters of professional recommendation speaking to the applicant's success and/or potential as a professional teacher of students in grades PreK-12 and potential for success as a graduate student;
- Personal letter of application to the M.S. in Education responding to the following (typed, double-spaced, not to exceed two pages in length):
  - Which of the following concentrations/programs are you seeking?
    - Content Area Studies specialization in Math Education;
    - Curriculum and Instruction (with initial licensure);
    - Curriculum and Instruction (without initial licensure);
    - 5-year program in Early Childhood/Early Childhood Special Education;
    - Educational Technology;
  - What are your short and long-term

goals in seeking this degree? In your response, speak about your past experiences (particularly teaching experiences, if applicable) and how they have led you to this program.

- If also applying for initial licensure, please tell us the certification area you are interested in (choose from list below):
  - Elementary (PreK-6)
  - Middle (grades 6-8)- specify what TWO subject areas (pick from English, Social Studies, Math and Science)
  - Secondary (grades 6-12) – specify what ONE subject area (pick from English, Social Studies, Math, Biology, Chemistry, or Earth Science or an add-on endorsement in physics)

Applicants who do not meet all the above admission criteria may still apply, but evaluation of such applicants may require additional compensatory application materials (e.g. an interview with program area faculty; and/or documentation of successful teaching experience; and/or professional work or life experiences that attest to personal growth and potential in graduate studies, beyond that represented by test scores or GPA).

### **Comprehensive Examination and Oral Examination**

Students completing the M.S. degree in Education must complete comprehensive written and oral examinations as requirements for graduation. The written examination may take various forms (to be explained upon admission/matriculation). The oral examination will consist of a defense/presentation of this written product to a committee of three faculty (minimum). It is the student's

responsibility to schedule the exam in compliance with the procedures, forms, and timeline outlined by the Graduate College.

### **Master of Science Degree in Education Common Core**

All students enrolled in the Master of Science degree in Education are required to complete 12 semester hours of course work that comprise a common core or common knowledge base. To the extent possible, students are encouraged to complete the common core courses early in their program of study, particularly the research course. Courses required in the common core are:

#### **EDET 620.**

Educational Technology: Applications, Applied Research and Integration. 3

#### **EDEF 606.**

Educational Research. 3

#### **EDUC 670.**

Basic Principles and Practices of Multicultural Education. 3

#### **EDEF 607.**

Educational Foundations. 3

### **Programs of Study**

In developing a program of study, students select one of three concentrations within the M.S. degree in Education or the five year Early Childhood Education program:

- Content Area Studies
  - Specialization in Math Education
- Curriculum and Instruction
  - With licensure
  - Without licensure
- Educational Technology
- Early Childhood Education with Licensure in PreK-3 and Early Childhood Special Education.

## **Content Area Studies**

### **Program Requirements 36 hrs.**

The concentration in Content Area Studies requires a minimum of 36 semester hours of graduate coursework, including:

- Common core courses (12 credits)
- A minimum of 18 semester hours of approved graduate course work in a content area (18 credits)
- Other required or elective coursework (6 credits)

At the present time, only one area of specialization, Math Education, is available for students under this concentration.

### **Specialization in Math Education**

The Math Education specialization in the Content Area Studies concentration is a 36-hour program for licensed secondary mathematics teachers, or students with an undergraduate degree in a mathematics education licensure program, or prospective college/university mathematics instructors. This program enhances secondary mathematics teachers' knowledge of teaching while providing the mathematical content preparation required for teaching at a two- or four-year college.

### **Required Courses 12 hrs.**

All M.S. in Education students are required to complete 12 semester hours of course work that comprise a common core or common knowledge base. Students are encouraged to complete the required common core courses early in their program of study, particularly the research course (EDEF 606), which is required within the first 9 hours. The common core courses are:

#### **EDET 620.**

Educational Technology: Applications, Applied Research and Integration. 3

#### **EDEF 606.**

Educational Research. 3

#### **EDUC 670.**

Basic Principles and Practices of Multicultural Education. 3

#### **EDEF 607.**

Educational Foundations. 3

### **Math Courses 18 hrs.**

#### **MATH 600.**

Foundations of the Number System. 3

#### **MATH 641.**

Mathematical Analysis and Modeling. 3

#### **MATH 623.**

Algebraic Reasoning and Mathematical Structures. 3

#### **MATH 635.**

Euclidean and Non-Euclidean Geometry. 3

#### **STAT 644.**

Applied Statistics for Teachers. 3

#### **MATH 630.**

Algebra and Functions for Secondary Teachers. 3

### **Math Education Courses 6 hrs.**

#### **MATH/EDUC 620.**

Issues of Equity and Diversity in Mathematics Education. 3

#### **MATH/EDUC 650.**

Graduate Seminar: Theory and Practice in Mathematics Education. 3

### **Post-Baccalaureate Mathematics Education Certificate**

Applicants who are already licensed mathematics educators and who are not interested in pursuing a full masters degree may be interested in the Post-Baccalaureate Mathematics Education Certificate. This is designed for individuals who wish to gain more content knowledge in mathematics. Completion of this 18-credit hour certificate program

makes the applicant eligible to teach at the college level or as dual enrollment (high school/community college) teachers. The courses for the certificate are those six courses listed above under the “Math Courses” designation.

### **Curriculum and Instruction Concentration Program Requirements 30 hrs.**

This concentration allows professional educators opportunities to expand their professional development and enhance skills in teaching and content knowledge. There are two options in this concentration: master’s only and master’s with licensure.

#### **Required Courses 12 hrs.**

All M.S. in Education students are required to complete 12 semester hours of course work that comprise a common core or common knowledge base. Students are encouraged to complete the required common core courses early in their program of study, particularly the research course (EDEF 606), which is required within the first 9 hours. The common core courses are:

#### **EDET 620.**

Educational Technology: Applications, Applied Research and Integration. 3

#### **EDEF 606.**

Educational Research. 3

#### **EDUC 670.**

Basic Principles and Practices of Multicultural Education. 3

#### **EDEF 607.**

Educational Foundations. 3

#### **Categorical Electives 12 hrs.**

The student, in consultation with his/her advisor, will select 12 additional hours of coursework, with at least 3 hours in each of the following areas:

- Teaching and Curriculum Development
- Reading
- Assessment and Evaluation
- Special Education

Students must meet with their faculty advisors to get listings of which courses will count for each of the categories above.

#### **Open Electives 6 hrs.**

The student, in consultation with his/her advisor, will select 6 additional hours of coursework in any education-related category.

#### **Masters with Licensure Option**

Applicants who do not currently hold a license to teach in elementary, middle, or secondary education may work on such licensure concurrently while working toward the M.S. in Education, Curriculum and Instruction Concentration.

Students choosing the M.S. in Education, Curriculum and Instruction Concentration with Licensure Option will also be required to apply and be admitted to the College of Education and Human Development’s Teacher Education Program prior to the blocking/student teaching year. The admission requirements for this program include tests and content area coursework as well as additional documentation of preparedness for working with PreK-12th grade children.

If a student is combining initial licensure in elementary, middle or secondary education with the Curriculum and Instruction concentration, then additional coursework will be required beyond the 30 semester hours for the master’s. Please contact the M.S. in

Education graduate program coordinator for specific coursework requirements.

### **Five Year M.S. in Education Program With Licensure In PreK-3 and Early Childhood Special Education**

#### **Program Requirements 36 hrs.**

This program is designed solely for students who have completed the non-licensure B.S. program at RU in Interdisciplinary Studies with concentrations in Early Childhood Education and Early Childhood Special Education (IDEC). Undergraduate students in the pre-professional portion of the program must meet all requirements for admission to the Graduate College before being enrolled in the master's degree portion of the program. Students are expected to complete the graduate admissions process during the spring of their senior year. Graduate admissions requirements for students in the 5-year program are the same as for other concentrations within the M.S. in Education degree. Students complete the admission process to the teacher education program in the spring of their senior year.

The following courses are required for the fifth year master's degree in Education with dual licensure in early childhood education (PreK-3) and early childhood special education (birth to five).

#### **Required Courses 12 hrs.**

All M.S. in Education students are required to complete 12 semester hours of course work that comprise a common core or common knowledge base. Students are encouraged to complete the required common core courses early

in their program of study, particularly the research course (EDEF 606), which is required within the first 9 hours. The common core courses are:

#### **EDET 620.**

Educational Technology: Applications, Applied Research and Integration. 3

#### **EDEF 606.**

Educational Research. 3

#### **EDUC 670.**

Basic Principles and Practices of Multicultural Education. 3

#### **EDEF 607.**

Educational Foundations. 3

#### **Other required courses 24 hrs.**

#### **EDRD 688.**

Advanced Study in Reading Skills. 3

#### **EDSP 670.**

Proactive Classroom Management and Advanced Positive Behavior Support. 3

#### **EDSP 750.**

Internship in Early Childhood Special Education. 9

#### **EDEC 750.**

Internship in Early Childhood Education. 9

#### **Educational Technology Concentration Program Requirements 30 hrs.**

This concentration allows educational professionals in business and industry as well as K-16 educators to pursue professional development in a variety of technology-related areas. This graduate program focuses on the importance of capitalizing on emerging technical trends within the parameters of the typical educational environments. Areas of study emphasize the educational implications of virtually limitless, free, keyword-searchable information; wifi-enabled, locations-aware mobile

technologies; Web technologies; and handheld and desktop games and simulations.

**Required Courses 12 hrs.**

All M.S. in Education students are required to complete 12 semester hours of course work that comprise a common core or common knowledge base. Students are encouraged to complete the required common core courses early in their program of study, particularly the research course (EDEF 606), which is required within the first 9 hours. The common core courses are:

**EDET 620.**

Educational Technology: Applications, Applied Research and Integration. 3

**EDEF 606.**

Educational Research. 3

**EDUC 670.**

Basic Principles and Practices of Multicultural Education. 3

**EDEF 607.**

Educational Foundations. 3

**Other required courses 18 hrs.**

**EDET 619.**

Instructional Design. 3

**EDET 630.**

Foundations of Educational Technology. 3

**EDET 640.**

Multimedia Design for Online, Mobile, and Group Presentations. 3

**EDET 650.**

The Web: New Contexts for Teaching and Learning. 3

**EDET 661.**

Gaming and Simulation for Instruction. (Now a required content area course.) 3

**EDET 689.**

Educational Technology Capstone. 3

**Educational Technology Certificate**

This certificate is designed to meet the needs of professional educators (K-16 teachers, education administrators, industry training personnel) in the areas of instructional design, development and evaluation associated with the educational uses of new and emerging media. This 18-hour program will provide participants with the skills, knowledge and disposition required to successfully create a digital professional development portfolio that includes instructional solutions to real-world problems using such technologies as Web 2.0 environments and handheld computers. Participants who successfully complete this certificate program will be prepared to improve their own educational practice as well as assume leadership roles in technology management and training. Required courses in this certificate program are the following:

**EDET 619.**

Instructional Design. 3

**EDET 630.**

Foundations of Educational Technology. 3

**EDET 640.**

Multimedia Design for Online, Mobile, and Group Presentations. 3

**EDET 650.**

The Web: New Contexts for Teaching and Learning. 3

**EDET 661.**

Gaming and Simulation for Instruction. 3

**EDET 689.**

Educational Technology Capstone. 3

# Educational Leadership

Sandra Moore, Director, School for  
Teacher Education and Leadership

Jennifer Jones, Assistant Director

William Flora, Graduate Program

Coordinator

Graduate Faculty

See Graduate Faculty list at

[http://gradcollege.asp.radford.edu/  
faculty.html](http://gradcollege.asp.radford.edu/faculty.html)

The Master of Science degree in Educational Leadership is designed to prepare professional personnel to fill positions as preK-12 school principals or instructional supervisors in Virginia. Endorsement in administration in Virginia requires a minimum of three years of successful K-12 teaching experience prior to beginning a graduate program in this area. Successful completion of this program of study would lead to a license in preK-12 school administration and supervision.

## Admission Requirements:

- Undergraduate GPA of 2.75 or better;
- Official test scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) factored in with undergraduate or graduate grade point average (GPA) to derive acceptable cutoffs;
- Minimum of three years K-12 classroom teaching experience;
- Three references, one of which is from most recent principal, one from current superintendent or designee;
- Writing sample to be completed

which details applicant's philosophy of teaching, learning and administration garnered over the years of classroom teaching experience (two pages typed, double-spaced, 12 pt. font, with one-inch margins).

Please refer to p. 24-28 for application deadlines.

The Educational Leadership Program offers two M.S. degree options; a 36-hour M.S. degree in Education (Option 1), and a 30-hour M.S. degree in Education (Option 2)

## Option 1 – Master of Science Degree in Educational Leadership with Licensure

Option 1 (36 hours) is designed to culminate in a master's degree with a recommendation of endorsement for full preK-12 administration and supervision. This option is for students who DO NOT hold a prior master's degree from an accredited program.

Required Courses 36 hrs.

### EDEL 612.

Introduction to School Administration. 3

### EDEL 614.

Supervision and Evaluation of Instruction. 3

### EDUC 615.

Principles of Curriculum Development. 3

### EDEF 606.

Educational Research. 3

### EDUC 617.

Models of Teaching. 3

### EDEL 621.

Organization and Management of Public Schools. 3

**EDEL 624.**

Technology for School Administrators. 3

**EDEL 626.**

The School and Community Relations. 3

**EDEL 630.**

Legal and Ethical Dimensions of School Administration. 3

**EDEL 690.**

Internship. 6

Elective 3

### **Option 2 - Master of Science Degree in Educational Leadership with Licensure**

Option 2 (30 hours) is designed to culminate in a master's degree with a recommendation of endorsement in PreK-12 administration and supervision. This option is for students who hold a prior master's degree from an accredited program.

#### **Required Courses 30 hrs.**

**EDEL 612.**

Introduction to School Administration. 3

**EDEL 614.**

Supervision and Evaluation of Instruction. 3

**EDUC 615.**

Principles of Curriculum Development. 3

**EDUC 617.**

Models of Teaching. 3

**EDEL 621.**

Organization and Management of Public Schools. 3

**EDEL 624.**

Technology for School Administrators. 3

**EDEL 626.**

The School and Community Relations. 3

**EDEL 630.**

Legal and Ethical Dimensions of School Administration. 3

**EDEL 690.**

Internship. 6

### **Field Experience and Licensure**

In order to be fully licensed, a student must complete an internship. An internship consists of a total of 360 hours of administration experience in local schools and/or in a division office setting. Students may begin the field placement after six hours in the program at a time (in 2 hour increments). Each 2.0 hour unit of the internship consists of 120 clock hours working with a mentor principal/central office supervisor. The administrative internship is required for licensure as a preK-12 supervisor.

### **Licensure Requirements**

The School Licensure Leadership Assessment (SLLA) by ETS is required by the Commonwealth of Virginia, prior to receiving the pre K-12 Administration and Supervision license.

Radford University's Master of Science in Educational Leadership provides students the opportunity to prepare for the role of school principal and/or central office supervisor licensure at the preK-12 level.

All program requirements are to be completed before registering for the SLLA.

## Professional Development in Educational Leadership Certificate

The six-course sequence is designed to provide advanced studies and professional development for teachers holding a master's degree. Based on the recommended changes in the licensure of school administrators by the VDOE, teachers who currently have a master's degree can be eligible for preK-12 administration and supervision endorsement if they complete prescribed coursework which satisfied VDOE Alternative Licensure Requirements for Educational Leaders. This certificate satisfied the requirements set forth by the VDOE.

Course Sequence:

### **EDEL 624.**

Technology for School Administrators. 3

### **EDEL 614.**

Supervision and Evaluation of Instruction. 3

### **EDEL 612.**

Introduction to School Administration. 3

### **EDEL 621.**

Organization and Management of Schools. 3

### **EDEL 635.**

Seminar in Problems in Educational Leadership. 3

### **EDEL 630.**

Legal and Ethical Dimensions of School Law. 3

In most instances, the sequence will begin in the fall semester and conclude in the following fall session.

Applicants for the certificate must meet existing admissions standards for the Educational Leadership graduate program. In addition, persons seeking admission to the certificate must have a

master's degree and be under consideration for administrative duties or employment in a school division.

## Literacy Education

Sandra Moore, Director, School of Teacher Education and Leadership

Jennifer Jones, Assistant Director

Donald Langrehr, Graduate Program Coordinator

Graduate Faculty

See Graduate Faculty list at:

<http://gradcollege.asp.radford.edu/faculty.html>

The Literacy Education (K-12) Program leads to a Master of Science degree with a potential licensure endorsement as a Reading Specialist and requires 33 semester hours of graduate work. The Reading Specialist Endorsement requires at least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility.

### Admission Requirements

- Minimum undergraduate grade point average of 2.75 overall;
- Send official transcripts for all undergraduate and graduate coursework including degrees conferred;
- Submit an essay (typed, double spaced, three pages in length), that includes the following:
  - a. Past work experiences and interests influenced your decision to apply for the reading education program;
  - b. Describe your short- and long-term goals and career aspirations as they relate to the reading program. Essays will be evaluated by

the Admissions Committee as part of the application;

- References should be from two individuals who can address your history of successful teaching experiences with students and your potential for academic and professional success in the field of literacy education;
- Submit a copy of your teaching license.

Please refer to p. 24-28 for application deadlines.

### **Program Requirements 33 hrs.**

#### **Required Courses 30 hrs.**

##### **EDEF 606.**

Educational Research. 3

##### **EDRD 624.**

Leadership in Literacy: Administration, Supervision, Coaching. 3

##### **EDRD 630.**

Teaching Reading in the Content Areas. 3

##### **EDRD/EDSP 641.**

Assessment and Intervention for Language Development. 3

##### **EDRD 688.**

Foundation of Literacy Education. 3

##### **EDRD 692.**

Reading Diagnosis: Assessment to Inform Instruction. 3

##### **EDRD/EDSP 695.**

Alternative Approaches to Reading. 3

##### **EDRD 697.**

Practicum: Diagnosis and Intervention in Literacy. 6

##### **EDSP 669.**

Diagnostic Educational Procedures for Exceptional Individuals. 3

Elective 3 hrs.

In consultation with their advisor, students may choose one elective in

areas such as Educational Technology, English, Special Education and Communication Sciences and Disorders. In addition, special topics courses (EDRD 660) will be offered periodically on topics pertinent to literacy education such as Children's Literature and Strategies for Classroom Writing.

For successful completion of the Graduate Literacy Education program all candidates are required to attain a benchmark score of 245 or higher on the Virginia Reading Assessment (VRA). Candidates will be allowed two opportunities to successfully pass the VRA. A master's degree will not be awarded if a candidate fails to achieve the score of 245 or higher after taking the VRA a second time. <http://www.va.nesinc.com/>

## **Special Education**

Sandra Moore, Director, School of Teacher Education and Leadership  
Jennifer Jones, Assistant Director  
Kathryn Hoover, Graduate Program Coordinator

Graduate Faculty

See Graduate Faculty list at:

<http://gradcollege.asp.radford.edu/faculty.html>

### **Master of Science Degree in Special Education**

The Master of Science degree program in Special Education is a single degree program offering practicing educators and those intending to enter the teaching profession the opportunity to design a program of study to meet their interests and teacher licensure needs in the area

of special education. The program emphasizes knowledge and skills in characteristics, assessment and evaluation, understanding and application of service delivery, curriculum and instruction, IEP/IFSP development and monitoring, transition, proactive classroom management and positive behavior support, and collaboration and teamwork. The goal of the program is to develop professionals who can work effectively with infants, children and youth with disabilities, ensure their academic and personal success through collaboration with families, general educators and other team members, and advocate for children, families and the profession to improve the quality of life for all children.

In close consultation with an advisor, students plan a program of study that includes a common core of 12 credit hours and an additional 18 credit hours selected from a menu of courses. Programs can be designed with licensure and non-licensure options. Those seeking initial teacher licensure may have 9 or more additional hours of supporting coursework. Internship experiences of 6-12 hours will also be required to obtain postgraduate professional licensure or to complete requirements for provisional licensure in one or more of the following areas: Special Education: General Curriculum, K-12; Special Education – Adapted Curriculum, K-12; Hearing Impairments, preK-12; Vision Impairments, preK-12; and Early Childhood Special Education, birth through age 5. The Masters only, non-licensure option is intended for graduate students who already have initial teacher licensure in an area of special education or those who desire to enhance their

knowledge and skills in diverse areas of special education.

### **Degree Requirements**

**M.S. in Special Education 30 hrs.**

**M.S. in Special Education with licensure 36-51 hrs.**

**Required 600-Level Core Courses for All Programs of Study 12 hrs.**

#### **EDSP 651.**

Students with Diverse Learning Needs and the Special Education Process. 3  
[must be taken first; prerequisite for all courses in special education]

#### **EDEF 606.**

Educational Research. 3  
[must be taken in the first nine hours of the program]

#### **EDSP 622.**

Collaboration to Teach and Support Diverse Learners. 3

#### **EDSP 670.**

Proactive Classroom Management and Advanced Positive Behavior Support. 3

### **Options (Choose One)**

#### **I. Masters only, non-licensure option [GSPE]**

This option is for those seeking advanced professional development in special education and who do not need to work toward licensure. An additional 18 hours of coursework beyond the core is selected with an advisor, and 12 of those hours must be at the 600 level or above.

#### **Special Education Electives 15 hrs.**

At least 3 hours must be taken in each of the following areas:

- Characteristics
- Curriculum and Methods
- Reading, Writing, Communication, Language Development
- Assessment and Evaluation

### **Open Elective 3 hrs.**

To be selected from course offerings in EDEL, EDUC, EDRD, COED, COSD, EDEC, EDET, EDSP or PSYC.

## **II. Licensure Options**

### **A. Special Education, General Curriculum**

This option is for those who will work with students with disabilities who learn within K-12 general education curriculum primarily within general education settings, and who will collaborate with a wide range of professionals to provide appropriate services.

#### **Required Program Courses 18 hrs.**

##### **EDSP/EDRD 641**

Assessment and Intervention for Language Development. 3

##### **EDSP 672.**

Characteristics of Learners with Disabilities Who Access the General Curriculum, K-12. 3

##### **EDSP 669.**

Diagnostic and Assessment Procedures for Individuals with Disabilities. 3

##### **EDSP 675.**

Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum. 3

##### **EDSP 676.**

Teaching Students with Exceptional Learning Needs in the Secondary General Curriculum. 3

##### **EDSP/EDRD 695.**

Alternative Approaches to Reading Instruction. 3

To obtain VDOE licensure in Special Education, General Curriculum K-12, an additional 6-12 semester hours of internship experiences are required.

### **EDSP 791.**

Teaching Internship in Special Education – General Curriculum, Elementary. 2-6

### **EDSP 792.**

Teaching Internship in Special Education – General Curriculum, Secondary. 2-6

### **B. Special Education, Adapted Curriculum**

This option is for those who will work with students with complex disabilities who require an individualized, adapted curriculum and specialized supports to gain access to the general education curriculum and learn within K-12 general education settings, and who will collaborate with a wide range of related and/or medical service professionals.

#### **Required Program Courses 18 hrs.**

##### **EDSP 663.**

Characteristics of Students with Severe Disabilities. 3

##### **EDSP 664.**

Curriculum and Assessment in Severe Disabilities. 3

##### **EDSP 566.**

Teaching Students with Individualized Adapted Curriculum. 3

##### **EDSP 665.**

Positioning and Handling. 3

##### **EDSP 667.**

Communication and Severe Disabilities. 3

##### **EDSP 668.**

Transition and Community-based Instruction. 3

To obtain VDOE licensure in Special Education, Adapted Curriculum, K-12, an additional 6-12 semester hours of internship experiences are required.

**EDSP 781.**

Teaching Internship in Special Education: Adapted Curriculum (Elementary, K-8th grade). 1-6

**EDSP 782.**

Teaching Internship in Special Education: Adapted Curriculum (Secondary, 6-12th grade). 1-6

**C. Early Childhood Special Education**

This option prepares graduates to work with and advocate for infants and young children with developmental delays and disabilities birth to five and their families in a variety of early intervention, home and school settings.

**Required Program Courses 18 hrs.****EDSP 536.**

Teaching Infants, Toddlers, and Preschoolers with Disabilities. 3

**EDSP 538.**

Program Management in Early Childhood Special Education. 3

**EDSP/PSYC 638.**

Early Childhood Assessment and Intervention. 3

**COSD 602.**

Language Disorders: Birth to Five Years. OR

**EDSP 602**

Language Disorders: Birth to Five Years. 3

**EDSP 677.**

Medical Aspects of Teaching Young Children with Disabilities. 3

EDSP, EDRD, or EDET 600-level Elective 3

To obtain VDOE licensure in Early Childhood Special Education, Birth to Five, an additional 6-12 semester hours of internship experiences are required.

**EDSP 740.**

Teaching Internship in Early Childhood Special Education: Home- and Community-based Services. (3-6 hours; repeatable up to 6 hours)

**EDSP 741.**

Teaching Internship in Early Childhood Special Education: School-based Services (3-6 hours; repeatable up to 6 hours).

\*Six semester hour minimum in at least two settings, one of which may be a current place of employment.

**D. Hearing Impairments**

This option is for those who will work in a variety of educational settings with students who are deaf or hard of hearing and who will collaborate with a wide range of professionals including interpreters to provide appropriate services.

**Required Program Courses 18 hrs.****EDSP 526.**

Introduction to Deaf and Hard of Hearing. 3

**EDSP 527.**

Curriculum and Methods for Deaf and Hard of Hearing Students. 3

**EDSP 628.**

Language Development and Literacy for the Deaf and Hard of Hearing. 3

**EDSP 669.**

Diagnostic and Assessment Procedures for Individuals with Disabilities. 3

**EDSP/EDRD 641**

Assessment and Intervention for Language Development. 3

**EDSP 625.**

Audiologic Assessment and Intervention. 3

To obtain VDOE licensure in Hearing Impairments PreK-12, an additional 6-12 semester hours of internship experiences are required.

**EDSP 755.**

D/HH Teaching Internship - Preschool/Elementary. 6

**EDSP 756.**

D/HH Teaching Internship - Secondary. 6

**E. Visual Impairment**

This option is for those who will work in a variety of educational settings with students who are blind or have visual impairments, and who will collaborate with a wide range of professionals to provide appropriate services.

**Required Program Courses 18 hrs.**

**EDSP 650.**

Characteristics of Students with Visual Impairments. 1

**EDSP 653.**

Teaching Methods for Students with Visual Impairments. 3

**EDSP/EDET 654.**

Assistive Technology for Individuals with Sensory Impairments. 2

**EDSP 655.**

Braille Code. 3

**EDSP 656.**

Braille Reading and Writing. 3

**EDSP 657.**

Curriculum and Assessment for Students with Visual Impairments. 3

**EDSP 658.**

Medical and Educational Implications of Visual Impairments. 3

To obtain VDOE licensure in Visual Impairment PreK-12, an additional course and 6-12 semester hours of internship experience are required.

**EDSP 659.**

Orientation and Mobility for Students with Visual Impairments. 2

**EDSP 771.**

Teaching Internship in Visual Impairments, Elementary. 1-6

**EDSP 772.**

Teaching Internship in Visual Impairments, Secondary. 1-6

**Fifth Year Master's of Science Degree in Special Education**

This program option is designed solely for students who have completed the non-licensure B.S. program in Special Education (Interdisciplinary Studies major). Undergraduate students in the pre-professional portion of the program must meet all requirements for admission to the Graduate College before being enrolled in the master's degree portion of the program. Students are expected to complete the graduate admissions process during the spring of their senior year. Graduate admissions requirements for students in the 5-year program are the same as for other options within the Special Education program. Students in this option must request permission to take one graduate level course in their senior year and must have a minimum GPA of 2.75 to qualify for enrollment.

The following courses are required for the master's degree in Special Education and VDOE licensure in Special Education, General Curriculum K-12.

**Required Courses and Internships 30 hrs.**

**EDEF 606.**

Educational Research. 3

**EDSP 641.**

Assessment and Intervention for Language Development. 3

**EDSP 675.**

Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum. 3

**EDSP 676.**

Teaching Students with Exceptional Learning. Needs in the Secondary General Curriculum. 3

**EDSP 695.**

Alternative Approaches to Reading Instruction. 3

**EDSP 669.**

Diagnostic and Assessment Procedures for Individuals with Disabilities. 3

**EDSP 791.**

Teaching Internship in Special Education – General Curriculum, Elementary. 6

**EDSP 792.**

Teaching Internship in Special Education – General Curriculum, Secondary. 6

**CERTIFICATE OF AUTISM STUDIES**

Leslie S. Daniel, Certificate Coordinator

The Certificate of Autism Studies is designed to prepare personnel to educate and support individuals with autism spectrum disorders (ASD), which includes autism, Asperger syndrome, and other pervasive developmental disorders. The program consists of 12 semester hours of courses covering the Skill Competencies for Professionals and Paraprofessionals as outlined by Virginia's Autism Council. There is no licensure in the area of ASD endorsed by the Department of Education in Virginia. This certificate is intended for educators, human services personnel, and family members who work with individuals who are on the autism spectrum. The certificate is based on empirically based research and best practices.

**Certificate Requirements**

12 credit hours in special education

**EDSP 500.**

Introduction to Autism Spectrum Disorders. 3

**EDSP 501.**

Approaches for Supporting and Teaching Individuals with ASD. 3

**EDSP 502.**

Expanding Social Competence for Students with Autism Disorders. 3

**EDSP 670\*.**

Proactive Classroom Management and Advanced Positive Behavior Support. 3

\*Students who have already taken EDSP 670, may consider EDSP 667: Communication and Severe Disabilities, or other course, as approved by the advisor, as a substitute.

**Admission Requirements**

A combination of the following factors will be used for determination for acceptance to the graduate program in special education. Also see application requirements for Special Education on p. 27.

1. Submit application with all required documentation to the Graduate College: official transcripts, test scores, letters of recommendation, resume and personal letter of application;
2. Minimum 2.75 GPA on all undergraduate coursework, and 3.0 on all graduate coursework, if taken;
3. Official test scores on the GRE: Verbal, Quantitative and Analytical Writing required OR official passing scores on each of the following tests: Praxis I, a Praxis II Content Knowledge Test, VRA, and VCLA;
4. Three letters of professional recommendation speaking to the applicant's success and capacity as a teacher of students with and/or without disabilities, and potential for success as a graduate student and professional in the field of special education;

5. A resume documenting all volunteer, internship and work experiences with infants, children and youth;
6. Personal letter of application to the Special Education Program Area (typed, double-spaced, two pages in length) that includes the following:
  - Why you believe you would be a good candidate for the masters' degree in Special Education and what academic and personal strengths and experiences support your ability to complete a graduate program;
  - The special education option you are considering and what past experiences and interests influenced your decision to apply to this specific program area;
  - Your short- and long-term goals and career aspirations as they relate to this program.

Applicants who do not meet all these admission criteria may still apply, but evaluation will include submission of additional compensatory application materials and an interview with program area faculty. Documentation of successful teaching experience will be considered as well.

Applicants choosing the licensure option will also be required to submit additional materials and pass all required tests for admission to the Teacher Education Program per Virginia Licensure Regulations, and may, upon transcript analysis, be required to complete deficiency coursework in Human Growth and Development, Foundations of Education, Literacy Instruction and Educational Technology.

### **Non-Degree Students**

Non-degree seeking students may not enroll in any graduate (600) level special

education courses without permission of the director of the school or the graduate coordinator. Students may take no more than 6 hours as a non-degree seeking student.

### **Supporting/Deficiency Courses**

The need for deficiency, prerequisite and supporting coursework depends on the option chosen, and will be planned and documented on the program of study by the advisor and student.

### **Comprehensive Examination**

Students must complete a comprehensive exam, either a written exam or submission of a standards-based portfolio, in the last semester of coursework at least two months prior to the date of expected graduation. The exam may include an additional oral examination/defense. It is the student's responsibility to schedule the exam with his/her advisor in the first three weeks of the final semester and request and complete the necessary forms from the Graduate College.

### **Retention in the Program**

Professional skills and dispositions which reflect general expectations for all professional educators are required of all graduate students in this program. Students will be expected to demonstrate and will be evaluated periodically on the following academic, personal and professional characteristics and dispositions.

1. Academic performance that is congruent with excellence in professional teaching practice;
2. Effective oral and written communication skills. Students choosing the Hearing Impairments licensure option must demonstrate ASL proficiency;
3. Behavior that is congruent with the Code of Ethics of the National

Education Association, the Council for Exceptional Children and the Radford University Honor Code (see the Standards of Student Conduct Handbook);

4. Appropriate interpersonal skills evidenced in class activities and field experiences including respect for others, acceptance of constructive criticism, acceptance of diversity, and ability to maintain productive working relationships;
5. Professional characteristics and skills evidenced in class activities and field experiences including effective cooperation and collaboration with other students and professionals, responsiveness to supervisors, colleagues and families, and the execution of professional duties without reprimand;
6. Demonstrated psychological well-being sufficient to interact positively and professionally with students and colleagues including self confidence, enthusiasm, initiative, persistence, sound decision-making skills and the ability to handle stress inherent in the teaching experience;
7. Demonstrated physical well-being sufficient to assume responsibilities associated with graduate work and field experience in a constant and stable manner;
8. Appropriate self-awareness and self-confidence including the ability to

self-evaluate and accept and respond to constructive criticism;

9. Appropriate professional conduct including consistent attendance and punctuality, reliability, dependability, social maturity, ability to handle stress, responsiveness to school policies, and adherence to professional standards of dress and grooming;
10. The ability to apply knowledge of subject matter and pedagogy and research-based strategies and have a positive impact on student learning within direct practice in school settings.

### **Probation/Suspension/Dismissal Policies Specific to the M.S. in Special Education**

1. Any grade lower than a “C” will result in dismissal from the program;
2. More than two “C”s or lower will result in dismissal from the program;
3. Probation policies for the Graduate College will apply to all students whose GPA falls below 3.0 during any semester;
4. Students engaged in coursework or field experience who receive an unsatisfactory rating in an area of Professional Dispositions and Characteristics will be placed on an improvement plan. Failure to address these concerns and make agreed upon improvements will result in dismissal from the program.

# Course Descriptions

The following section contains course descriptions for each department. A course number indicates in a general way the difficulty and level of the student group for which the course is offered. Courses numbered 100 to 199 are primarily for freshmen; 200 to 299 for sophomores; and 300 to 499 for juniors and seniors. Some 500 to 599 courses have been approved for graduate credit (see departmental sections) and may be taken by qualified seniors and graduate students. Courses numbered 600 and above are restricted to graduate students.

The number in parentheses after a course indicates the credit in semester hours.

A hyphen (-) between the numbers of a course indicates no credit will be given until all of the course sequence is successfully completed.

A colon (:) between the numbers of a course and semester hours credit indicates credit will be given as each semester of the course is completed; courses must be taken in sequence.

A comma (,) between the numbers of a course and semester hours credit indicates credit will be given as each semester of the course is completed and they need not be taken in order.

The line following the course title and credit tells the number of lecture and laboratory hours a week. The third line gives the prerequisite, if any.

Following some course descriptions, the semester in which the course is offered (fall, spring) will be listed. When no semester (or semesters) is listed at the end of the course description, then that course may be offered during fall, spring or both semesters of an academic year. However, students should consult with their academic advisors to verify exact schedules for course offerings.

To obtain detailed information regarding a specific course, students may view the complete course syllabus for a specific course by accessing the course through the Radford University computer network.

## Course Prefix Index

Prefix	Subject
ACTG	Accounting
AHPT	Applied Health Physical Therapy
ANTH	Anthropology
APST	Appalachian Studies
ART	Art
BIOL	Biology
BLAW	Business Law
CHHS	College of Health and Human Services
COED	Counselor Education
COMS	Communication and Media Studies
COSD	Communication Sciences and Disorders
CRJU	Criminal Justice
DSN	Design Thinking
ECON	Economics
EDEC	Early Childhood Education

EDEF	Education Foundations
EDEL	Educational Leadership
EDET	Educational Technology
EDLI	English as a Second Language
EDLS	Library Science
EDME	Middle Education
EDRD	Reading (Literacy Education)
EDSE	Secondary Education
EDSP	Special Education
EDUC	Education
ENGL	English
FINC	Finance
GEOG	Geography
GEOL	Geology
ITEC	Information Science and Technology
MGNT	Management
MKTG	Marketing
MATH	Mathematics
MSTD	Media Studies
MUSC	Music
NURS	Nursing
OCTH	Occupational Therapy
PHSC	Physical Science
POSC	Political Science
PHYS	Physics
PSYC	Psychology
RCPT	Recreation, Parks and Tourism
SOCY	Sociology
SOWK	Social Work
THEA	Theatre

of introductory financial and managerial accounting. This course may be taken for an elective in the MBA program.

### **ACTG 606. Governmental and Nonprofit Accounting. (3)**

Three hours lecture.  
Prerequisites: MBA status or permission of the instructor.  
Study of the practice of accounting, financial reporting and analysis of financial performance for governmental and nonprofit organizations. Emphasis will also be placed on budgeting and managerial control of these organizations.

### **ACTG 611. Accounting for Decision Making and Control. (3)**

Three hours lecture.  
Prerequisite: MBA status or permission of the instructor.  
Emphasis on accounting data used by managers in decision making. The course uses a textbook and cases. Among topics covered are relevant cost identification in decision making, contribution margin approach and capital budgeting.

### **ACTG 614. Advanced Auditing and Attestation. (3)**

Three hours seminar.  
Prerequisite: ACTG 414.  
An expanded study of auditing and attestation services and technology topics. It is designed to further expose students to the prerequisite knowledge tested on the Auditing and Attestation section of the Uniform CPA Examination. Audit teams will be utilized to conduct an audit simulation based on a cycle approach.

## **Accounting**

### **ACTG 511. Fundamentals of Accounting. (3)**

Three hours online course.  
Prerequisites: Graduate standing.  
This course provides an integrated study

### **ACTG 615. Seminar in Financial Accounting. (3)**

Three hours seminar.

Prerequisites: ACTG 313 and ACTG 314.

Study of the practice of accounting, financial reporting and analysis of financial performance for corporate entities. Emphasis on research and analysis of advanced financial topics of current interest.

### **ACTG 671. Special Topics in Accounting. (3)**

Three hours lecture.

Prerequisites: MBA status or permission of instructor.

Examines topics of special interest in accounting areas not covered in current graduate course offerings.

### **ACTG 698. Directed Study. (1-4)**

Hours and credits to be arranged.

Prerequisites: MBA status and permission of the instructor, advisor and Directed Study form submitted to the Graduate College.

See "Directed Study" on p. 54.

### **ACTG 699. Research and Thesis. (1-6)**

Hours and credits to be arranged with the approval of the student's thesis supervisor, advisor, department chairperson and the dean of the Graduate College. See "Thesis" on p. 54.

## **Applied Health Physical Therapy**

### **AHPT 800. Human Anatomy. (7)**

Prerequisite: Admission to the doctor of physical therapy program.

This course integrates human anatomy and human physiology. In preparation for clinical studies, students will be expected to learn basic principles of neurophysiology and muscle function. The application of anatomy to clinical practice is included.

### **AHPT 810. Exercise Physiology. (3)**

Prerequisite: Admission to the doctor of physical therapy program.

The exercise physiology course will examine and apply theories and principles, and it will evaluate the effects of physical effort on human performance. Emphasis will be placed on the metabolic/ energy transfer systems of the body and muscle structure on a histological level. The course will also assess the effects of physical activity (e.g., cardiovascular, pulmonary, and neurological influences on human performance) across the lifespan. This course prepares students to participate in their initial clinical internship experience.

### **AHPT 812. Clinical Medicine I. (3)**

Prerequisite: Admission to the doctor of physical therapy program.

Clinical Medicine I is first in a series of courses designed to provide physical therapy students with a general knowledge and understanding of human pathology. The course introduces students to medical terminology, develops an understanding of disease processes and the integumentary system, and facilitates students' application and analysis of medical pathology in patient care. The course prepares students for their first clinical internship.

**AHPT 814. Patient Management I. (4)**

Prerequisite: Admission to the doctor of physical therapy program.

The course provides a foundation for examination skills relevant to orthopedic, neurological, cardiopulmonary and integumentary pathologies.

**AHPT 816. Theory and Practice I. (4)**

Prerequisite: Admission to the doctor of physical therapy program.

The course will introduce students to basic therapeutic techniques such as bandaging, positioning, transfers, gait training, and the use of modalities.

**AHPT 818. Professional Affairs. (2)**

Prerequisite: Admission to the doctor of physical therapy program.

The course will introduce students to methods of clinical reasoning, professional conduct, standards of practice, cultural sensitivity, and legal/ethical issues dealing with physical therapy.

**AHPT 820. Kinesiology/Biomechanics. (3)**

Prerequisite: Admission to the doctor of physical therapy program.

An examination of the interaction of muscles, bones, joints, and external forces that are responsible for human movement.

**AHPT 824. Clinical Medicine II. (3)**

Prerequisite: AHPT 812 Clinical Medicine I.

The second in a series of courses designed to acquaint students with medical aspects and pathology of diseases and disabilities.

**AHPT 826. Patient Management II. (4)**

Prerequisite: Completion of Patient Management I.

The course continues the series on musculoskeletal evaluation. The course is based on Cyriax principles of examination for examination of orthopedic dysfunctions of the extremities and spine.

**AHPT 842. Neuroscience. (2)**

Prerequisite: Successful completion of Human Anatomy.

Neuroscience integrates neuroscience and neurophysiology with an emphasis on sensory and motor functions of the nervous system. In preparation for clinical studies, students will be expected to learn the anatomy of the human nervous system, as well as effects of disease of the nervous system.

**AHPT 844. Neuromuscular Development/Control I. (4)**

Prerequisite: Completion of Clinical Internship I.

Neuromuscular Development/Control I emphasizes the theoretical and clinical bases for the examination and treatment of patients with neurological impairments. Historical and current theories of CNS function, motor control, motor learning, and motor development will be used as the framework for this learning experience.

**AHPT 846. Clinical Medicine III. (3)**

Prerequisite: Completion of Clinical Medicine II and Clinical Internship I.

Clinical Medicine III provides an overview of pathological conditions affecting the central and peripheral neurological systems. Physicians, rehabilitation specialists, and healthcare professionals supplement selected presentations.

**AHPT 848. Pharmacology. (2)**

Prerequisite: Clinical Medicine II.  
Pharmacology is the study of drugs with an emphasis on how drugs affect physical therapy. The course will cover pharmacotherapeutics about specific drugs that are used to prevent, treat, or diagnose disease.

**AHPT 850. Pharmacology. (2)**

Prerequisite: Completion of Clinical Internship I.  
Psychosocial Elements of Illness and Disability introduces and examines the psychosocial concepts and factors affecting the patient, family, and the patient/ therapist relationship in caring for individuals experiencing acute, chronic, and terminal illness.

**AHPT 852. Research/ Scientific Inquiry I. (2)**

Prerequisite: Completion of Clinical Internship I.  
The course introduces research designs and statistical analyses used in physical therapy and rehabilitation research.

**AHPT 860. Advanced Orthopedics. (4)**

Prerequisite: Patient Management I and II.  
The focus of Advanced Orthopedics is on advanced examinations and intervention skills for the patient with spinal and TMJ musculoskeletal impairments, with an emphasis on evidenced-based practice.

**AHPT 862. Differential Diagnosis/ Imaging. (3)**

Prerequisite: Completion of Clinical Internship I.  
Differential Diagnosis/ Imaging serve as the framework to present patient examination methods that lead to

diagnostic reasoning that physical therapists use in clinical decision-making.

**AHPT 864. Health Policy and Administration. (3)**

Prerequisite: Completion of Clinical Internship I.  
Health Policy and Administration will explore management strategies, group dynamics, and methods of communication and healthcare trends in the healthcare industry.

**AHPT 866. Neuromuscular Development/ Control II. (4)**

Prerequisite: Neuromuscular Development/ Control I.  
Neuromuscular Development/ Control II is the second in a sequence of neuromuscular patient management content areas. The course examines the theoretical and clinical basis for the treatment of neurological pathologies. The course builds on previous course content such as Neuromuscular Dev/ Control I.

**AHPT 867. Principles of Teaching and Learning. (2)**

Prerequisite: Completion of Psychosocial Elements of Illness and Disability.  
Principles of Teaching and Learning examines learning across the lifespan. The integration and application of teaching strategies and methods selected and developed for a specific audience will be emphasized.

**AHPT 868. Research/ Scientific Inquiry II. (2)**

Prerequisite: Research Scientific Inquiry I.  
Research/ Scientific Inquiry II is the second in a sequence of research-based courses. The course will explore the

concepts, problems, needs, and issues involved in conducting and evaluating research in physical therapy with an emphasis on the application and interpretation of statistical analyses.

#### **AHPT 870. Clinical Internship II. (10)**

Prerequisite: Clinical Internship I (AHPT 830 and Year II course step lock curriculum).

Clinical Internship II is the second of a series of three internships. This internship requires 40 hours per week for 12 weeks. The focus of this internship is to advance professional behaviors and adult learning and decision-making for medically complex patients. Students will have the opportunity to practice the skills they have learned in supervised clinical settings including any previous setting not yet experienced within nursing homes, inpatient rehabilitation facilities, and outpatient rehabilitation clinical sites. The students will also have the opportunity to choose to participate in supervised practice in acute, hospital or home-health settings.

#### **AHPT 880. Cardiopulmonary Patient Care Management. (4)**

Prerequisite: Completion of Clinical Medicine III.

Cardiopulmonary Patient Care Management prepares students to provide comprehensive interventions to individuals suffering from cardiopulmonary etiologies. The course provides students with non-invasive strategies to maximize patient outcomes.

#### **AHPT 882. Comprehensive Patient Care. (3)**

Prerequisite: Neuromuscular Development/ Control I and II.

Comprehensive Patient Care integrates both clinical and basic science knowledge and skills acquired throughout the curriculum by analyzing patients with multiple medical and physical diagnoses.

#### **AHPT 884. Pediatrics. (4)**

Prerequisite: Completion of Clinical Internship II.

The Pediatrics course is based on the Guidelines for Pediatric Content in Professional Physical Therapy Education from the Pediatric Section of the American Physical Therapy Association. Upon completion of the course, students will have the specific body of knowledge needed for entry-level pediatric physical therapy practice.

#### **AHPT 886. Preventative Health and Wellness. (3)**

Prerequisite: Completion of Clinical Internship II.

Preventative Health and Wellness is a combination of four independent but interrelated topics important to the education of physical therapists: 1) prevention, 2) health promotion, 3) fitness and 4) wellness. These topics contribute to the ultimate goal of optimum health for individual/ patients of all ages in the community.

#### **AHPT 888. Research/ Scientific Inquiry III. (2)**

Prerequisite: Research/ Scientific Inquiry II.

Research/ Scientific Inquiry III is a continuation of Research/ Scientific Inquiry II. Students will justify, conduct, analyze and evaluate a research project in physical therapy.

**AHPT 890. Clinical Internship III. (10)**

Prerequisite: Successful completion of all course content areas taught in the third year of the doctor of physical therapy program.

Clinical Internship III is the last of a series of three internships. This internship is the finale of clinical internships and of didactic curriculum. It requires 40 hours per week for 12 weeks. The focus of this internship is to assimilate didactic knowledge of professional behaviors and decision-making for medically complex patients. Students will have the opportunity to enhance the skills they have learned in the classroom and supervised clinical settings in a practice area relevant to that of a licensed physical therapist. At the conclusion of this course, students will be expected to have entry-level skills as practitioners of physical therapy.

**AHPT 892. Research/ Scientific Inquiry IV. (2)**

Prerequisite: Research/ Scientific Inquiry III.

Research / Scientific Inquiry IV is the final course in the Research Scientific Inquiry sequence. Students will complete their capstone research project through the data analysis, results, and conclusion phases of their project.

## Appalachian Studies

**APST 560. Seminar in Appalachian Studies. (3)**

Three hours lecture.

The seminar focuses on a designated topic of current interest in Appalachian Studies and is designated to give students in-depth exposure both in

the classroom and in the field. Topic examples include mountaintop removal, coal field labor practices, cultural attachment to place, Appalachian-Scottish-Irish connections, Appalachia in the media. The course fulfills part of the requirement for the Certificate in Appalachian Studies. May be repeated for credit when content differs.

**APST 595. Research in Appalachia. (3)**

Prerequisite: Permission of instructor and/or chair.

Will vary as topics vary. Currently the course focuses on research in communities served by the Appalachian Arts and Studies in the Schools program (AASIS). May be repeated for credit when content differs.

**APST 680. Appalachian Studies Internship. (3)**

Prerequisite: At least two 3-credit APST graduate courses, or one 3-credit course undergraduate APST course and one 3-credit APST graduate course. Each hour of credit will require 40 hours on the job. This course counts up to three hours toward fulfillment of requirements for the Graduate Certificate in Appalachian Studies and is a one-semester internship with a public or private agency In Appalachia. Student will receive academic and agency supervision. The course will be graded on a pass/fail basis.

**APST 698. Directed Study. (1-6)**

Directed Study courses are offered by several departments and are designed to permit students to investigate independently specific problems or areas of interest under the direction of a

faculty advisor. A Directed Study course must be approved by the appropriate department chairperson prior to the deadline for adding courses in the term in which the study is to be undertaken. No student may apply more than six hours of credit for Directed Study toward graduation requirements.

## Art

The following 500-level courses may be taken for graduate credit if the student has the necessary prerequisites and the same or a comparable course was not taken as part of the undergraduate program. At least 80 percent of the hours in the overall program must be in 600-level courses.

Enrollment in 500-level courses for graduate credit requires upper division or graduate standing.

### **ART 512. Late 18th and 19th Century Art. (3)**

Three hours lecture.

A study of European trends in art of the late 18th and 19th centuries.

### **ART 522. Ancient Art. (3)**

Three hours lecture.

A study of the art and architecture of the ancient Near East, Egypt, the Aegean, Greece and Rome.

### **ART 524. Medieval Art. (3)**

Three hours lecture.

Exploration of the origins, evolution, themes and visual characteristics of the arts of the early Christian through Gothic periods.

### **ART 527. Special Topics in Art History. (3)**

Three hours lecture.

An historical study of an art topic that may not be a significant part of the content in regularly taught art history courses. May be taken again for credit.

### **ART 528. Twentieth Century Art. (3)**

Three hours lecture.

Study of the development of the visual arts of the 20th century emphasizing chronological evolution, themes and visual forms.

### **ART 529. The History of Graphic Design. (3)**

Three hours lecture.

Prerequisites: Graduate standing in Art or permission of instructor.

A one semester survey of the key points in the historical development of the graphic design field.

### **ART 540. Elementary Art Education Theory and Practice. (3)**

Two hours lecture, two hours laboratory.

Teaching of art in public schools – principles, practices and materials.

### **ART 541. Secondary Art Education Theory and Practice. (3)**

Two hours lecture, two hours laboratory.

Teaching of art in secondary schools – principles, practices and materials.

### **ART 544. History of American Architecture. (3)**

Three hours lecture.

The study of American architecture emphasizing the international and multicultural influences on the design of various styles, as well as the social, technological and environmental forces affecting that design.

**ART 548. History of American Art and Architecture. (3)**

Three hours lecture.

Upon completion of this course, students will demonstrate familiarity with and understanding of the important developments in American art and architecture from the colonial period to the late 20th century. This class will focus on understanding the ways in which art and architecture reflect varied interactions between social class, gender, economic issues, and historical imperatives.

**ART/DSN 550. International Art History I. (3)**

Prerequisites: Graduate standing in MFA, either Studio Art or Design Thinking.

This is the first of two online art history courses. Students will investigate key moments in history that affected art and design, focusing on prehistory through the Renaissance period.

**ART/DSN 555. International Art History II. (3)**

Prerequisites: Graduate standing in MFA, either Studio Art or Design Thinking; DSN 550.

This is the second of two online art history courses. Students will investigate key moments in history that affected art and design, focusing on the modern (post Renaissance) era to the present day.

**ART 551. History of Photographic Media and Camera Arts. (3)**

Three hours lecture.

This course provides an overview of the history and invention of photography and the camera, an examination of issues related to the development

of photography as a tool of science, historical documentation, and art; and the place of photography and more recent developments in digital media in the history of art.

**ART 562. Renaissance Art. (3)**

Three hours lecture.

An examination of the rebirth of the visual arts in Europe in the 14th, 15th and 16th centuries.

**ART 582. Baroque and Rococo Art. (3)**

Three hours lecture.

A study of the styles and themes of 17th- and early 18th-century Western European art.

**ART 594. Art Museum Education. (3)**

Three hours seminar.

A hands-on approach to the study, theoretical foundations and implementation of education programs in the Art Museum setting.

**ART 600. Graduate Studio/Research. (3)**

One hour lecture and four hours studio. May be taken again for credit.

**ART 601. Seminar in Art History. (3)**

Three hours discussion, research, field assignments.

Prerequisites: Graduate status and 12 hours of art history at the undergraduate level or approval of the instructor. Study and critical interpretation of a period/movement in art history with particular emphasis on contemporary social, political and technological influences. May be taken again for credit.

**ART 605. Research in Art. (3)**

One hour lecture, four hours studio.

Problem analysis of technical processes in selected studio areas of concentration. May be taken again for credit.

**ART 609. Art Education Supervision. (3)**

Three hours lecture, discussion or reports.

The study of current supervisory problems in the administration of art programs. Offered alternate spring semesters.

**ART 611. Critical Writing and Thinking in Art. (3)**

Three hours lecture, discussion or reports.

Prerequisite: MFA status.

This graduate course focuses on the art of critical writing about art. The types of writing to be covered include: gallery/exhibition analysis; historical/social analysis of selected art works; and critiques of journal articles. The goal of the course will be the production of a preliminary thesis proposal to guide future art historical study and its relevance to the MFA thesis.

**ART 642. Art Education Theory and Practice. (3)**

Two hours lecture, two hours laboratory. A study of historical and prevailing ideas in art education and their practical application.

**ART 666. Graduate Art History Travel. (6)**

On-site art history course designed around actual works of art and architecture found in museums and historical sites in the countries visited.

**ART 694. Internship. (3-6)**

Prerequisite: Graduate level standing

and permission of instructor.

In close collaboration with a supervising professor the student will arrange outside employment working in their field concentration, such as Graphic Design or Jewelry. By working in an actual job situation, the student will gain valuable real world experience, portfolio work and possible future job contacts.

**ART 698. Directed Study. (1-4)**

Hours and credit to be arranged.

Prerequisite: Approval of the advisor, department chair and Directed Study form submitted to the Graduate College.

See Directed Study on p. 54.

**ART 699. Research and Thesis. (1-6)**

Prerequisite: The proposal for the visual exhibition and its complementary written exposition must have prior approval of all members of the student's Graduate Committee and the dean of the Graduate College.

Development and realization of an exhibition of original art work and a written exposition of means and meanings of the exhibition.

Visual documentation and an oral comprehensive examination complete the visual exhibition written exposition project. Hours and credits to be arranged with the approval of the chair of the student's supervisory Graduate Committee and the dean of the Graduate College. See "Thesis" on p. 54.

**ART 702. Studio Management. (3)**

Three hours lecture or seminar.

Problems in the management of the professional art studio.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## Biology

**BIOL 581. Special Topics in Biology. (1-6)**

One to six hours of lecture and/or laboratory.

Prerequisites: Minimum of eight (8) hours of undergraduate biology or permission of instructor.

An outline of topics will be made available each time the course is offered.

May be taken for credit more than once, providing the topics are different each time.

**BIOL 681. Advanced Topics in Biology. (3-4)**

A minimum of 45 (for 3 credits) or 60 (for 4 credits) contact hours per course.

Prerequisites: Minimum of eight (8) credits of undergraduate or graduate biology or permission of instructor.

Selected topics in advanced biology. An outline of topics will be made available each time the course is offered. May be taken for credit more than once, providing the topics are different each time.

**BIOL 698. Directed Study. (1-4)**

Prerequisite: Approval for directed study.

An opportunity to pursue research or other advanced scholarly study in biology. Hours and credit to be arranged in consultation with the faculty member with whom the student will work on the directed study. May be repeated for a maximum of six hours of credit to count toward the degree.

## Business Law

**BLAW 603. Legal Aspects of Enterprise. (3)**

Three hours lecture.

Prerequisite: MBA status or permission of the instructor.

A study of the legal framework within which business enterprises function with special attention to business-government relationships.

**BLAW 671. Special Topics in Business Law. (3)**

Three hours lecture.

Prerequisite: MBA status or permission of the instructor.

Examines topics of special interest in business law areas not covered in current graduate course offerings.

## College of Health and Human Services

### **CHHS 686. Special Topics in Health and Human Services. (3)**

Prerequisite: Permission of Instructor.

A comprehensive study of special interest topics in health and human services requiring a minimum of 45 contact hours per offering. Each topic will be described in detail when offered. The course may be taken for credit multiple times, provided that the topics are substantially different and the department or school approves.

## Counselor Education

### **COED 600. Current Issues in Counselor Education (Topic). (1-4)**

One to four hours per week

Prerequisite: Faculty approval.

Examines a major problem, in the counseling field, its implications and possible alternative solutions.

### **COED 606. Research in Counseling and Program Evaluation. (3)**

Three hours lecture.

The purpose of this class is to give graduate students the opportunity to learn, understand, and apply statistical procedures to research theories related to the counseling profession. Students

will learn the foundational principles of research and put research theory into practice. Along with learning discipline-relevant educational research practices, one of the most important aspects of the course is increased competence in the use of statistical procedures and research methodologies.

### **COED 610. Human Growth and Development. (3)**

Three hours lecture.

Covers the nature and range of human characteristics and individual differences. Centers on three areas: human behavior, interpersonal life styles and human interaction systems and social support systems. The course adopts a case study approach to learning.

### **COED 611. Introduction to Counseling Theories and Techniques. (3)**

Three hours lecture.

This course is designed to introduce students to the variety of theoretical models that underlie the practice of counseling and techniques associated with them. Theories and techniques that provide a framework for the process of counseling will be explored. The course will provide a systematic, comprehensive and balanced overview of the leading theories and techniques of counseling and psychotherapy. Students will be provided the opportunity to put theory into practice through small supervised experiences using counseling techniques to help focus on three domains: thinking, feeling and behaving.

### **COED 612. Professional, Ethical and Legal Issues in Counseling. (3)**

Three hours lecture.

This course is designed for mental health practitioners involved in the helping professions. An introduction and overview of the counseling profession is presented including an examination of legal and ethical issues. Material discussed in class is applicable to counselors in training in all settings.

**COED 613. Career Counseling and Development. (3)**

Three hours lecture.

Prerequisite: COED 610, 611 or faculty approval.

Emphasizes the understanding of theoretical approaches to career development and development and coordination of services to help individuals achieve career maturity. Includes activities to promote self-understanding, educational and vocational information services, decision making and placement skills.

**COED 614. Group Counseling Theories and Techniques. (3)**

Two hours lecture; two hours laboratory.

Prerequisite: COED 610 and 611 or faculty approval.

Introduction to small group counseling. Didactic and experiential learning in group theory and practice. Involves group participation to develop self awareness, acceptance and effective interpersonal skills.

**COED 615. Assessment and Appraisal Techniques in Counseling. (3)**

Three hours lecture.

Prerequisite: COED 610, 611 or faculty approval.

This course is designed to provide counselors and other behavioral science

helping professionals knowledge, skills and abilities in educational, occupational and mental health assessment. The course objective is to aid students in becoming knowledgeable, skillful and thoughtful in the exercise of professional judgment based assessment derived from clinical observations, consultation and objective assessments. The course also instructs counselors in assessment procedure to evaluate current functioning of a client in varying settings including schools, colleges or universities and mental health treatment facilities. The course addresses professional issues related to the ethical use of assessment tools and strategies in a culture of diversity.

**COED 616. Cultural and Diversity Counseling. (3)**

Three hours lecture.

Prerequisite: COED 610, 611.

Designed to provide an overview of human behavior including human diversity and cultural pluralism. Multicultural theories and models of counseling and consulting are presented and examined. Students also experience multicultural relationship differences.

**COED 620. Psychopathology, Diagnosis, and Treatment Planning. (3)**

Three hours lecture.

Prerequisites: COED 610, 611 and 615 (or faculty approval).

This course integrates theory and practice of assessment, evaluation, diagnosis, treatment planning and case management to achieve developmental and remedial counseling and psychotherapy goals and objectives. The course examines current classifications

of psychopathology signs, symptoms and syndromes and integrates developmental and remedial assessment of patients, clients or students with case conceptualization, treatment planning and case management.

**COED 633. Gender Issues in Counseling. (3)**

Three hours lecture.

This course provides an exploration of gender within the context of counseling and psychotherapy. Specifically, this course examines how gender, as both a social construct and a core identity, shapes psychosocial development. A primary emphasis consists of students becoming more knowledgeable about the impact of gender on their personal lives and the impact of gender in their role as a counselor and their work with clients.

**COED 635. Human Sexuality Issues in Counseling. (3)**

Three hours lecture.

Prerequisites: COED 610, equivalent course, (or concurrently) or permission of instructor.

This course explores the importance of human sexuality issues in the counseling of children, adolescents and adults. Areas explored include basic human sexual functioning and sexual expression, gender identity development, gender issues in counseling men and women and the effects of sexual abuse on personality development and functioning. Other issues considered will include current topics such as sexual harassment and date rape.

**COED 637. Death, Loss and Grief Counseling. (3)**

Three hours lecture.

Prerequisites: COED 610 and 611 or faculty approval.

This course provides students with a personal and professional understanding of death, grief and loss responses.

Theories and models of death and loss will be presented. Both didactic and experiential methods of instruction will be utilized.

**COED 639. Counseling and Spirituality. (3)**

Three hours lecture.

Prerequisites: COED 610 and 611 or with permission of instructor.

This course will examine the interface of counseling and spirituality.

Spirituality will be explored from multiple perspectives and orientations. Topics will include dynamics that interact with health, pathology, and development, intervention methods, counselor belief systems, mindfulness, spiritual competencies, and exploring and exercising each student's unique approach to spirituality counseling.

**COED 640. Counseling Techniques. (3)**

Three hours lecture.

Prerequisites: COED 610 and 611.

Development and mastery of basic counseling skills through a combination of didactic and experiential approaches. Video and audio tapes, role playing, simulation and practice in procedures utilized.

**COED 641. Practicum: Individual Counseling Techniques. (3)**

One hour lecture; four hours laboratory.

Prerequisite: COED 611 with a grade of "B" or higher and faculty approval; pre- or corequisites COED 610 and COED 612 can be taken concurrently

with COED 641, but if taken prior to COED 641 must have a grade of “B” or higher.

This course integrates varying theoretical approaches to counseling through clinical practice. It also requires progressive clinical proficiency in the assessment, diagnosis, planning and execution of counseling, while demonstrating effectiveness in the use of the behavioral sciences and theory, tools and techniques of counseling and psychotherapy.

**COED 642. Practicum: Group Counseling Techniques. (3)**

One hour lecture; four hours laboratory. Prerequisite: COED 610, 611, 612, 614 and 641 with grades of “B” or higher. Four integral components of the course include first, the development of group counseling skills; second, organizing, implementing and evaluating counseling groups; third, the acquisition and demonstration of advanced group counseling skills through clinical practice; and fourth the enhanced use of self as a helping agent as a result of personal and professional growth and development associated with group participation.

**COED 650. Introduction to Community Mental Health Counseling. (3)**

Three hours lecture. A course that examines the basic assumptions which underlie the community counseling model, conceptions of social intervention, implications for the counseling process, the role of the community counselor, prevention in the community and current controversies and issues.

**COED 660. Introduction to Student Affairs in Higher Education. (3)**

Three hours lecture. Introduces role and philosophy of student affairs in higher education. Students examine professional journals and organizations associated with higher education, philosophical issues in the field and research in a problem area in higher education.

**COED 661. The College Student and Developmental Theories. (3)**

Three hours lecture. Prerequisite: COED 660 or concurrently. This course is comprised of two components. One examines the developmental needs of today’s college students. This in-depth examination covers characteristics, demographics, culture, challenges and needs of the college students in today’s institutions of higher education. The second component is studying the process of human growth and development during the college years. Students’ intellectual, moral, ethical, ego, psychosocial, identity and career development is examined. Linking theory to the challenges facing college students is the foundation of this course.

**COED 662. Student Affairs Administration. (3)**

Three hours lecture. Prerequisite: COED 660 or concurrently. This course provides the student with an overview of the areas of importance in the administration of a college Student Affairs Division. Areas included are budgeting, finance, management, legal

and ethical concerns, assessment and supervision.

**COED 663. Leadership and Organizational Behavior. (3)**

Three hours lecture.

Prerequisite: COED 660 or permission of instructor.

COED 663 is intended to provide in depth knowledge regarding organizational behavior and the psychological and managerial aspects of leadership behaviors. This course will look at institutions of higher education as the primary context for examining these two critical areas.

**COED 670. Counseling Children and Adolescents. (3)**

Three hours lecture.

Prerequisite: COED 610, 611 or faculty approval.

This course examines developmental patterns and counseling needs of children and adolescents. Covers planning, implementation and evaluation of school-related helping services. Includes recognition of the rights of special student populations and counseling needs.

**COED 671. Secondary School Counseling. (3)**

Three hours lecture.

Prerequisite: COED 610 or faculty approval.

The course focuses on the functions, roles and current issues of secondary school counselors. Content areas include foundations of secondary school counseling, knowledge and practice of school counseling, assessment and consultation. Major concerns of adolescents and counseling approaches

to assist these concerns are also included.

**COED 680. Couples and Family Counseling: Theory and Methods. (3)**

Three hours lecture.

Prerequisites: COED 610 and 611.

COED 680 is a survey course that examines the historical antecedents, philosophical assumptions and theoretical rationale of the major approaches to marital and family therapy.

**COED 681. Couples and Family Counseling: Strategies and Techniques. (3)**

Two hours lecture; two hours laboratory.

Prerequisites: COED 680.

COED 681 is designed to provide an overview of the techniques and skills associated with the practice of couples, marriage and family therapy.

**COED 685. Foundations of Play Therapy. (3)**

Prerequisites: COED 610 and 611, or permission of instructor.

This course includes an overview of essential elements and principles of play therapy, including history, theories, techniques, modalities, and applications of play therapy. The course features an experiential element during which students conduct play therapy session(s), under supervision of the instructor.

**COED 686. Overview of Substance Abuse and Addictive Disorders. (3)**

Three hours lecture.

Prerequisites: COED 610 and COED 611.

COED 686 is intended to provide an overview of the strategies, goals, methodologies, programs and types of knowledge and skills necessary for

effective identification and treatment of substance abuse.

**COED 688. Crisis Intervention and Trauma Counseling. (3)**

Three hours lecture.

Prerequisites: COED 610, 611, 612, or permission of instructor.

This course will provide graduate students the opportunity to learn, understand, implement, and experience the theories and helping skills that guide the practices of crisis intervention and trauma counseling. Students will begin to learn how to put theory into practice in this critical area of counseling.

**COED 690. Internship in Clinical Mental Health Counseling. (3-6)**

Prerequisites: Thirty semester hours completed in good academic standing including COED 620, 641, 642, 650 (or concurrent) and approval of chairperson one semester prior to registration.

This course requires that each semester hour of credit is the equivalent of 100 contact hours. The Counselor Education faculty will determine credit hours available to each student. Students may register for an internship in three semester hour increments up to the total number of semester hours available for each internship. This course provides clinical experience providing counseling services in a human service agency.

**COED 691. Internship in Elementary School Counseling. (3)**

Prerequisites: Completion of 33 semester hours in good academic standing including COED 641, 642, 670 (or concurrently) and permission

of the chairperson at least one semester prior to registration.

This course requires that each semester hour credit is the equivalent of 100 contact hours. Counselor Education faculty will determine credit hours available to each student. Students must register for three semester hours available for each internship.

**COED 692. Internship in Middle School Counseling. (3)**

Prerequisites: Completion of 33 semester hours in good academic standing including COED 641, 642, 670 (or concurrently) and permission of the chairperson at least one semester prior to registration.

This course requires that each semester hour credit is the equivalent of 100 contact hours. Counselor Education faculty will determine credit hours available to each student. Students must register for three semester hours available for each internship.

**COED 693. Internship in High School Counseling. (3)**

Prerequisites: Completion of 33 semester hours in good academic standing including COED 641, 642, 671 (or concurrently) and permission of the chairperson at least one semester prior to registration.

This course requires that each semester hour of credit is the equivalent of 100 contact hours. Counselor Education faculty will determine credit hours available to each student. Students must register for three semester hour increments up to the total number of semester hours available for each internship.

**COED 694. Internship in Student Affairs Services. (3-6)**

Prerequisites: Completion of 30 hours in good academic standing including COED 641, 642, 660 and 661 and approval of chairperson one semester prior to registration.

This course requires that each semester hour credit is the equivalent of 100 contact hours. The Counselor Education faculty will determine credit hours available to each student. Students may register for an internship in three semester hour increments up to the total number of semester hours available for each internship. The course provides practical experience in student personnel service areas.

**COED 698. Directed Study. (1-4)**

Hours and credit to be arranged.

Prerequisite: Approval of advisor, department chair and Directed Study form submitted to the Graduate College.

See “Directed Study” on p. 54.

**COED 699. Research and Thesis. (1-6)**

The student will complete a research project in the area of counselor education. Hours and credit arranged with the approval of the student’s thesis supervisor and the dean of the Graduate College. See “Thesis” on p. 54.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for

registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## **Corporate and Professional Communication**

No more than 20 percent of a graduate student’s program (6 credits) may be in the 500-level courses described below. Enrollment in 500-level courses for graduate credit requires upper division or graduate standing. Courses numbered 600 and above are for graduate students only.

**COMS 506. Communication Skills Tutoring. (3)**

Three hours lecture/participation. Prerequisites: Graduate standing and instructor’s permission.

Principles and methods of training clients in the improvement of communication skills in such areas as public speaking, group discussion and listening. Applied component of the course provides supervised consultation and tutoring experience.

**COMS 508. Public Relations Case Studies. (3)**

Three hours lecture/discussion.

Prerequisites: Graduate standing and instructor's permission.

Case studies and typical public relations problems in industry, labor, education, government, social welfare and trade associations. Planning and preparation of communication materials for various media; applications of public relations techniques.

**COMS 513. Political Communication. (3)**

Three hours lecture/discussion.

Prerequisites: Graduate standing and instructor's permission.

Contemporary theories and practices of political communication. Examines the structure and function of political messages, the strategic dissemination of political messages and the effects of those messages on corporate, social, professional and cultural institutions.

**COMS 539. Communication and Leadership. (3)**

Three hours lecture/discussion.

An introduction to the study and practice of leadership from a communication perspective. Analysis of major theories and research in leadership with primary emphasis on application in real-world settings. Through discussions and participation

in group activities, students explore leadership concepts and theories, analyze their personal leadership styles, and develop leadership communication skills.

**COMS 540. Listening and Nonverbal Communication. (3)**

Three hours lecture/discussion.

Prerequisites: Graduate standing and instructor's permission.

Emphasis on theoretical and practical considerations of human awareness and attention, perception and reception of auditory, visual and nonverbal codifications; processing, reception and representation of the spoken word (psycholinguistics), image formation and visualization, as well as other semiotic processes such as kinesics, proxemics, paralinguistics, haptics and chronemics. Explores audience reception in personal as well as mediated contexts in terms of recent developments in brain/main research and theory.

**COMS 559. Communication in Conflict Management. (3)**

Three hours lecture/discussion/field experience.

Prerequisites: Graduate standing and instructor's permission.

This course addresses the nature of conflict between people as it is manifested in communicative interaction in varied contexts, within individuals, between individuals, between groups and between organizational and social entities. It deals with both competitive and, especially, cooperative communication genres as well as strategies of conflict intervention and mediation.

### **COMS 565. Communication and Health Care. (3)**

Three hours lecture/discussion.

Prerequisites: Graduate standing and instructor's permission.

A survey of research findings and theoretic models relevant to communication practices and health care at the interpersonal, group, organizational and social levels.

### **COMS 600. Communication Theory. (3)**

Three hours seminar.

Prerequisite: Graduate standing.

An overview of the history and theory of the discipline of communication, including epistemological, ontological and axiological positions driving theoretic models. This course provides background and foundation for the study of corporate and professional communication.

### **COMS 605. Applied Communication Research. (3)**

Three hours seminar/research.

Prerequisite: Graduate standing.

Research methods and reporting procedures in communication research. Understanding reporting procedures and a variety of quantitative and qualitative methods of data collection, analysis and interpretation.

### **COMS 610. Seminar in Organizational Communication. (3)**

Three hours seminar.

Prerequisite: Graduate standing.

Detailed study of theoretical and applied literature in organizational communication focusing on modern organizations. Topics for discussion include: the nature of communication in

conceptualizing modern organizations, micro perspectives (interpersonal, group, public and technological contexts), macro perspectives (classical theory, human relations theory, feminist theory, cultural theory, systems theory, TQM models, quality circles, etc.), communication networks, communication auditing, organizational change and the role of the professional communicator.

### **COMS 611. Communication Law and Ethics. (3)**

Three hours seminar.

Prerequisite: Graduate standing.

Survey of the legal and ethical constraints placed upon the content, form and transmission of messages in a variety of contexts related to personal, political, business and corporate life.

### **COMS 615. Seminar in Public Relations. (3)**

Three hours seminar.

Prerequisite: Graduate standing.

Examination of the public relations profession and application of theoretical and research literature in public relations. Topics for discussion include: the public relations industry, role of public relations in organizations and society, public relations ethics, public relations roles, public relations strategies and contemporary theories of public relations.

### **COMS 620. Training and Development. (3)**

Three hours seminar.

Prerequisites: Graduate standing and COMS 605 or instructor's permission.

This course provides an overview of the communication skills important in

contemporary organizations and of the theoretic and practical concerns inherent in the assessment of communication needs within organizations, the provision of communication training and development and the assessment of outcomes. These processes are viewed from the perspective of internal organizational function, as well as from that of external consultants.

**COMS 625. Issues Management. (3)**  
**Three hours seminar.**

Prerequisite: Graduate standing.  
The study of distinctive advocacy roles, relationships and strategies to maintain mutual lines of communication between various types of organizations and their publics including research and analysis of problems and issues, preparation and planning of appropriate action, development and implementation of effective communication and systematic evaluation.

**COMS 630. Communication, Change and Innovation. (3)**

Three hours seminar.  
Prerequisite: Graduate standing.  
The study of organizational change and innovation as a fundamental and recurrent series of events rooted in and dependent upon complex communication processes.

**COMS 633. Seminar in Persuasion. (3)**

Three hours seminar.  
Seminar format in which students will discuss and explore concepts and theories relating to persuasion. Includes application to the corporate environment.

**COMS 635. Contemporary Issues in Corporate and Professional Communication. (3)**

Three hours seminar.  
Prerequisite: Graduate standing.  
Study of current issues in corporate and professional communication. Topics to be announced. May be repeated under different topics.

**COMS 640. Internship in Corporate and Professional Communication. (3)**

Prerequisites: Graduate standing and permission of the supervising instructor and permission of the Graduate Coordinator.  
An opportunity for practical application of communication theory to practical contexts. Requires a written proposal.

**COMS 650. Seminar in Interpersonal Communication. (3)**

Three hours seminar.  
Prerequisite: Graduate standing.  
Seminar format in which students will discuss and explore concepts and theories relating to interpersonal communication in work relationships and personal relationships.

**COMS 658. Diversity in the Workplace. (3)**

Three hours lecture.  
Prerequisite: Graduate standing.  
For managers and members of the workforce, diversity poses both challenges and benefits. Greater emphasis on understanding cultural differences and managing diversity as a competitive advantage has become both a reality and an opportunity in American organizations. This is a seminar format course in which students will discuss and explore concepts and theories relating

to diversity communication in work relationships and personal relationships.

**COMS 698. Directed Study. (3)**

Prerequisites: Graduate standing and permission of the instructor, graduate coordinator and Directed Study form submitted to the Graduate College. Provides the opportunity for individual work with a faculty member in areas of mutual interest. May be repeated for a maximum of six hours of credit to count toward the degree (non-thesis option). See “Directed Study” on p. 54.

**COMS 699. Research and Thesis. (1-6)**

Prerequisites: Approval of student’s thesis proposal by the student’s thesis Graduate Committee and by the dean of the Graduate College. Research project completed and reported by a thesis student in his or her area of interest. See “Thesis” on p. 54.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are

required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s). This course carries no credit hour production and does not count toward graduation requirements.

This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## Communication Sciences and Disorders

**COSD 510. Neuroanatomy in Communication Disorders. (3)**

Three hours lecture.  
Prerequisite: Graduate standing or permission.  
Study of the neurological structures and functions related to normal speech, language and hearing processes.

**COSD 511. Public School Methods in a Diverse Society. (3)**

Three hours lecture.  
Prerequisite: Graduate standing or permission.  
A study of clinical delivery and administration of services to the communicatively disordered children and adolescents in the culturally diverse school setting, including current regulations and issues. Must be taken for Virginia Teacher Certification.

**COSD 512. Audiologic Rehabilitation. (3)**

Three hours lecture.

Prerequisite: Admission to COSD graduate program or enrollment in the Teacher of Hearing Impaired certification program.

This course will include an in-depth study of sensory devices and intervention approaches for children with hearing loss.

**COSD 601. Research in Communication Sciences and Disorders. (3)**

Three hours lecture.

Prerequisite: Graduate standing or permission.

A course designed to introduce methods of research, theories of measurement, research design and statistics.

**COSD 602. Language Disorders: Birth to Five Years. (3)**

Three hours lecture.

Prerequisite: Graduate standing or permission.

The nature, prevention, assessment and treatment of language/communication disorders in infants, toddlers and other preschool children.

**COSD 604. Advanced Studies in Articulatory and Phonologic Disorders. (3)**

Three hours lecture.

Prerequisite: Graduate standing or permission.

A study of articulatory and phonological disorders with special emphasis on research, advanced assessment measures and intervention.

**COSD 606. Fluency Disorders. (2)**

Two hours lecture/seminar.

Prerequisites: Graduate standing or permission.

Study of fluency disorders with special

emphasis on research, assessment measures, intervention and prevention.

**COSD 607. Language Disorders in School-Age Children and Adolescents. (3)**

Three hours lecture.

Prerequisites: Graduate standing or permission.

The nature of language disorders in school age children and adolescents and the application of current research and theory to prevention, assessment and intervention in this population.

**COSD 608. Motor Speech Disorders. (3)**

Three hours lecture.

Prerequisite: Graduate standing or permission.

Study of neuropathology in relation to apraxia and dysarthria, including symptomatology, differential diagnosis and appropriate management techniques.

**COSD 609. Aphasia. (3)**

Three hours lecture.

Prerequisites: Graduate standing or permission.

Study of the neurologic basis for speech and language behavior, etiology, symptomatology, assessment and management of aphasia.

**COSD 610. Pediatric and Adult Dysphagia. (3)**

Three hours lecture.

Prerequisite: Graduate standing or permission.

Study of normal adult and infant swallow physiology related to various mechanical, structural and neurological disorders of swallowing, including clinical and instrumental assessment

methods and treatment strategies emphasizing a multidisciplinary approach to the whole patient.

**COSD 611. Autism Spectrum Disorders. (2)**

Two hours lecture.

Prerequisite: Graduate standing or permission.

Study of autism spectrum disorders with emphasis on research, assessment issues and efficacious intervention.

**COSD 614. Childhood Apraxia of Speech. (2)**

Two hours lecture.

Prerequisite: Graduate standing or permission.

An in-depth study of assessment and management principles concerning Childhood Apraxia of Speech, a childhood motor speech disorder.

**COSD 615. Voice Science and Disorders. (4)**

Four hours lecture.

Prerequisites: Graduate standing and COSD 316: Hearing Science or permission.

Advanced study of voice science including motor control, phonation, respiration, resonance, perception, laryngeal anatomy-physiology and current methods for prevention, assessment and intervention of voice disorders in children and adults.

**COSD 616. Augmentative and Alternative Communication. (3)**

Three hours lecture.

Prerequisite: Graduate standing or permission.

An in-depth study of evidence-based approaches to assessment and intervention with individuals who require the use of augmentative and

alternative communication (AAC).

The course will also provide hands-on training of current AAC technology.

**COSD 630. Professional Development I. (1)**

One hour lecture.

Prerequisite: Graduate standing or permission.

Discussion of contemporary professional and legal issues, the Code of Ethics of the American-Speech-Language-Hearing Association (ASHA) and organization of ASHA. Focus on requirements for certification, specialty recognition, licensure and other relevant professional credentials.

**COSD 631. Special Clinical Topical Seminar. (1-3)**

Variable Credit, 1-3 hours.

Lecture, discussion, field trips and presentations.

Prerequisite: Graduate standing or permission.

Specific areas of specialized clinical knowledge in communication disorders will be offered. Topics will change each semester.

**COSD 640. Advanced Practicum in Speech-Language-Hearing. (1-6)**

Variable credit, 1-6 hours.

Prerequisite: Admission to COSD Graduate program.

A clinical practicum course involving principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders; including consideration of anatomical/physiological, psychological, developmental, linguistic and cultural correlates of disorders of articulation, fluency, voice and resonance, receptive

and expressive language, hearing, swallowing and cognitive and social aspects of communication.

**COSD 650. Professional Development II. (1)**

One hour lecture.

Prerequisite: Graduate standing and COSD 630.

This course addresses summative assessment of curricular and clinical knowledge and skills and development of professional skills, including interviewing, counseling and collaborating with clients, family members and other professionals.

**COSD 698. Directed Study. (1-4)**

Variable credit, 1-4 hours.

Prerequisite: Graduate standing and permission.

Subject to approval of Communication Sciences and Disorders Department and Directed Study form submitted to the Graduate College. Students may take a maximum of six hours of directed studies and no more than four hours credit per study.

See “Directed Study” on p. 54.

**COSD 699. Research and Thesis. (1-6)**

Variable credit, 1-6 hours.

Follows guidelines established by the Graduate College.

See “Thesis” on p. 54.

**GRAD 799. Continuous Enrollment (1)  
One credit hour.**

All graduate students are required to be registered during the semester they receive their degree. See “Continuous Enrollment” on p. 49.

## Criminal Justice

**CRJU 590. Seminar. (3)**

Three hours lecture.

Prerequisites: Graduate standing for students taking the course for graduate credit.

Concentrated study of specific topics related to the American criminal justice system.

**CRJU 600. Survey of Criminal Justice. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

This course will provide an overview of Criminal Justice theory by providing critical evaluation and discussion of research in the criminal justice field. It will emphasize seminal works and review current research, including attention to issues of diversity in criminal justice. It will introduce questions of the factors influencing public policy as well as ethical considerations relating to the application of criminal justice.

**CRJU 610. Historical Perspectives in Criminal Justice. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

Traces the development of ideas about and institutions within the criminal justice system, focusing especially on the United States and its roots in the western tradition. Students will study some of the major works in the criminal justice field.

**CRJU 620. Judicial Behavior. (3)  
Three hours lecture.**

Prerequisite: Graduate standing.

Survey of the American judiciary.

Studies judicial self-perception, public perception of the judiciary and specific judicial actions in sentencing and court management.

**CRJU 630. Organizational Theory. (3)**

Three hours seminar.

Prerequisite: Graduate standing.

A survey of current organizational theory as it relates to the public sector. Emphasis on development of explanations of organizational behavior and development of an understanding of individual behavior in complex public organizations.

**CRJU 635. Foundations of Law Enforcement. (3)**

Prerequisite: Graduate standing.

This graduate course is designed to examine critical issues in policing. Topics for discussion will include (but are not limited to): the function of policing, historical perspectives, strategies and programs, the nature of policing, performing the job, ethics and deviance and contemporary issues.

**CRJU 638. Foundations of Corrections. (3)**

Prerequisite: Graduate standing.

This is a graduate course intended to examine critical issues in corrections. Topics for discussion will include (but are not limited to): the evolution of contemporary correctional strategies, institutional and community-based correctional alternatives, correctional ethics and contemporary policy issues.

**CRJU 643. Social Awareness. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

Examines the interrelationship of race,

class and gender with the criminal justice system, considering the experiences of racial and ethnic minority groups and women.

**CRJU 650. Criminal Justice Ethics. (3)**

**Prerequisite: Graduate standing.**

Theories and practices in the areas of legality, morality, values and ethics within the criminal justice system.

**CRJU 655. Constitutional Law and the Criminal Justice System. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

Examination of constitutional civil liberties and impact upon criminal law and field behavior.

**CRJU 660. Issues in Criminal Justice. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

Examination of current issues which impact criminal justice through an analysis of formation, procedural influence and policy determination.

**CRJU 670. Criminal Justice Research Methods. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

Designed to provide advanced social science research skills and to allow students to put those skills into practice with a required research project.

**CRJU 671. Quantitative Methods in Criminal Justice Research. (3)**

Three hours lecture.

Prerequisite: CRJU 670.

This course is intended to equip the student with the ability to calculate and conduct statistical analyses for original research to

ensure the ability to interpret the results of statistical analysis and to apply those results appropriately to real world situations.

**CRJU 672. Applications in Crime Analysis. (3)**

Three hours lecture.

Prerequisite: CRJU 670 (required), CRJU 671 (recommended).

This course is an introduction to the quantitative skills used in tactical, strategic, and administrative crime analysis.

**CRJU 673. Crime Mapping. (3)**

**Three hours lecture.**

Prerequisite: CRJU 670 (required), CRJU 671 (recommended).

This course expands on the quantitative principles and applications used in tactical, strategic, and administrative crime analysis introduced on CRJU 672. The primary focus of this course is geographic mapping of crime patterns.

**CRJU 675. Studies in Criminological Theory. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

Examines the theories of criminality ranging from classical explanations to recent paradigms.

**CRJU 676. Environmental Criminology. (3)**

Three hours lecture.

Prerequisites: Graduate standing.

This course examines the spatial distribution of crime, focusing primarily on theoretical explanations and their associated policy implications.

**CRJU 684. Criminal Justice Graduate Internship. (3)**

Prerequisite: Graduate standing.

An experimental learning program for criminal justice students to observe, learn and participate in the daily functions and procedure of a specific criminal justice agency. The course consists of not less than 16 hours per week for 15 weeks and is graded on a pass/fail basis.

**CRJU 690. Seminar. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

Concentrated study of a specific issue or topic in criminal justice.

**CRJU 691. Public Policy and Criminal Justice. (3)**

Three hours lecture.

Prerequisites: Graduate standing.

Intensive study of policy formulation process for American criminal justice agencies. Attention to each of the major components of the American criminal justice system: police, courts and corrections.

**CRJU 698. Directed Study. (1-4)**

Prerequisites: Approval of the advisor, department chair and Directed Study form submitted to the Graduate College.

Semi-autonomous, independent research on a topic of interest to the student and the criminal justice system. Provides an opportunity to develop a high degree of conceptual sophistication on a specific topic. See "Directed Study" on p. 54.

**CRJU 699. Research and Thesis. (1-6)**

Hours and credit arranged with the approval of the student's thesis supervisor, advisor and the dean of the Graduate College. See "Thesis" on p. 54.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## Design Thinking

**DSN/ART 550. International Art History I. (3)**

Prerequisites: Graduate standing in

MFA, either Studio Art or Design Thinking.

This is the first of two online art history courses. Students will investigate key moments in history that affected art and design, focusing on prehistory through the Renaissance period.

**DSN/ART 555. International Art History II. (3)**

Prerequisites: Graduate standing in MFA, either Studio Art or Design Thinking; DSN 550.

This is the second of two online art history courses. Students will investigate key moments in history that affected art and design, focusing on the modern (post Renaissance) era to the present day.

**DSN 575. Design Theory & Research. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration. This is an online course addressing the exploration of research versus information gathering in human behavior and design theories.

**DSN 600. Advanced Studio I. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration. This online course will introduce students to design thinking, problem seeking, brainstorming, and ideation techniques and strategies.

**DSN 605. Advanced Studio II. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration; DSN 600; DSN 640: DSN 670. This online course will build on Advanced Studio I and continue with more in-depth design thinking, problem seeking, brainstorming and ideation

techniques, and strategies. It will spend more time on the discovery and planning stages of the design process.

**DSN 611. Special Topics in Design Thinking. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration. This online course will provide opportunities for studies of current topics of interest in the area of design thinking, with an emphasis on new developments, technology, and/or research. Must be repeated on a different topic for 3 additional credits.

**DSN 640. Design Thinking. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration. This online course introduces students to creative cognition theories, creative intelligence testing, and the methodologies imbedded in the design thinking process.

**DSN 645. Team Wisdom. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration; DSN 640 and DSN 600. This online course will provide students with an overview of team dynamics, team leadership techniques, team protocols, and the appropriate application of interdisciplinary teams.

**DSN 670. Environment Behavior. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration. This online course will review theories on environment behavior, introduce observational strategies and meanings of relationships to the environment.

**DSN 700. Advanced Studio III. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration; DSN 605; DSN 640; DSN 670; and DSN 645.

This online course will build on the previous studio and continue with more in-depth design thinking, problem seeking, brainstorming and ideation techniques and strategies. It will spend more time in the discovery and planning stages of the process and finish with evidence of innovative solutions to design challenges.

**DSN 705. Advanced Studio IV. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration; DSN 700 and DSN 770. Building on earlier Advanced Design Studios, this online course will be the final interdisciplinary team studio and students will work to deliver comprehensive solutions for “clients” in emerging economies all over the world.

**DSN 740. Design Management. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration, and DSN 600, DSN 640, DSN 670, DSN 575, DSN 645, and DSN 605. This online course will provide opportunities for studying design management strategies, professional ethics, target markets, and operational theories.

**DSN 770. Research Methods. (3)**

Prerequisites: Graduate standing in MFA - Design Thinking concentration, DSN 575. This online course examines quantitative and qualitative research

methods commonly used in the design professions.

**DSN 790. Research Project/Thesis. (1-9)**

Prerequisites: Graduate standing, MFA – Design Thinking program concentration; ART/DSN 550, ART/DSN 555, DSN 575, DSN 600, DSN 605, DSN 640, DSN 670, DSN 700, DSN 740, and DSN 770.

Development of a graduate project or thesis to be arranged with the approval of the student's thesis supervisor, advisor, and the dean of the Graduate College. See Graduate College's requirements for a graduate project or thesis.

## Economics

**ECON 505. Methodology of Economics. (3)**

Three hours lecture.

An introduction to the study of economics as a social science and business philosophy, which exposes students to concepts of supply and demand, product and resource markets, producer and consumer decision-making, industrial organization and general equilibrium theory. Principles of national economic performance, monetary and fiscal policy and international economics will be presented. This course may not be taken for an elective in the MBA program.

**ECON 651. Managerial Economics. (3)**

Three hours lecture.

Prerequisite: MBA status or permission of the instructor.

Study of selected topics in economic theory and their application to management problems. Topics include

demand and supply, revenues, elasticity, production and cost, incremental decision making, market structure and pricing and investment analysis. Elementary quantitative methods developed and utilized.

**ECON 672. Collective Bargaining. (3)**

Three hours lecture.

Explores nature of collective bargaining in the United States and deals with the process of negotiating agreements. Emphasis on practical decision making in solving problems under the collective bargaining contract; employs considerable case material in labor law and arbitration.

**ECON 673. Financial Institutions and Monetary Policy. (3)**

Three hours lecture.

Prerequisites: Graduate standing. Deals with general and specialized roles of financial institutions as well as their structure, regulation, markets and sources of funds. Monetary theory explained with particular emphasis on its effects on financial markets.

**ECON 694. Business Forecasting. (3)**

Three hours lecture.

Prerequisites: Admission to the MBA Program or graduate status, STAT 205 (or equivalent) and MATH 151 (or equivalent).

Forecasting involves making the best possible judgment about some future event. Topics covered include introduction to forecasting, a review of basic statistical concepts, exploring data patterns and choosing a forecasting technique, moving averages and smoothing models, regression analysis,

time series analysis, the Box-Jenkins (ARIMA) methodology and judgmental elements in forecasting. Students will be trained in using computer-based models, databases and programs.

**ECON 695. Current Topics in Economics. (3:3)**

Three hours lecture.

Prerequisite: Graduate standing.

Investigates topics of current and continuing interest not covered in regularly scheduled graduate courses.

Topics announced with each offering of course. May be taken twice for a total of six semester hours credit.

**ECON 698. Directed Study. (1-4)**

Hours and credits to be arranged.

Prerequisites: Approval of the directed study supervisor, advisor and Directed Study form submitted to the Graduate College.

Semi-autonomous independent research on an economic topic of interest to the student. Provides the student with an opportunity to develop conceptual sophistication on a specific topic. See “Directed Study” on p. 54.

**ECON 699. Research and Thesis. (1-6)**

Hours and credit to be arranged with the approval of the student’s thesis supervisor, advisor, department chairperson and the dean of the Graduate College See “Thesis” on p. 54.

## Early Childhood

**EDEC 500. Foundations, Programs and Trends in Early Childhood Education. (3)**

Three hours lecture.

The historical, philosophical and social foundations of early childhood education and how these foundations influence current thought and practice will be examined. Students will explore philosophical schools influencing the development of the profession and perspectives on current trends in America that impact young children and their families will be addressed. Students will research and critically examine various educational programs and curricula for young children.

**EDEC 516. Home-School Collaborative Relationships. (3)**

Three hours lecture.

This course is designed to provide knowledge and skills for teachers to build partnerships with parents, caregivers and families. The interrelationships among families, school and community will be studied. Parent involvement and parent education programs will be examined. This course emphasizes the professional’s responsibility to initiate, implement and foster continuous family/teacher teamwork for young children with diverse needs.

**EDEC 525. Assessment-Based Instruction and Adaptation for Young Children (PreK-3rd Grade). (3)**

Three hours lecture.

Designed to provide pedagogical concepts and skills for pre-service teachers working with preschool through primary grade children in inclusive classrooms. Informal assessment strategies are applied to individualize instruction and adapt curriculum. The central concepts and

tools of inquiry in the social studies/sciences are used to develop integrated curriculum and learning experiences that enhance children's development. Applied use of technology and media will be integrated throughout the course.

**EDEC 602. The Young Child PreK-3. (3)**

Three hours lecture.

Theories of cognitive, social, emotional and physical development of the young children are related to early childhood practicum. Current curriculum theory applied to classroom practice.

**EDEC 658. Problems in Early Childhood Education. (3)**

Three hours lecture.

Focuses on early childhood and issues and concerns in practices. Addresses related educational concerns of teachers and administrators on an individual basis.

**EDEC 698. Directed Study in Early Childhood. (1-4)**

Hours and credits to be arranged.

Prerequisites: Approval of advisor, department chair and Directed Study form submitted to the Graduate College.

See "Directed Study" section in the Graduate Catalog.

**EDEC 750. Internship in Early Childhood Education. (9)**

Nine hours of field experience.

Prerequisite or Corequisites: Admission to Teacher Education Program.

Full time clinical practicum semester experience in one or more grade levels with prekindergarten/ kindergarten/

primary grade children. This experience begins with limited participation, and culminates in assumption of full teaching responsibility for a minimum of 300 clock hours, including a minimum of 150 supervised teaching hours. Students conduct an action research project as part of this internship.

## Education Foundations

**EDEF 600. Child and Adolescent Development. (3)**

Three hours lecture.

Covers critical components of human development from the prenatal stage through adolescence, including theories, ethics, research and applications. Personal, social, professional, and cultural perspectives related to working with children and adolescents are explored.

**EDEF 606. Educational Research. (3)**

Three hours lecture.

Involves the study of both qualitative and quantitative research emphasizing the understanding of statistical concepts and procedures necessary to create and implement effective education research. A goal of the course is to present essentials necessary for students to carry out the entire research process from identifying research problems to writing research reports. Students will analyze various approaches to planning research and will discuss techniques and procedures used in making and evaluating studies.

**EDEF 607. Foundations of Education. (3)**

Three hours lecture.

An understanding of the historical, philosophical, and sociological

foundations underlying the role, development and organization of public education in the United States is provided in this core course for all Masters in Education concentrations (and foundations course for graduate licensure candidates). Students will examine selected key issues and debates in education (e.g. purposes/philosophies of education at present and over time; legal status and rights of teachers and students; culture and organization of schools; interactions between assessment, instruction, and student progress/performance; school finance; various educational reform efforts). The course promotes students' ability to interpret and critique the impact of legal, political, economic, and societal factors on schooling and on teaching, with an emphasis upon how these issues involve or impact them in their careers as educators.

**EDEF 610. Educational Alternatives: History and Theory. (3)**

Three hours lecture.

Prerequisite: Graduate Standing.

This course is designed primarily to help students develop an in-depth understanding of educational alternatives including the scope of the field, points of similarity and difference between various theorists, the historical and philosophical roots of educational alternatives, criticisms of the theories and practices, and practical examples of these theories.

## **Educational Leadership**

**EDEL 612. Introduction to School Administration. (3)**

Three hours lecture.

Prerequisites: Graduate standing. Students will develop understandings of trends and implications of the major historical, philosophical and ethical influences affecting school organization and leadership. Current leadership theories and styles are examined as they relate to democratic values. Processes are examined for use in the collaborative shaping of a school vision with all stakeholders in the school community. Research on school improvement and effective schools is included. State laws and regulations governing school quality in Virginia are covered. Students will explore and apply course content as they develop a prototypical school vision, mission, and goals statement. Student self assessment for leadership will be a major focus of this course.

**EDEL 614. Supervision and Evaluation of Instruction. (3)**

Three hours lecture.

Students will study the processes, techniques, and problems associated with supervision, evaluation, and improvement of classroom instruction and instructional programs in preK-12 schools. They will examine the roles of school administrators and instructional supervisors in the evaluation of people and programs associated with instruction with a focus on improved student learning.

**EDEL 621. Organization and Management of Public Schools. (3)**

Three hours lecture.

Prerequisites: Admission to Educational Leadership Program.

Students will develop understandings of the varied managerial duties and

responsibilities of school (preK-12) and district level administrators. Students will study the role of an educational leader as a manager in school planning; organizing time, space and records; master-scheduling; staffing; budgeting and purchasing; attending to staff and student safety; managing and overseeing diverse populations in staff and student groups; overseeing school plan and grounds; and coordinating school programs for student activities, transportation, custodians, clerks, and food services employees. Students will apply systems understanding to school improvement and the support and development of educational environments to enhance opportunities for academic success for all students.

### **EDEL 624. Technology for School Administrators. (3)**

Three hours lecture.

Explore technological applications for the purpose of effectively enriching teaching and learning in K-12 schools. Current technologies for school management and for business procedures will be presented and assessed. Short and long range technology planning for the school, including exploring resource options, will be investigated.

### **EDEL 626. The School and Community Relations. (3)**

Three hours lecture.

Prerequisites: Admission to Educational Leadership Program

Students will develop understandings of the principles and practices of human relations within schools. Includes research and best practices in school

public relations programs, development of mutual school and community understandings, public participation in planning school programs and services, cooperative activities with appropriate community groups, and the relationship of school administrators and staff.

Students will analyze their leadership skills, and their beliefs, values, actions and their potential impact upon all stakeholders. Students will apply course content to the examination of changing demographic populations, change processes, and the impact of change on all aspects of school and community.

### **EDEL 630. Legal and Ethical Dimensions of School Administrators. (3)**

Three hours lecture.

Prerequisites: Admission to Educational Leadership Program.

Students will explore the legal status of public schools in the United States with special reference to ethics and the application of law for the educational benefit of all students. A study of constitutional law and the judicial rulings of the Supreme Court, federal district courts, and state appellate courts will form the basis for exploration of historical precedence in educational law as well as current analysis of trends in legal precedence relating to education. The study of laws and regulations in Virginia are utilized as a construct for understanding issues surrounding implementation of the Standards of Quality and adherence to the Standards of Accreditation.

### **EDEL 635. Seminar in Problems of Educational Leadership. (3)**

Three hours lecture.

The course will be conducted in seminar format with professors and students identifying the major problems currently facing educational leaders. Once the problems have been identified students will be expected to conduct research concerning the problems, report their findings and offer potential solutions to the problems.

**EDEL 660. Current Issues in Education (Topic). (2-4)**

Examines a major problem or trend, its implications and possible alternative solutions or impact on education.

**EDEL 690. Internship in School Administration. (6)**

Six hours laboratory.

Prerequisites: Admission to Educational Leadership Program.

Administrative experience in local schools under the cooperative supervision of both local school/district and university personnel. Grade is recorded as "Pass" or "Fail."

**EDEL 698. Directed Study. (1-4)**

Hours and credit to be arranged.

Prerequisites: Approval of advisor, School Director of School of Teacher Education and Leadership and Directed Study form submitted to the Graduate College.

See "Directed Study" on p. 54.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time.

The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## **Educational Technology**

**EDET/EDSP 554. Educational Technology for Diverse Populations. (3)**

Three hours lecture.

Students will develop critical awareness of educational and assistive technologies that support students with disabilities, and other learners with diverse needs. The course begins with an overview of the latest research and evidence-based practice in educational technology applications for instruction. Participants will explore a wide range of these technology applications with a focus on assistive or adaptive technologies.

The course focuses on the historical and legal mandates that guide the integration of assistive technologies into the educational programs of students with disabilities.

**EDET 619. Instructional Design and Evaluation. (3)**

Three hours lecture.

Provides students with initial skills and competencies in applying instructional design principles to teaching and learning problems. The student applies Instructional Design methodologies to critical components in instruction including content, learner characteristics and diversity in technology integration.

**EDET 620. Educational Technology: Applications, Applied Research and Integration. (3)**

Two hours lecture; two hours laboratory.

Provides an overview of educational technology as a change-oriented academic field as well as a concept that defines a number of strategies for effectively facilitating learning. Students investigate strategies in which computer-based resources can be used to support the practice of professional educators. Students will apply research and educational technology skills within written exams and the development of electronic portfolio-based instructional resources. Students are expected to enter this course with basic computer knowledge and skills.

**EDET 629. Administration of Educational Media. (3)**

Three hours lecture.

The course examines the role of media managers, specialists and technicians in

the administration of educational media programs and services.

**EDET 630. Foundations of Educational Technology. (3)**

One hour lecture; two hours laboratory.

Prerequisite: EDET 620.

Provides a theoretical and historical foundation for many of the principles applied within the field of educational technology. Information processing models, dual coding and visual literacy principles, brain-based research approaches to media design, and other models are applied to the design and evaluation of educational media material and the selection of appropriate mediated instructional solutions.

**EDET 640. Multimedia Design for Online, Mobile, and Group Presentations. (3)**

One hour lecture; two hours laboratory.

Prerequisite: EDET 620.

Provides teachers, teacher candidates, and other education professionals with the knowledge and skills essential to designing multimedia presentations and instruction in face-to-face, distance and mobile environments to enhance student learning. Engages teachers, teacher candidates, and other education professionals in the study and analysis of a variety of research-based models of multimedia instruction. Student learning styles, needs of diverse learners, application of technology for enhancing student learning, and various methods of differentiating assessment and instruction will be examined.

**EDET 650. The Web: New Contexts for Teaching and Learning. (3)**

One hour lecture; two hours laboratory.

Prerequisite: EDET 620.

Designed to provide teachers, teacher candidates, corporate training professionals, psychology graduate students, and other education professionals with opportunities to apply the knowledge and skills enabling them to incorporate Web resources into the design and evaluation of effective learning environments. The dynamic nature of the Web prohibits a specific listing of content as this will evolve as Web resources continually change. The instructor is responsible for providing instruction in the application of current resources. This class will also include discussion of critical diversity issues and techniques related to the Web to meet the needs of all learners.

The course will facilitate the development of a number of different Web -based solutions to instructional problems, including the use of wikis and shared documents in the work flow of complex projects, the development of video-based scaffolding, and the use of blogs and other technologies to establish online learning communities. The end product of the course for each student will be a collection of Web -supported learning environments that they create and make accessible through an online digital portfolio.

### **EDET 660. Current Issues in Educational Media/Technology (Topic). (1-4)**

One to four hours per week.  
Examines a major problem or special issue concerning educational technology, its implications and possible solutions. The course may be repeated for a maximum of six (6) semester hours.

### **EDET 661. Gaming and Simulations for Instruction. (3)**

Prerequisite: EDET 620.

Provides teachers, teacher candidates, and other education professionals with the knowledge and skills essential to designing computer-based games and simulations to enhance student learning. Engages teachers, teacher candidates, and other education professionals in the study, analysis, and creation of a variety of research-based models of gaming and simulation instruction. Student learning styles, needs of diverse learners, application of technology for enhancing student learning, and various methods of differentiating assessment and instruction will be examined.

### **EDET 689. Educational Technology Capstone. (3)**

Prerequisites: EDET 619, EDET 620, EDET 630, EDET 640, EDET 650.

May be taken concurrent with EDET 630, EDET 640 or EDET 650).

Provides students in the Educational Technology concentration program an opportunity to define an applied research or evaluation project under the direction of education faculty members. Results of the applied project will be included in the students' electronic portfolios and formally presented at the end of the semester as an exit requirement from the program.

### **EDET 698. Directed Study in Educational Media/Technology. (1-4)**

Hours and credit to be arranged.

Prerequisites: Approval of the advisor, School Director of the School of Teacher Education and Leadership and Directed Study form submitted to the

Graduate College.

The course may be repeated for a maximum of six (6) semester hours credit.

## English as a Second Language

### **EDLI 602. English as a Second Language (ESL): Applied Linguistics. (3)**

Three hours lecture.

Provides for a comprehensive examination of the relationship between linguistics and second language teaching.

### **EDLI 603. English as a Second Language (ESL): Analysis and Application of Instructional Techniques. (3)**

Two hours lecture, two hours lab.

Prerequisite: Permission of instructor.

Provides opportunities for practical applications of second language acquisition theories and methodologies through a series of guided observations, evaluations and limited supervised teaching.

### **EDLI 604. Second Language Assessment Principles. (3)**

Three hours lecture.

Prerequisite: EDLI 603 or permission of instructor.

Analysis of current testing methods for the second language classroom.

### **EDLI 605. Second Language Curriculum Design. (3)**

Three hours lecture.

Prerequisite: Permission of instructor.

Compare/contrast and analyze current second language curriculum models.

## Library Science

### **EDLS 608. Child and Adolescent Literature for Library Media Specialists. (3)**

Prerequisites: Graduate standing.

Provides exposure to a wide variety of literature for children and adolescents.

Emphasis will be on selecting and applying literature within the K-12 library media center to strengthen and support the curriculum; meeting information literacy goals for all students; developing within K-12 students a love of reading and desire to become lifelong learners; and meeting pleasure reading needs of K-12 students.

### **EDLS 610. Developing Library Collections. (3)**

Three hours lecture.

Analysis of the impact of qualitative standards, formulas and other measures of collection adequacy on library planning. Emphasis on curriculum-support responsibilities of the library.

### **EDLS 612. Reference Materials and Services. (3)**

Three hours lecture.

Prerequisites: Graduate standing.

Course introduces ways of locating, evaluating and selecting general and subject-oriented reference sources with emphasis on works suitable for children and young adults; fosters a concept of reference librarianship which integrates informational and instructional roles of library media specialists.

**EDLS 614. Organization of Library Media Center Materials (3)**

Three hours lecture.

Prerequisites: Graduate status.

Course introduces basic principles of organizing print and non-print materials for efficient accessibility in library media center. Descriptive cataloging, classification and assignment of subject headings introduced.

Emphasis placed on integration of computer automation into the organization process.

**EDLS 616. Developing Partnerships for Learning. (3)**

Three hours lecture.

Prerequisites: Graduate standing or instructor permission.

The role of libraries in the teaching-learning process and the role of the school library media specialist within the curriculum as a teacher, team member, instructional consultant and leader is examined. Students will apply learning theory to planning and implementing cooperative projects which lead to the promotion of information literacy. Methods of developing learning partnerships will be examined.

**EDLS 618. Production and Evaluation of Educational Media. (3)**

Prerequisites: Enrollment limited to students enrolled in the library media concentration, the library media certificate, and licensed library media specialists, or permission of the instructor.

This course is designed for pre-service and in service library media specialists and focuses on principles and practices

related to the design, production and evaluation of instructional materials. Enrollment in this course is limited to library media specialists and students pursuing endorsement/licensure in library media.

**Literacy Education**

(See Reading).

**Middle Education****EDME 659. The Middle Education Student. (3)**

Three hours lecture.

Provides those who teach or aspire to teach in middle education (grades 6-8, ages 10-14) with insights into growth characteristics of the preadolescent student and their implications for teaching, learning and classroom management. Considers related current research.

**Secondary Education****EDSE 621. Recent Developments in Teaching in the Secondary School. (3)**

Three hours lecture.

Focus on recent research and developments that have potential for improved teaching in secondary school classrooms. Emphasis on research and developments which have the most general application.

**EDSE 631. Problems in Secondary School Teaching. (3)**

Three hours lecture.

Examines instructional and

organizational problems, both general and specific. Focuses on problems that arise in junior and senior high schools. Topics include, but are not limited to: curriculum, classroom procedure, materials, textbooks, study and assignments.

## Reading

### **EDRD 624. Leadership in Literacy: Administration, Supervision, and Coaching. (3)**

Three hours lecture.

Prerequisite: EDRD 688, EDRD/EDSP 641, EDRD/EDSP 695.

EDRD 624 introduces the concepts of administering research-based reading programs in schools and districts.

Candidates will examine and experience the responsibilities of a reading specialist in the roles of reading program supervisor, curriculum developer, and literacy coach.

### **EDRD 630. Teaching Reading in the Content Areas. (3)**

Three hours lecture.

K-12 teacher candidates will develop competencies for applying effective research-based literacy strategies in content area subjects such as social studies, English, science, and mathematics, health and physical education.

### **EDRD/EDSP 641. Assessment and Intervention for Language Development. (3)**

Prerequisite: EDRD 688, EDRD 314 and 414.

Three hours lecture.

The purpose of this course is to

provide knowledge concerning the development of language skills from birth to maturity, the relationship between thought and language, and language differences as a result of disability, culture, and life experiences. Graduate students will learn strategies for assessment and intervention in the areas of oral language development, word knowledge/spelling, and written language acquisition.

### **EDRD 660. Current Issues in Education (Topic). (1-4)**

One to four hours credit.

Examines a major issue in reading and its implications for teachers and reading specialists.

### **EDRD 688. Foundation of Literacy Instruction. (3)**

Three hours lecture.

Prerequisite: Graduate standing or permission of Graduate Coordinator. This course is designed to provide students with foundational knowledge of the developmental stages of literacy development, as well as important seminal research within each stage. Students will also gain knowledge of developmentally appropriate, research-based instructional strategies for each stage of reading development.

### **EDRD 692. Reading Diagnosis: Assessment to Inform Instruction. (3)**

Three hours lecture.

Prerequisite: EDRD 688; EDRD 641.

This course is designed to provide instruction in the administration and interpretation of a selected battery of tests, and in designing a program of intervention for students with

reading disabilities in a clinical setting. Students will prepare a case study for teachers and parents that will include a description and interpretation of testing procedures and results, as well as plans for intervention using appropriate methods and materials.

**EDRD/EDSP 695. Alternative Approaches to Reading Instruction. (3)**

Three hours lecture.

Prerequisite: EDRD 688 or EDRD 314 and 414.

This course examines alternative approaches and individualized interventions for reading instruction for students who have exceptional learning needs. The complex nature of the reading process is explored. Alternative approaches for instruction in the varied reading skills are addressed and students explore how alternative approaches to instruction may supplement, extend or replace ongoing classroom programs in order to meet students individualized needs. Motivational, emotional, linguistic and cultural factors influencing reading and instructional planning are considered.

**EDRD 697. Practicum: Diagnosis and Intervention in Literacy. (6)**

Six hours Practicum/Clinical.

Prerequisites: EDRD 688; EDRD 695; EDRD 641; EDSP 669, EDRD 692.

Candidates in EDRD 697 will be placed with two children in a public school or clinical setting and will plan and implement an overall intervention program based on diagnosis with emphasis on the individual needs of each student.

**EDRD 698. Directed Study. (1-4)**

Hours and credits to be arranged.

Prerequisites: Approval of the advisor, Director of School of Teacher Education and Leadership and Directed Study form submitted to the Graduate College.

See "Directed Study" p. 54.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

# Education

## **EDUC 506. Teaching and Learning Science. (3)**

Three hours lecture.

Students will engage in critical analysis and research related to developmentally appropriate, research based teaching content area methods for the science classroom. Building upon the previous academic and experiential backgrounds of the students, the course is designed to provide concrete experiences for appropriate implementation and incorporation of national and state standards in planning, instruction and assessment within the educational setting.

## **EDUC 603. Evaluation of Student Learning. (3)**

Three hours lecture.

Students improve their educational practice through learning and applying effective assessment and evaluation principles and procedures. Lectures, readings and exams address topics such as designing valid and reliable assessment items, interpreting assessment data, and deciphering standardized test scores. Additionally, real-world projects provide meaning and context to the course's instructional goals and objectives by providing opportunities for students to design assessment instruments for instructional programs and interpret data collected within educational research and evaluation studies.

## **EDUC 610. Problems in Language Arts and Literature. (K-8). (3)**

Three hours lecture.

Study of problems in communication skills of listening, speaking and writing and literature for children appropriate to early and middle education.

## **EDUC 612. Problems in Social Studies. (3)**

Three hours lecture.

Selected topics in the social studies area to be determined by the interests of students in the course. For the elementary classroom teacher, supervisor, principal or specialist in the social studies area.

## **EDUC 615. Principles of Curriculum Development. (3)**

Three hours lecture.

Prerequisites: Graduate standing.

Students will develop understandings of the philosophical, sociological, historical, economic, and psychological foundations related to K-12 curriculum design. They will examine emerging trends and democratic values and goals, as well as curriculum alignment, scope and sequence, and state regulations pertaining to learning. Students will explore and apply models of curriculum development, and will develop a personal philosophy of curriculum. This course can serve as the Curriculum Development major course for Masters in Education Curriculum and Instruction option students.

## **EDUC 617. Models of Teaching for Educational Leadership. (3)**

Three hours lecture.

Prerequisites: Preference given to educational leadership students fulfilling program requirements.

Examines student learning styles, teacher instructional styles (models of

teaching), and methods of differentiating instruction and assessing student learning. Examines the concepts of effective instruction and effective instructional leadership. Focuses on the school leader's role in leading an instructional program, supporting teacher growth, and enhancing student learning.

**EDUC 618. Models of Teaching for Curriculum and Instruction. (3)**

Three hours lecture.

Prerequisite: Graduate standing or instructor permission.

Provides teachers and teacher candidates with the knowledge and skills essential to designing instruction to enhance student learning. Engages teachers and teacher candidates in the study of a variety of research-based models of instruction. Student learning styles, needs of diverse learners, application of technology for enhancing student learning, and various methods of differentiating assessment and instruction will be examined.

**EDUC 619. Language Arts and Writing in the Elementary Classroom. (3)**

Three hours lecture.

Examines current research and practices in the teaching Language Arts. Provides teachers and teacher candidates with the knowledge and skills essential to teaching and assessing writing for students in PreK through grade six. The course focuses on writing instruction, assessment of writing, and the unique needs of boy writers and reluctant writers.

**EDUC/MATH 620. Issues of Equity and Diversity in Mathematics Education. (3)**

Three hours lecture.

Familiarizes students with cultural, social, and political issues in the teaching and learning of mathematics. Students will explore equity and diversity principles and approaches in mathematics education, including strategies for teaching mathematics to diverse learners. Mathematics activities will be incorporated, as needed, to supplement the curriculum.

**EDUC 639. Early Field Experience for Science Education (Grades 6-12). (3)**  
**Corequisites: EDUC 506.**

This practicum is taken as a corequisite with EDUC 506 and is intended for the pre-service teachers to contextualize teaching within the secondary (grades 6 – 12) adolescent culture.

**EDUC 640. Internship in Teaching, Secondary Education (Grades 6-12). (6)**

Prerequisites: Completion of Licensure coursework and Admission to the Teacher Education Program.

Provides extensive clinical experience in one or more grade levels appropriate to the certification area for graduate students seeking teaching licensure in secondary education (grades 6 – 12). Experience begins with observation and limited participation; and culminates in assumption of full responsibility in the classroom.

**EDUC 641. Internship in Teaching, Elementary Education (Grades PK-6). (9)**

Internship plus seminar.

Prerequisites: EDUC 430.

Provides extensive clinical experience in one or more grade levels appropriate to the certification area for graduate students seeking teaching licensure in grades PreK-

6. Experience begins with observation and limited participation; culminates in assumption of full responsibility in the classroom. Special seminars are regularly scheduled to enhance professional development of student.

**EDUC 642. Conceptualizing, Planning and Teaching 6-8. (3)**

Three hours lecture

Prerequisites: Admission to the Teacher Education program.

Provides an on-going focus on the teaching/learning process during the graduate internship experience. The goal is to promote reflective teaching practices as students conceptualize, plan, and implement lessons in middle level classrooms. Students plan in disciplinary and interdisciplinary groups and examine alternative teaching materials, strategies, and methods of assessment.

**EDUC 643. Internship in Teaching, Middle Education (Grades 6-8). (6)**

Prerequisites: Completion of Licensure coursework and Admission to the Teacher Education Program.

Provides extensive clinical experience in one or more grade levels appropriate to the certification area for graduate students seeking teaching licensure in secondary education (grades 6 – 8). Experience begins with observation and limited participation; and culminates in assumption of full responsibility in the classroom.

**EDUC /MATH 650. Graduate Seminar: Theory and Practice in Mathematics Education. (3)**

Examines literature in the theory and practice of mathematics education. Course content will vary semester

to semester, in each case focusing on one specific topic. Possible topics include, but are not limited to, educational learning theories and mathematical connections, K-12 mathematics education curriculum reform, technology and the teaching of mathematics, international studies in mathematics education, or mathematical literacy. The course will include examinations of National Council of Teachers of Mathematics Standards and Virginia SOL documents. Students enrolled in the master's program in education with a concentration in Mathematics will be expected to complete an extensive teaching or research project in this course during their final semester of the program, unless they receive prior permission to complete the project at some other time. Project choices must be focused in mathematics education and approved by the professor of record. This course must be taken in the final semester but be taken more than once for credit, provided the topic of study is different, with permission of instructor.

**EDUC 660. Current Issues in Education (Topic). (1-5)**

Examines a major problem or trend, its implications and possible solutions or impact on education.

**EDUC 670. Basic Principles and Practices of Multicultural Education. (3)**

Three hours lecture.

Students critically examine how issues surrounding cultural and ethnic diversity impact individual and group identity, curriculum and instruction, and social organizations. Students will

develop understandings of culturally responsive teaching where educators work effectively with all students and families in a pluralistic society.

**EDUC 681. International Education Topic. (3)**

Three hours lecture.

The course is designed to contrast and compare educational programs in other countries with education in the United States. Special attention given to curriculum, faculty and student composition, legal structure, facilities and administrative arrangements. Course may be repeated with different topic.

**EDUC/EDSP 690. Cognitive Instruction: An Introduction. (3)**

Three hours lecture.

A study of learning and instructional strategies based upon current cognitive theories; course competency based; students demonstrate the technical skills necessary to develop the learning capabilities of their clients.

**EDUC/MATH 691. Professional Seminar: Research in Mathematics Education. (1)**

Offers an examination of current issues in mathematics education. The course focus is on reading, presenting, and critiquing professional mathematics education literature on a range of topics while also considering practical implications. This course can be taken more than once for credit.

**EDUC 698. Directed Study. (1-4)**

Hours and credit to be arranged.

Prerequisites: Approval of the advisor, School Director and Directed Study form submitted to the Graduate College. See "Directed Study" on p. 54.

**EDUC 699. Research and Thesis. (1-6)**

Hours and credit to be arranged with the approval of the dean of the Graduate College.

See "Thesis" on p. 54.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University.

Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## Special Education

**EDSP 500. Introduction to Autism Spectrum Disorders. (3)**

Three hours lecture.

Addresses characteristics and diagnosis of autism spectrum disorders including levels of severity; cognitive abilities; medical aspects; communication, language, and social development; and differential diagnoses. The primary emphasis is on autism and Asperger syndrome although Rett syndrome, Childhood disintegrative disorder, and PDD-NOS are also discussed. Students learn the impact of the characteristics of ASD on learning in order to develop an individualized program, which would allow students to access the general curriculum as well as an adapted curriculum. Proactive teaching strategies, accommodations, and modifications that support socialization, communication, and academics are addressed.

### **EDSP 501. Approaches for Supporting and Teaching Individuals with ASD. (3)**

Three hours lecture.

Prerequisites: EDSP 400 or EDSP 500.

Addresses a wide variety of approaches for teaching and supporting individuals with autism spectrum disorders. Included are relationship-based approaches, approaches based on the theories of applied behavioral analysis, biological or physiological interventions, and other therapeutic interventions (e.g. art, dance, music, auditory integration, discrete trial teaching).

### **EDSP 502. Expanding Social Competence for Students with Autism Disorders. (3)**

Three hours lecture.

Prerequisites: EDSP 400 or EDSP 500.

Addresses strategies to assist individuals with autism spectrum disorders to communicate and socialize. Emphasis is on analysis of environmental

demands, assessing social competence, determining individual preferences, and offering instruction to address priority skills that will positively affect socializing in a variety of contexts.

### **EDSP 504. Introduction to Special Education for Secondary Educators. (3)**

Three hours lecture.

Corequisites: Must coincide with a field experience in secondary education.

Prospective educators in secondary education are introduced to characteristics of exceptional learners, laws governing the delivery of special education and rights of people with disabilities, current trends and issues in special education services, and evidence-based instructional strategies that meet the needs of students with disabilities in a general education setting.

### **EDSP 526. Introduction to Deaf and Hard of Hearing. (3)**

Three hours lecture.

Prerequisites: EDSP 361 or 651.

Introduction to the education of deaf and hard of hearing students (PreK-12) for prospective teachers and other professionals serving deaf/hard of hearing students. Includes legislation, trends, issues, etiology, identification, characteristics, Deaf culture, school related needs and communication modes, educational placement options, and organizations and agencies relevant to individuals who are deaf and hard of hearing and their families and the professionals who work with them.

### **EDSP 527. Curriculum and Methods for Deaf and Hard of Hearing Students. (3)**

Three hours lecture.

Prerequisites: EDSP 526.  
Study of curriculum, methods, techniques and materials used in the education of deaf/hard of hearing students. Includes information on classroom organization, classroom management, instructional planning, development of individualized education plans (IEPs) and individualized family service plans (IFSPs), curriculum adaptations and modifications, community agencies, assessment and evaluation, and standards of professionalism.

**EDSP 536. Teaching Infants, Toddlers and Preschoolers with Disabilities. (3)**

Three hours lecture.

Prerequisites: EDSP 360 or EDSP 651 or permission of the instructor.

Addresses methods for providing appropriate instructional programming for young children with special needs in all areas of development. Includes development of individualized education programs and individualized family service plans.

**EDSP 538. Program Management in Early Childhood Special Education. (3)**

Three hours lecture.

Prerequisites: EDSP 360 or 361 or 651 or permission of the instructor.

Addresses administrative aspects of service delivery systems for young children with disabilities or at-risk conditions and their families. Examines legal requirements, funding mechanisms, service coordination, resource acquisition, interagency coordination, integration with peers without disabilities, child find, transition facilitation, professional development

and program evaluation. Includes techniques for working with children, families, educators, related services providers and other human service professionals.

**EDSP 545. Adaptive Strategies in Mathematics. (3)**

Three hours lecture.

Prospective educators are prepared with the background knowledge and skills necessary to promote literacy in mathematics for diverse learners. An emphasis is placed on research based techniques, strategies, and technologies to improve teacher instruction and student understanding of mathematical skills and concepts.

**EDSP/EDET 554. Educational Technology for Diverse Populations. (3)**

Three hours lecture.

Students will develop critical awareness of educational and assistive technologies that support students with disabilities, and other learners with diverse needs. The course begins with an overview of the latest research and evidence-based practice in educational technology applications for instruction. Participants will explore a wide range of these technology applications with a focus on assistive or adaptive technologies. The course focuses on the historical and legal mandates that guide the integration of assistive technologies into the educational programs of students with disabilities.

**EDSP 560. Current Problems in Special Education (Topic). (1-4)**

Examines a major problem or current topic in the field of special education, its implications and possible solutions.

**EDSP 566. Teaching Students with Individualized Adapted Curriculum. (3)**

Three hours lecture.

Prerequisite: EDSP 464 or 564 or 672.

Study of curriculum, methods, techniques and materials used in the education of students who have disabilities that require individualized planning to design curriculum goals appropriate to their needs. Most typically, these students have intermittent, limited, or extensive support needs. Educational planning and program content for primary, intermediate and secondary levels is addressed.

**EDSP 602. Language Disorders: Birth to Five Years (Language Disorders 0-5). (3)**

Three hours lecture.

Prerequisite: Graduate standing or permission of instructor.

The nature, prevention, assessment, and treatment of language/communication disorders in infants, toddlers and other preschool children are addressed. Includes the influence of disability, culture, and caregivers on communication development, and the effects of communication development on literacy acquisition.

**EDSP 622. Collaboration to Teach and Support Diverse Learners. (3)**

Three hours lecture.

Prerequisite: EDSP 360, 361, or 651.

Prospective educators are prepared with the background knowledge and skills necessary to develop and work within collaborative environments designed to enhance the success of individuals with diverse learning needs in the general education curriculum. Participants will gain an understanding of collaborative

structures and demonstrate knowledge of skills and strategies to maintain effective relationships with a variety of stakeholders in collaborative settings. Emphasis will be placed on collaborative planning and co-teaching models.

**EDSP 625. Audiologic Assessment and Intervention. (3)**

Three hours lecture.

An in-depth study of audiologic assessment, sensory devices, assistive listening devices, communication approaches, and audiologic intervention approaches for children with hearing loss.

**EDSP 628. Language Development and Literacy for the Deaf and Hard of Hearing Students. (3)**

Three hours lecture.

Prerequisites: EDSP 526.

Study of the complex nature of language acquisition and literacy in deaf/hard of hearing students, and techniques for enhancing language and the teaching of reading and writing to this population. Examines current theories and practices in reading and language arts instruction for hearing as well as deaf/hard of hearing children. Presents methods for assessing reading, writing, and language problems in deaf/hard of hearing children, making adaptations and modifications to curriculum, integrating technology, and including parents in the instructional process.

**EDSP/PSYC 638. Early Childhood Assessment and Intervention. (3)**

Three hours lecture.

Prerequisite: PSYC 631 or permission of instructor.

This course will teach selection,

administration and interpretation of formal and informal assessment techniques for young children with disabling and at-risk conditions and their families. Within a developmental-ecological context the course will teach assessment strategies and link assessment results with effective intervention strategies.

**EDSP/EDRD 641. Assessment and Intervention for Language Development. (3)**

Three hours lecture.

Prerequisite: EDRD 688, EDRD 314 and 414.

The purpose of this course is to provide knowledge concerning the development of language skills from birth to maturity, the relationship between thought and language, and language differences as a result of disability, culture, and life experiences. Graduate students will learn strategies for assessment and intervention in the areas of oral language development, word knowledge/spelling, and written language acquisition.

**EDSP 650. Characteristics of Students with Visual Impairment. (1)**

One hour web-based.

Provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns. Considers the educational, conceptual, psycho-social, and physical implications of a visual impairment. Course delivered online.

**EDSP 651. Students with Diverse Learning Needs and the Special Education Process. (3)**

Three hours lecture.

Prerequisite: Graduate standing or permission of Graduate Coordinator.

This is the first course for all students in the master's Special Education degree program and is also taken as an elective by graduate students in professions working with children and youth. This course provides an overview of the historical, social and cultural foundations that frame our response to disability and diversity today, and the philosophies, principles, theories, laws and policies that have shaped educational practice for students with disabilities. An introduction to diverse learning needs (including ADHD and giftedness) and the categories of eligibility for services, the general characteristics and needs of infants, children and youth with exceptionalities and their families, and the current trends and issues in service delivery and special education professional practice will be included.

**EDSP 653. Teaching Methods for Students with Visual Impairments. (3)**

Three hours lecture.

Prerequisite: EDSP 650.

Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom

materials and procedures for children and youth with visual impairments.

**EDSP 654. Assistive Technology for Individuals with Sensory Impairments. (2)**

Two hours lecture.

Prerequisite: EDSP 650.

For teachers and other professionals interested in serving individuals with visual impairments and blindness and other sensory disabilities. Participants will acquire awareness and knowledge specific technologies and resources available to enhance and improve the ability of individuals with visual and other sensory impairments to succeed in school, daily living activities and employment.

**EDSP 655. Braille Code. (3)**

Three hours lecture.

Prerequisite: EDSP 650.

Provides instruction in the development, use, and application of the Braille literary code and its implications for educational/literacy programs for students with visual disabilities. Students will develop the skills to read and write contracted and uncontracted Braille, while acquiring instructional methodologies for teaching children who are blind to read and write. Sources of Braille materials for educational purposes are identified.

**EDSP 656. Braille Reading and Writing. (3)**

Three hours lecture.

Prerequisite: EDSP 650 and EDSP 655.

Provides basic instruction on transcription of advanced Braille codes, including: music, foreign language, chemistry, computer Braille, and Nemeth Code (Braille math code). Introduces techniques for teaching

skills in each code. Explores technology tools used to create Braille and tactile materials in addition to other assistive technologies used for instruction in math and science.

**EDSP 657. Curriculum and Assessment for Students with Visual Impairments. (3)**

Three hours lecture.

Prerequisite: EDSP 650.

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

**EDSP 658. Medical and Educational Implications of Visual Impairments. (3)**

Three hours lecture.

Prerequisite: EDSP 650.

Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development.

**EDSP 659. Orientation and Mobility for Students with Visual Impairments. (2)**

Two hours lecture.

Prerequisite: EDSP 650.

Provides the foundation for understanding the components and essence of Orientation and Mobility. Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility including cane instruction, dog guides and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized.

**EDSP 660. Current Issues in Special Education (Topic). (1-4)**

One to four hours per week.  
Examines a major problem in special education, its implications and possible solutions.

**EDSP 663. Characteristics of Students with Severe Disabilities. (3)**

Three hours lecture.  
Prerequisite: Permission of instructor.  
Provides knowledge and understanding of the characteristics and needs of individuals with severe disabilities. Serves as the foundations course for the licensure program in severe disabilities. Course format is a combination of distance-learning and web-based learning modules and interactive sessions.

**EDSP 664. Curriculum and Assessment in Severe Disabilities. (3)**

Three hours lecture.  
Prerequisites: Permission of the instructor.  
This course is designed to develop knowledge and skills related to best practices in curriculum and assessment

for those preparing to teach individuals with severe disabilities. Students will plan, develop and implement a variety of assessment and curriculum activities that target students with disabilities. Applied use of assistive technology will be integrated within the course. Field-based activities are required to allow students to directly apply and demonstrate their learning.

**EDSP 665. Positioning and Handling. (3)**

Three hours lecture.  
Prerequisite: Permission of instructor.  
Focuses on the educational, social, physical and health care needs of students with both cognitive and physical/sensory disabilities. Emphasis is given to specific strategies for positioning and handling, facilitating movement and developing self-care skills. Students are required to hold or obtain CPR and Airway Obstruction certification. Field-based activities are required to allow students to directly apply and demonstrate their learning.

**EDSP 667. Communication and Severe Disabilities. (3)**

Three hours lecture.  
Prerequisites: Permission of instructor.  
This course introduces special education professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. This course will address the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction and evaluate the effects of instruction with focus on motivating, building and expanding communication, choice-making and social interaction.

Field-based activities are required to allow students to directly apply and demonstrate their learning.

**EDSP 668. Transition and Community-based Instruction. (3)**

Three hours lecture.

Prerequisites: Permission of the instructor.

This course provides an overview of the special educator's role in preparing students with disabilities for post-secondary educational and vocational environments. Emphasis is placed on designing and modifying high school curricula, involving students and their families in transition planning and helping students acquire the services needed to be successful in adult life. Field-based activities are required to allow students to directly apply and demonstrate their learning.

**EDSP 669. Diagnostic and Assessment Procedures for Individuals with Disabilities. (3)**

Three hours lecture.

Prerequisites: EDSP 361 or 651 or PSYC 401.

This course teaches the rationale, content, technical adequacy, administration and scoring of diagnostic educational instruments used with students with disabilities. The emphasis is on identifying areas of educational need in students with disabilities. Diagnostic and informal information is used to formulate a written and oral report and recommendations for teachers and/or parents. This includes assessment and management of instruction and behavior that includes an understanding and application of the

foundation of assessment and evaluation related to best special education practice; of service delivery, and curriculum and instruction of students with disabilities.

**EDSP 670. Proactive Classroom Management and Advanced Positive Behavior and Support. (3)**

Three hours lecture.

Prerequisite: EDSP 360, 361 or 651.

This course provides the prospective educator with the background and skills necessary to effectively manage the classroom environment, conduct functional behavior assessments regarding difficult behavior, and design and implement individual positive behavior support plans and social skills programs for students with disabilities. Related topics include functional behavioral analysis, positive behavioral supports, student motivation, age appropriateness, problem solving, awareness of commercially prepared resources, and collaboration with families and professionals in designing behavior intervention plans.

**EDSP 672. Characteristics of Learners with Disabilities who Access the General Education Curriculum, K-12. (3)**

Three hours lecture.

Prerequisite: EDSP 361 or 651.

This course provides educators an understanding of characteristics and the learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including students with specific learning disabilities, intellectual disabilities,

emotional and behavioral disabilities, other health impairments, traumatic brain injury, developmental delay, autism, multiple disabilities and orthopedic impairments. Students will understand how the experiences of individuals with disabilities can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of their communities.

**EDSP 675. Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum. (3)**

Three hours lecture.

Prerequisite: EDSP 651 and 672.

Addresses current issues and needs in instructional programming for students with disabilities at the elementary level including IEP development and research-based teaching approaches.

Emphasizes teaching methods that are tailored to promote student academic progress and effective preparation for participation in the general curriculum and standardized assessments. The course prepares teachers to teach and remediate academic skills, study skills, learning strategies, and modification of course content to meet individual needs of students who are engaged in the general education curriculum at the elementary level.

**EDSP 676. Teaching Exceptional Learners in Secondary General Curriculum. (3)**

Three hours lecture.

Prerequisites: Graduate standing, EDSP 651, EDSP 672.

Addresses current issues and needs in instructional programming for students

with disabilities at the secondary level, including IEP development for students preparing to transition, and research-based teaching approaches. Emphasizes teaching methods that are tailored to promote student academic progress and effective preparation for participation in the general curriculum and standardized assessments. The course prepares teachers to teach and remediate academic skills, study skills, learning strategies, and modification of course content to meet individual needs of students who are engaged in the general education curriculum at the secondary level. This course also addresses the development of effective transition planning for students with disabilities, including services that will facilitate the success of the students in post-secondary environments.

**EDSP 677. Medical Aspects of Teaching Young Children With Disabilities. (3)**

Three hours lecture.

Prerequisites: EDSP 651 or permission of the instructor.

Examines the educational, physical, medical and health care needs of infants, toddlers, and young children with cognitive, physical, or sensory disabilities. Includes intervention, medical aspects, and management of neurodevelopmental and motor disabilities.

**EDSP/EDRD 695. Alternative Approaches to Reading Instruction. (3)**

Three hours lecture.

Prerequisite: EDRD 688 or EDRD 314 and 414.

This course examines alternative approaches and individualized

interventions for reading instruction for students who have exceptional learning needs. The complex nature of the reading process is explored. Alternative approaches for instruction in the varied reading skills are addressed and students explore how alternative approaches to instruction may supplement, extend or replace ongoing classroom programs in order to meet students individualized needs. Motivational, emotional, linguistic and cultural factors influencing reading and instructional planning are considered.

**EDSP 698. Directed Study. (1-4)**

Hours and credit to be arranged.  
Prerequisites: Approval of the advisor, School Director and Directed Study form submitted to the Graduate College. See “Directed Study” on p. 54.

**EDSP 740:741. Teaching Internships in Early Childhood Special Education. (3-6)**

Three to six hours credit of field experience.  
Prerequisites: Completion of coursework required for licensure and admission to the Teacher Education Program.  
Provide pedagogical experience with infants, toddlers or preschoolers with disabilities, developmental delays, risking conditions, or typical development in settings including but not limited to home-based, school-based, and community. EDSP 740 placements focus on services delivered in early intervention settings. EDSP 741 placements focus on school-based services. These are structured and supervised clinical field experiences. Field Experience grades are recorded as “Pass” or “Fail.”

**EDSP 750. Internship in Early Childhood Special Education. (9)**

Field Experience  
Prerequisites: Admission to Teacher Education Program.  
Students in the five-year IDEC program will participate in a one semester, full-time placement in which they will work in an early childhood special education setting under the direction of a qualified teacher. Full teaching responsibility is assumed for at least seven weeks.

**EDSP 755:756. Teaching Internship in Special Education: Deaf and Hard of Hearing.**

**EDSP 755. Preschool-Elementary Level. (4-6)**

**EDSP 756. Secondary Level. (4-6)**

Field Experience  
Prerequisites: Completion of coursework required for licensure and admission into the Teacher Education Program.  
Teacher candidates work with PreK-12 students who are deaf and/or hard of hearing during these courses under the supervision of cooperating teachers and university supervisor. Placements are provided at the Preschool or elementary levels and middle or high school levels. Each course represents a one-half semester, full-time placement. The course begins with observation in the classroom and culminates with full responsibility for the cooperating teacher’s daily schedule, including provision of direct instruction to students.

**EDSP 771:772. Teaching Internship in Special Education: Visual Impairments.**

**EDSP 771. PreK-8th grade. (1-6)**

**EDSP 772. 6-12th grade. (1-6)**

Field Experience

Prerequisite: Enrollment in one or more of the following courses: EDSP 653, 654, 656, 657, 658, 659, 670; departmental approval that student meets professional performance criteria. During this internship, teacher candidates work with PreK-12 students with visual impairments. For students who are working as teachers in classrooms serving students with visual impairments, internship experiences and assignments may be completed in that setting; full-time masters' degree students seeking initial licensure will be placed in classroom settings with students with visual impairments each semester. One hour of internship credit requires 50 hours of contact and completion of performance-based assignments with target students.

**EDSP 781:782. Teaching Internship in Special Education: Adapted Curriculum**

**EDSP 781. (Elementary K-8). (1-6)**

**EDSP 782. (Secondary 6-12). (1-6)**

Field Experience

Corequisites: Enrollment in one or more of the following courses: EDSP 566, 664, 665, 667, 668, 670; departmental approval that student meets professional performance criteria. During this internship, teacher candidates work with K-12 students in special education who receive an

adapted curriculum. For students who are working as teachers in classrooms serving students with adapted curriculum, internship experiences and assignments may be completed in that setting; full-time master's degree students seeking initial licensure will be placed in classroom settings with students with adapted curriculum each semester. One hour of internship credit requires 50 hours of contact and completion of a detailed weekly interactive log, digital recordings of work with target students, and completion of performance-based assignments.

**EDSP 791:792. Teaching Internship in Special Education: General Curriculum.**

**EDSP 791. Semester hours credit**

**(Elementary Level). (6)**

**EDSP 792. Semester hours credit**

**(Secondary Level). (6)**

Field Experience

Prerequisites: Departmental approval that candidate meets professional performance criteria; Acceptance in the Teacher Education program; Permission of the Special Education Program Coordinator at least four weeks prior to registration.

Teacher candidates work with K-12 students with varying disabilities who access the general curriculum during these courses. Placements are provided at the elementary and middle or secondary levels. Each course represents a one-half semester, full-time placement. The course begins with observation in the classroom and culminates with full responsibility for the cooperating teacher's daily schedule,

including provision of direct instruction to students. Grading: A-F

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## English

**ENGL 502. Teaching Writing: Theories and Practices. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

The course provides prospective teachers of the English language arts with theories and practices governing effective teaching of writing in elementary, middle-school and high school classrooms. A field experience in an area public school classroom allows teachers and teacher candidates to design and teach lessons and to conduct writing workshops. Students will complete a field research project that investigates and applies composition theory to some area of their teaching.

**ENGL 506. Advanced Technical Writing. (3)**

Three hours lecture.

Teaches students to master the advanced technical writing skills required to write professional reports, proposals, manuals and other communications studied in the course. Individual and team-written projects assigned.

**ENGL 507. Technical Editing. (3)**

Three hours lecture.

Prepares students to analyze the readability of technical documents written in the workplace (e.g., instructions, user manuals, abstracts, proposals) and to deal with problems of correctness, consistency, clarity, organization and rhetorical effectiveness of language and layout. Realistic weekly assignments include excerpts from technical manuals, insurance and government documents, instructions and reports.

**ENGL 509. Advanced Fiction Writing. (3)**

Three hours lecture.

For students wishing to develop potential in fiction writing. May be taken twice for credit.

**ENGL 510. Advanced Poetry Writing. (3)**

Three hours lecture.

For students wishing to develop potential in poetry writing. May be taken twice for credit.

**ENGL 525. The Study of Adolescent Literature. (3)**

Three hours lecture.

Course familiarizes students with classical and contemporary literature whose audience is primarily adolescents.

Students are led to understand why teenage readers make the literature choices they do. The course helps students develop a positive attitude toward this kind of literature and understand it should have a place in the reading program of adolescents. Course required to satisfy certification requirements for English majors intending to teach at the secondary level.

**ENGL 546. Appalachian Folklore. (3)**

Three hours lecture.

Study of mountain verbal lore of tales, ballads and sayings; non-verbal or partially verbal lore of customs, games and rituals; material lore of structure, designs and landscapes. Field collections and written analyses required.

**ENGL 547. Appalachian Literature. (3)**

Three hours lecture.

Establishment of standards for identifying Appalachian literature; study of selected works representative of the mountain culture.

**ENGL 549. African-American Literature. (3)**

Three hours lecture.

Familiarizes students with literature written by African-Americans. Scope

includes all genres and periods. Enables students to understand African-American literature both in itself and within larger context of American literature and culture.

**ENGL 550. Tribal and Pan-Indian Literature. (3)**

Three hours lecture.

Course is a comparative study of various tribal and pan-Indian literatures, including traditional oral texts and transitional and contemporary works in English by tribal and pan-Indian authors.

**ENGL 563. Grammar and Language for Teachers. (3)**

Three hours lecture.

Primarily intended for graduate-level, pre-service teaching intern candidates, this course addresses the topics of English grammar and usage, language acquisition and language-related learning, all informed by contemporary research from the fields of anthropological linguistics, psycholinguistics and sociolinguistics.

**ENGL 564. The History of the English Language. (3)**

Three hours lecture.

History and development of English language from its origins to present.

**ENGL 590. Summer Workshop. (3)**

Designed to give students concentrated study in a specialized area of English. Graded as pass/fail. May be taken twice for credit.

**ENGL 600. Introduction to Literary Scholarship. (3)**

Three hours lecture.

Examination of tools and techniques essential to advanced literary study and scholarship. Strongly recommended during the first semester of graduate study.

**ENGL 606. Technical and Business Writing. (3)**

Three hours lecture.

Prerequisites: Graduate standing required (or permission of the instructor) and fluency in written English.

Study of documents common in professional settings, including correspondence, proposals, reports, instructions and presentation materials; writing of various documents, including an article on communication in the student's field; and development of an effective professional writing style.

**ENGL 611. Creative Writing. (3)**

Three hours lecture and workshop.

Writing of fiction or poetry for a critical audience composed of the student's instructor and classmates; studies in writing strategies and techniques. May be taken twice for credit.

**ENGL 621. Principles of Literary Criticism. (3)**

Three hours lecture.

Examination of literary theories stated in major critical texts; emphasis on principles underlying contemporary schools of criticism.

**ENGL 629. Critical Approaches to Teaching Literature. (3)**

The course provides prospective teachers of literature with an examination and application of current theory research

and practice in the teaching of literature. In a field experience portion of the course, students will design lesson plans and apply particular approaches to teaching literature with students in local, middle, high schools, or college classrooms. They will design a Unit of Literature Study for classroom use.

**ENGL 631. Studies in Middle English Literature. (3)**

Three hours lecture.

Close reading, largely in Middle English, of works best typifying developments in English literature during the centuries after the Norman Conquest. With a different subheading, may be taken twice for credit.

**ENGL 633. Studies in English Renaissance. (3)**

Three hours lecture.

Study of selected major authors or important topics of the English Renaissance. With a different subheading, may be taken twice for credit.

**ENGL 635. Studies in Restoration and 18th Century British Literature. (3)**

Three hours lecture.

Study of selected major British writers 1660-1789. With a different subheading, may be taken twice for credit.

**ENGL 637. Studies in 19th Century British Literature. (3)**

Three hours lecture.

Study of selected major figures and important topics of 19th century, with attention to American and European cross-influences. With a different

subheading, may be taken twice for credit.

**ENGL 639. Studies in 20th Century Literature. (3)**

Three hours lecture.

Study of selected major figures and important topics of 20th century British and American literature, with attention to other influences. With a different subheading, may be taken twice for credit.

**ENGL 644. Studies in American Literature I (to 1861). (3)**

Three hours lecture.

Study of selected authors and important topics of American literature prior to 1861. With a different subheading, may be taken twice for credit.

**ENGL 645. Studies in American Literature II (since 1861). (3)**

Three hours lecture.

Study of selected authors and important topics of American literature since 1861. With a different subheading, may be taken twice for credit.

**ENGL 648. Studies in Oral and Written Literature of Appalachia. (3)**

Three hours lecture.

Study of specified genre of oral or written Appalachian literature, or a combination of genres from both types to show cross influences. Genre selections, which vary from term to term, include folktale or ballad in oral literature, or perhaps a combination of ballad and poetry. With a different subheading, may be taken twice for credit.

**ENGL 651. Teaching Expository Writing. (3)**

Prerequisite: Appointment as a Graduate Teaching Fellow in the English Department.

Introduction to ideas about learning, composition and the process of writing; reading of selected texts on the theory and practice of teaching writing; survey of selected teaching strategies; preparation of course descriptions and syllabi; writing; and model teaching.

**ENGL 653. Studies in Women's Literature. (3)**

Three hours lecture.

A study of the distinctive literary heritage shared by women writers in England and North America; course designed to ground students in feminist literary critical theories and practices (including feminist applications of psychoanalytic, Marxist, deconstructive and new historicist theories).

**ENGL 655. Practicum in the Teaching of Expository Writing. (3)**

Prerequisite: Appointment as a second-year Graduate Teaching Fellow and completion of 18 hours of graduate work.

Application of current theory, research and practice of composition to actual classroom setting; participants work closely with faculty mentors who assist them in designing and implementing their writing courses and in assessing classroom practice. Can be repeated once for credit; cannot be included as part of a student's program of study leading to a master's degree.

**ENGL 663. Linguistics. (3)**

Three hours lecture.

Introduction to development of the scientific description of modern English through a study of structural linguistics and generative transformational grammar. Designed to facilitate the application of linguistics to the teaching of English grammar.

**ENGL 680. Special Topics in English. (3)**

Three hours lecture.

Study of a topic in composition, creative writing, literary criticism, rhetoric, literature, language, linguistics or folklore. With a different subheading, may be taken twice for credit.

**ENGL 698. Directed Study. (1-4)**

Prerequisite: Approval of the advisor, department chair and Directed Study form submitted to the Graduate College.

See “Directed Study” on p. 54.

**ENGL 699. Research and Thesis. (1-6)**

Hours and credits to be arranged with the approval of the dean of the Graduate College.

See “Thesis” on p. 54.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who

have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s). This course carries no credit hour production and does not count toward graduation requirements.

This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## Finance

**FINC 631. Financial Management. (3)**

Three hours lecture.

Prerequisite: MBA status or permission of the instructor.

Examines techniques and concepts used in modern business and the theoretical advances in the areas of asset management and capital structure planning. Topics include capital budgeting, working capital management, valuation, cost of capital, capital structure planning, dividend policy, option pricing, mergers and acquisitions. Problems and short cases used to enhance student skills in financial planning and decision making.

**FINC 632. Risk Management. (3)**

Three hours lecture.

Prerequisite: MBA status or permission of the instructor.

Provides a study of the management of nonspeculative risks in business

and the several management tools available to deal with them. Examines cases and situations which require risk management decisions. Students conduct a risk management analysis of a business organization.

**FINC 635. International Finance. (3)**

Three hours lecture.

Prerequisites: MBA status or permission of the instructor.

Examines the international financial environment and focuses on the basics of international financial decision making required in international business operations.

**FINC 671. Special Topics in Finance. (3)**

Prerequisites: MBA status or permission of instructor.

Examines topics of special interest in finance areas not covered in current graduate course offerings.

**FINC 681. Investment Analysis and Portfolio Management. (3)**

Three hours lecture.

Prerequisite: MBA status or permission of the instructor.

An in-depth study identifying various investment instruments offered in the financial markets and how technical and fundamental analysis is used to predict the future performance of a portfolio and the market.

**FINC 698. Directed Study. (1-4)**

Hours and credits to be arranged.

Prerequisites: MBA status and approval of the directed study supervisor, advisor and Directed Study form submitted to the Graduate College. See “Directed Study” on p. 54.

**FINC 699. Research and Thesis. (1-6)**

Hours and credits to be arranged with the approval of the student’s thesis supervisor, advisor and the dean of the Graduate College. See “Thesis” on p. 54.

## Geography

**GEOG 580. Seminar. (1-4)**

Prerequisites: Minimum of 9 hours of undergraduate geography (GEOG 225 and GEOG 250 or equivalent, plus another geography course of choice) or permission of instructor.

Intensive study of a special field of geography. An outline of topics will be made available each time the course is offered. May be taken for credit more than once, providing the topics are different each time.

**GEOG 680. Advanced Topics in Geospatial Analysis. (3-4)**

Prerequisite: Minimum of 9 credits of undergraduate or graduate geography (GEOG 225 and GEOG 250 plus another geography course) or permission of instructor.

Advanced Topics in Geospatial Analysis. An outline of topics will be made available each time the course is offered. May be taken for credit more than once, providing the topics are different each time. A minimum of 45 (for 3 credits) or 60 (for 4 credits) contact hours per course.

## Geology

Selected 500-level courses can be taken for graduate credit provided the student

has the necessary prerequisites and if the same course or a comparable course was not taken as part of the student's undergraduate program. Enrollment in 500-level courses for graduate credit requires upper division or graduate standing and must be taught by a member of the graduate faculty. The master's in Environmental Engineering Geosciences has been discontinued. For information, contact the Department of Geology.

**GEOL 555. Principles of Engineering Geology. (4)**

Three hours lecture; three hours laboratory.

Prerequisites: Graduate standing, eight hours of geology and mathematics through trigonometry. Minimum of one semester of physics is strongly recommended.

Taught concurrently with GEOL 455 with additional project requirements for graduate credit. A study of the application of geologic principles and data collection techniques to the evaluation of design and construction problems relating to engineering projects including dams, highways, landfills, tunnels and reservoirs, including an overview of availability and suitability of soil and rock as construction materials.

**GEOL 561. Regional Geology of the United States. (4)**

Three hours lecture; three hours laboratory.

Prerequisite: GEOL 320.

Regional survey of structural and stratigraphic framework of geologic provinces of the United States; emphasis on geologic features and evolution of

Appalachian and Western Interior regions.

**GEOL 574. Hydrogeology. (4)**

Three hours lecture; three hours laboratory.

Prerequisites: Graduate standing, eight hours of geology and three hours of calculus.

Minimum of one semester of physics is strongly recommended. Taught concurrently with GEOL 474 with additional project requirements for graduate credit. A qualitative and quantitative study of groundwater availability and movement and the development of groundwater as a resource. Included will be pertinent geologic and engineering aspects of groundwater flow and the effect of man on the groundwater regime. Laboratory includes a field investigation.

**GEOL 601. Geographic Information Systems for the Geosciences. (3)**

Three hours lecture; two hours laboratory.

Prerequisite: Graduate standing.

Introduction to Geographic Information Systems and their geologic applications. Includes basic digital cartographic techniques, theoretical and practical use of computer-based geographic information systems, applications of GIS to geology, computer modeling using GIS and an introduction to programming in GIS languages. Makes use of ARC/INFO and ArcView GIS packages.

**GEOL 602. Remote Sensing for the Geosciences. (4)**

Three hours lecture; two hours laboratory.

Prerequisite: Graduate standing. Introduction to remote sensing and its geologic applications. Includes basic digital cartographic techniques, theoretical and practical use of computer-based remote sensing and applications of remote sensing to geology including environmental and resource management and exploration. Makes use of IMAGINE software package.

### **GEOL 606. Applied Geophysics. (3)**

Two hours lecture; two hours laboratory. Prerequisites: Graduate standing in the Environmental and Engineering Geosciences program, or permission of instructor.

Application of geophysical methods to shallow sub-surface investigations. Acquisition and processing of data from the students' own multiple field surveys form a major component of this course. Some Saturday labs may be required.

### **GEOL 615. X-Ray Diffraction in Geology. (4)**

Two hours lecture; four hours laboratory. Prerequisites: Graduate standing and GEOL 212 (Mineralogy).

This course includes a presentation of the basic theory of X-ray diffraction, the use of X-ray diffraction equipment to identify minerals, determine lattice types, parameters and the indexing of diffraction lines. The application of the techniques and equipment to various geologic problems will be investigated. Laboratory hours will be scheduled on an individual basis with the instructor.

### **GEOL 645. Applied Geology Summer Field School. (6)**

Approximately two months correspondence and 40 hours of field

work and classroom instruction per week.

Prerequisite: GEOL 102 or GEOL 103. Intensive training in geological field methods with emphasis on mapping, data collection and the geology of Virginia with applications to environmental and engineering concerns and on land use planning. The Radford University campus serves as the base from which field studies are conducted. The course requires overnight excursions permitting the examination of a wide variety of geological field conditions including field trip stops in all the geologic provinces of Virginia. The student will design a project that incorporates field school material that can be used in their profession. Course may require transportation, food and camping fees.

### **GEOL 651. Regulatory Issues in Environmental Geology. (3)**

Three hours lecture.

Prerequisites: At least four upper-level (200-level) or above courses in geology including GEOL 474 or GEOL 574 (Hydrogeology) or equivalent or the consent of the instructor. General computer literacy will be expected and required for success in the course. This course investigates the societal and regulatory framework within which much of the professional practice of environmental geology occurs. The relevant current and developing legislation will be addressed, along with the roles of federal, state and municipal authorities in promulgation of the law. Class discussions and assignments will emphasize the functions of the professional geologist in the various

research, regulatory and consulting roles related to environmental regulation.

**GEOL 657. Erosion and Sediment Control/Stormwater Management. (3)**

Three hours lecture.

Prerequisites: Graduate standing and eight hours of geology.

A study of the principles of erosion and sediment control and storm water management as these apply to construction sites. Topics emphasized include regulatory and legal aspects, techniques of estimating rainfall runoff, use of soil loss estimators, examination of structural and non-structural methods of erosion and sediment control and preparation of erosion and sediment control plans.

**GEOL 658. Soil Mechanics in Engineering Geology. (3)**

Three hours lecture.

Prerequisites: GEOL 455/555 (Principles of Engineering Geology) or equivalent or consent of instructor. Examination of basic principles and laboratory tests in soil mechanics as applied to engineering geology.

**GEOL 659. Principles of Rock Mechanics. (3)**

Three hours lecture.

Prerequisites: Graduate standing and GEOL 455 or GEOL 555 (Principles of Engineering Geology).

Investigations into the principles describing the mechanical response of rock media to stress, particularly human-induced stresses. Included are the application of rock characterization; scale effect; in-situ stresses; mechanisms of rock deformation and fracture; and rock engineering.

**GEOL 675. Advanced Physical Hydrogeology. (3)**

Three hours lecture.

Prerequisites: Graduate standing and GEOL 474/574 (Hydrogeology).

Advanced study of physical and resource aspects of hydrogeology. Theoretical and practical treatment of topics associated with groundwater flow in natural porous media (unconsolidated materials, porous bedrock, fractured bedrock and karst terranes). The vadose zone – in particular groundwater recharge – will be covered as well. Project and seminar opportunities will enhance student ownership of course-related concepts in practical situations. Laboratory experiences involve experimentation and fieldwork to calculate flow parameters as well as on-site water well drilling, development and testing (yield and aquifer parameter). Exercises will be designed to practice aquifer parameter analysis methodologies. Modeling principles and currently available computer programs will also be explored, as will legal aspects of groundwater resource exploitation.

**GEOL 676. Groundwater Modeling. (3)**

Three hours lecture.

Prerequisites: Graduate standing and GEOL 474 or GEOL 574 (Hydrogeology).

Advanced study of the mathematics of groundwater flow and the formulation of analytical and numerical models that describe steady-state and transient groundwater flow systems. Modeling will involve the use of physical models, flownets, spreadsheets, analytical solutions and finite-difference and finite-element models. Class will also

focus on proper modeling protocol, model calibration techniques and sensitivity analyses.

**GEOL 691. Seminar in Geosciences. (1-6)**

Three hours lecture.

Prerequisite: Graduate standing.

Presentation and discussion of current topics in various areas of Engineering Geosciences which are not considered in other courses. Content varies from semester to semester. A single topic area will be selected by the instructor for discussion during the semester based on current student interest and current developments in Engineering Geosciences. May be taken more than once.

**GEOL 697. Environmental and Engineering Geosciences Graduate Internship. (3-6)**

Each semester hour credit is the equivalent of 80 hours of internship experience.

Prerequisites: Two semesters of graduate course work completed; courses taken must include GEOL 555 and GEOL 574. Approval of Geology Graduate Studies Committee in the semester prior to registration.

A professional experience in the area of environmental and engineering geosciences. Student supervised by a professional staff member at the work site and a member of the graduate faculty in Environmental and Engineering Geosciences. Grade for course(s) recorded as letter grade.

**GEOL 698. Directed Study. (3-6)**

Hours and credits to be arranged.

Prerequisites: Permission of the

instructor, advisor, department chair and Directed Study form submitted to the Graduate College.

Provides graduate students opportunity to work individually with faculty members on topics of mutual interest. Grade for course recorded as letter grade. See "Directed Study" on p. 54.

**GEOL 699. Research and Thesis. (1-6)**

Prerequisite: Graduate standing in Environmental and Engineering Geosciences.

Hours and credit to be arranged with approval of the Geology Graduate Studies Committee and the dean of the Graduate College. See "Thesis" on p. 54.

**GEOL 755. Advanced Engineering Geology. (3)**

Three hours lecture.

Prerequisites: Graduate standing, GEOL 455/555 (Principles of Engineering Geology) or equivalent or consent of instructor.

Investigations into the applications of basic principles and techniques of engineering geology to real world situations through the detailed study of actual engineering geology case histories.

**GEOL 776. Contaminant Transport. (3)**

Three hours lecture.

Prerequisites: Graduate standing and GEOL 675 (Advanced Physical Hydrogeology) and GEOL 676 (Introduction to Groundwater Modeling) or the consent of the instructor.

As the capstone course in the hydrogeology sequence, this course combines elements of the core

hydrogeology classes to cover the hydrogeologic factors associated with protection of groundwater. Topics covered include advection, diffusion, dispersion, retardation, decay and their use in the advection-dispersion equation. Fate and transport models and aquifer remediation techniques will also be studied.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## Information Technology

**ITEC 500. Foundations of Computer Science. (3)**

Three hours lecture.

A rigorous, systematic approach to object-oriented problem solving and programming. This is a leveling course for students who do not have either the educational experience or background to start the Information Technology (IT) courses for the IT concentration for a master's in Education (MSED) program. ITEC 500 will not count as graduate credit towards the ITEC Concentration for the MSED.

Undergraduate students in the College of Science and Technology may not take this course for credit toward their degree.

**ITEC 501. Software Development and Algorithms. (3)**

Three hours lecture.

Prerequisite: ITEC 400 or ITEC 500 or ITEC 220 or permission of ITEC department.

This course covers object-oriented algorithm design from the software engineering perspective, data structures and algorithms used in the solutions of nonnumeric problems.

**ITEC 502. Computer Organization and Operating Systems. (3)**

Three hours lecture.

Prerequisite: ITEC 400 or ITEC 500 or ITEC 220 or permission of ITEC department.

This course covers relationships among computer components, structures

and systems, hardware features, costs, capabilities and selection. It also includes the principles of operating systems and the interrelationships between the operating system and the architecture of computer systems.

### **ITEC 593. Selected Topics in Information Technology. (1-3)**

Prerequisite: Permission of instructor. ITEC 593 covers selected topics in information technology, as student and faculty interest demands. A new course description is available each time the class is offered. Interested students should contact the course instructor before registering. This course may be taken more than once for credit with a different topic.

### **ITEC 623. Management Information Systems. (3)**

Three hours lecture.  
Prerequisite: MBA status or permission of the instructor.  
Development and application of management information systems to organizations. Analysis of critical information flow in the context of an organizational system.

### **ITEC 625. Web Development. (3)** **Three hours lecture.**

Prerequisite: ITEC 501 and ITEC 502, or permission of ITEC department.  
An introduction to a broad variety of web development topics, including client-side, server-side, servers and design issues.

### **ITEC 640. Database Concepts. (3)**

Three hours lecture.  
Prerequisite: ITEC 501 and ITEC 502,

or permission of ITEC department.  
An in-depth study of the theory, design and implementation of database concepts with emphasis on relational and object-relational systems.

### **ITEC 650. Networking Concepts. (3)**

Three hours lecture.  
Prerequisites: ITEC 501 and ITEC 502, or permission of ITEC department.  
Physical and logical design of networks, topologies, protocols, local and wide-area networks. Advanced topics include statistical measures of quality of service and traffic characterization, as well as design methodologies for networks. Concepts of teaching the field of networking through homework and lab experiences.

### **ITEC 680. Programming Languages. (3)**

Three hours lecture.  
Prerequisite: ITEC 501 and ITEC 502, or permission of ITEC Department.  
Programming language constructs, run-time behavior of programs, desirable features of languages, design and implementation considerations to obtain those features.

### **ITEC 693. Selected Topics in Information Technology (1-3)**

Prerequisite: Permission of instructor. ITEC 693 covers selected topics in information technology, as student and faculty interest demands. A new course description is available each time the class is offered. Interested students should contact the course instructor before registering. This course may be taken more than once for credit with a different topic.

### **ITEC 698. Directed Study in Information Technology. (1-4)**

Prerequisite: ITEC 501 and ITEC 502, or Permission of ITEC Department. Directed Study courses are designed to provide graduate students an opportunity to investigate independently specific problems or areas of interest under the direction of a graduate faculty member. The content of the course will vary with each offering and requires the approval of the supervising professor, advisor, department chairperson, and the Graduate Dean.

## **Management**

### **MGNT 601. Business Research and Reporting. (3)**

Three hours lecture.  
Prerequisite: MBA status or permission of the instructor.  
Reviews specific method and reasoning process as philosophical foundations for research; explores the basic methodology for business research design, measurement, data collection, analysis and reporting. Group project used to demonstrate the concepts learned in the course.

### **MGNT 621. Organizational Behavior and Management Skills. (3)**

Three hours lecture.  
Prerequisite: MBA status or permission of the instructor.  
Studies the behavior of individuals and groups in organizations from a managerial point of view; applies the concepts, methods and research findings of the behavioral sciences to

the understanding of the causes and consequences of human performance, satisfaction and development in organizations. Also includes management skills development.

### **MGNT 622. Quantitative Methods. (3)**

Three hours lecture.  
Prerequisite: MBA status or permission of the instructor.  
Provides study of quantitative tools used in business production and service organizations. Topics include linear programming, integer programming, network analysis and stochastic programming.

### **MGNT 624. Operations Management. (3)**

Three hours lecture.  
Prerequisite: MBA status or permission of the instructor.  
A problem-solving course designed to help reduce uncertainty in the decision-making environment of operations and production in manufacturing and service firms of private and public sectors of the economy. Emphasis on employment of mathematical models for use and application in decision making in business.

### **MGNT 651. Entrepreneurship. (3)**

Three hours lecture.  
Prerequisite: MBA status or permission of the instructor.  
This course focuses on starting and managing high growth businesses. Major topics include: identifying potential high growth business opportunities, characteristics of entrepreneurs, developing creativity, evaluating market potential, choosing a legal structure, tax planning, financial

strategies, preparing a business plan, operating considerations, choosing an exit or succession strategy.

**MGNT 652. Business Consulting. (3)**

Three hours lecture/field work.

Prerequisite: MBA status or permission of the instructor.

This course will be organized on four levels. First, it will examine the consulting industry to understand the context and some key factors affecting business consulting, firm strategies and key events. Second, it will move to the firm level examine the management issues associated with running a consulting firm. Third, it will proceed to the project level, cover the life cycle of a project and provide a thorough understanding of all its phases. Extensive field work is required. Finally, it will wrap up with the individual level and the career implications of landing/creating a consulting job, including ethical challenges and lifestyle implications.

**MGNT 671. Special Topics in Management. (3)**

Three hours lecture.

Prerequisite: MBA status or permission of the instructor.

Examines topics of special interest in management area not covered in current graduate course offerings.

**MGNT 685. Strategic Management. (3)**

Three hours lecture.

Prerequisites: MBA status or permission of the instructor, ACTG 611, FINC 631, MGMT 624, MKTG 641.

Integrates graduate business courses in a top level strategy development course.

Emphasis on environmental analysis and decision making. A capstone course; must be taken during or after the term in which the last required MBA course is taken.

**MGNT 698. Directed Study. (1-4)**

Hours and credits to be arranged.

Prerequisites: MBA status and approval of the directed study supervisor, advisor and Directed Study form submitted to the Graduate College.

See "Directed Study" on p. 54.

**MGNT 699. Research and Thesis. (1-6)**

Hours and credits to be arranged with the approval of the student's thesis supervisor, advisor, department chairperson and the dean of the Graduate College.

See "Thesis" on p. 54.

## Marketing

**MKTG 602. International Business. (3)**

Prerequisite: MBA status or permission of the instructor.

Provides an analysis of international business challenges, strategies and operations; includes readings in contemporary international business perspectives and cases.

**MKTG 612. Global Market Research. (3)**

Three hours lecture.

Prerequisites: MBA status and permission of instructor.

Provides MBA students an opportunity to participate in international market research. Students conduct an in-depth analysis of foreign markets to determine market potential and to develop

strategies for Virginia firms to enter or expand specific markets.

**MKTG 641. Marketing Management. (3)**

Three hours lecture.

Prerequisites: MBA status or permission of the instructor.

This course teaches students the art and science of selecting target markets and acquiring and maintaining profitable customers in a socially responsible and ethical manner. Case studies, experiential projects, simulations and marketing planning assignments may be used.

**MKTG 671. Special Topics in Marketing. (1-6)**

Hours and credits to be arranged.

Prerequisites: MBA status or permission of instructor.

Provides students an opportunity to examine topics of special interest in the marketing area beyond the subjects covered in the current grade course offerings.

**MKTG 673. Globalism, Capitalism, and “Flattened” Marketing. (3)**

Three hours lecture.

Issues of Globalism and marketing in a flattening world: Trade, competition, culture and the effects on nations, organizations, and new business people.

**MKTG 698. Directed Study. (1-4)**

Hours and credits to be arranged.

Prerequisites: MBA status and approval of the directed study supervisor, advisor and Directed Study form submitted to the Graduate College.

See “Directed Study” on p. 54.

**MKTG 699. Research and Thesis. (1-6)**

Hours and credits to be arranged with the approval of the student’s

thesis supervisor, advisor, department chairperson and the dean of the Graduate College.

See “Thesis” on p. 54.

## Mathematics

**MATH 600. Foundation of the Number System. (3)**

Prerequisites: Undergraduate degree in mathematics or by instructor permission.

This course will provide a mature mathematical foundation for the number systems used in secondary and post-secondary mathematics courses, with an emphasis on rigorous logical and set-theoretical foundations of the natural numbers, integers, rational numbers, and real numbers. The course will also cover the common algebraic extensions of the number systems, and familiarize students with the historical development of the number systems.

**MATH/EDUC 620. Issues of Equity and Diversity in Mathematics Education. (3)**

Familiarizes students with cultural, social, and political issues in the teaching and learning of mathematics. Students will explore equity and diversity principles and approaches in mathematics education, including strategies for teaching mathematics to diverse learners. Mathematics activities will be incorporated, as needed, to supplement the curriculum.

**MATH 621. History of Mathematics. (3)**

Prerequisites: Undergraduate degree in mathematics or by instructor permission.

This course will help students understand the pursuit of mathematical understanding as a human endeavor. Students will discover how mathematics has developed over the past 5,000 years in a variety of cultural and historical settings, including the rise of geometry and number theory, arithmetic and algebra, analysis and foundations, and a variety of other topics.

### **MATH 623. Algebraic Reasoning and Mathematical Structures. (3)**

Prerequisites: Undergraduate course in Modern or Abstract Algebra or permission of instructor.

Abstract algebra with a focus on topics directly related to high school algebra and geometry: basic number theory, rings of integers and polynomials, elementary group theory, fields, classical geometric constructions, and the insolubility of the quintic. Applications will be considered as time permits. A computer algebra system will be employed in examples and assignments.

### **MATH 630. Algebra and Functions for Secondary Teachers. (3)**

Prerequisites: Undergraduate degree in mathematics or by instructor permission.

Mathematics and pedagogy for teaching algebraic reasoning and secondary school algebra with emphasis on functions. Topics include introductory algebra and functions; multiple representation; patterns; variation; linear, quadratic, and exponential functions; small systems of linear equations; inequalities; problems and techniques for teaching.

### **MATH 635. Euclidean and Non-Euclidean Geometry. (3)**

Prerequisites: Undergraduate degree in mathematics or by instructor permission.

This course will introduce students to systems of postulates in a comparison of Euclidean and Non-Euclidean geometries. Geometric structures of transformational, fractal, and projective geometry are examined together with a brief history of the development of axiomatic systems of geometry.

### **MATH 641. Mathematical Analysis and Modeling. (3)**

Prerequisites: Undergraduate degree in mathematics or by instructor permission.

Examines mathematical models of real life phenomena and develops solution strategies for open-ended problems. The models are based on Calculus, Differential Equations and Linear Algebra; they may include discrete and continuous population models, diffusion processes, business and economics models, continuous and discrete optimization problems with calculus and linear programming. Software may include Excel, Maple, Matlab or similar programs.

### **MATH/EDUC 650. Graduate Seminar: Theory and Practice In Mathematics Education. (3)**

Examines literature in the theory and practice of mathematics education. Course content will vary semester to semester, in each case focusing on one specific topic. Possible topics include, but are not limited to, educational learning theories and

mathematical connections, K-12 mathematics education curriculum reform, technology and the teaching of mathematics, international studies in mathematics education, or mathematical literacy. The course will include examinations of National Council of Teachers of Mathematics Standards and Virginia SOL documents. Students enrolled in the dean of the Graduate College Program in Education with a concentration in Mathematics will be expected to complete an extensive teaching or research project in this course during their final semester of the program, unless they receive prior permission to complete the project at some other time. Project choices must be focused in mathematics education and approved by the professor of record. This course must be taken in the final semester but be taken more than once for credit, provided the topic of study is different, with permission of instructor.

### **MATH 681. Topics in Mathematics Education. (3)**

Prerequisite: Permission of instructor. A minimum of 45 contact hours per course.

Selected topics in mathematics education. An outline of topics will be made available each time the course is offered. May be taken for credit more than once, providing the topics are different each time.

### **MATH/EDUC 691. Professional Seminar: Research in Mathematics Education. (1)**

Offers an examination of current issues in mathematics education. The course focus is on reading, presenting, and critiquing professional mathematics

education literature on a range of topics while also considering practical implications. This course can be taken more than once for credit.

## **Media Studies**

### **MSTD 560. Special Topics in Media Studies. (3)**

Three hours lecture.

Prerequisite: Permission of instructor.

A comprehensive study of special interest topics in Media Studies. Each topic will be described in detail when offered. The course may be taken for credit multiple times, provided that the topics are substantially different, and the Department or School approves.

## **Music**

### **MUSC 517. Form and Analysis. (3)**

Three hours lecture.

Prerequisite: MUSC 212 or equivalent music theory course.

Standard forms from small units through concerto and fugal techniques. Synthesis of larger, more general concepts. Comparative study of various periods and cultures.

### **MUSC 518. Arranging and Orchestration. (3)**

Three hours lecture.

Prerequisite: MUSC 212 or equivalent music theory course.

Scoring for various band and orchestral ensembles; vocal and instrumental arranging. Includes the study, preparation and performance of scores.

### **MUSC 519. Counterpoint. (3)**

Three hours lecture.

Prerequisite: MUSC 212 or equivalent music theory course.

The detailed study and composition of the various contrapuntal devices and forms found in the history of western music.

**MUSC 521, 522. Guitar History and Literature. (2,2)**

Two hours lecture.

Prerequisites: MUSC 321 and 322 or equivalent music history courses.

A study of guitar history and literature from the Renaissance to the present will include such topics as notation, performance practices, instrumental development and social contexts.

**MUSC 528. Computer Music Forum. (1)**

Two hours presentations and discussion.

Prerequisite: MUSC 128 or equivalent computer music skills.

Intensive work on individual projects in computer music and related research, with class discussion of these and of current developments in the field. Graduate credit requires work at advanced levels. May be taken again for credit.

**MUSC 531. Wind Ensemble. (1)**

Three hours rehearsal.

Prerequisite: Audition.

Emphasis on study and performance of serious wind ensemble literature.

Concerts presented each year on campus and on tour only. May be taken again for credit.

**MUSC 533. Advanced Jazz Combo. (1)**

Two hours rehearsal.

Prerequisite: Audition.

Performance of advanced jazz literature for a jazz combo. Emphasis on

composition/arranging, improvisation, development of repertory of jazz tunes for performance. Present concerts and programs throughout the year on and off campus.

**MUSC 534. Jazz Ensemble (1)**

Three hours rehearsal.

Prerequisite: Audition.

Exposure, learning and performance of traditional and contemporary styles of music for the jazz ensemble. Presents formal and/or informal programs throughout the year, on and off campus. Open to all students by audition. May be taken again for credit.

**MUSC 535. Percussion Ensemble. (1)**

Three hours rehearsal.

Prerequisite: Audition.

Performance of contemporary percussion/ marimba ensemble literature. Presents programs throughout the year, on and off campus. Open to all students by audition each semester. May be taken again for credit.

**MUSC 536. Guitar Ensemble. (1)**

Three hours rehearsal.

Prerequisite: Audition.

The Guitar Ensemble offers training in sight-reading and chamber music performance skills for guitarists; performs both on and off campus and is open to all students by audition each semester. May be taken again for credit.

**MUSC 537. Digital Ensemble. (1)**

Two hours rehearsal.

Prerequisites: MUSC 128 or equivalent computer music skills.

Existing and original music is prepared for public performance using electronic

sound sources in a chamber ensemble setting. May be taken again for credit.

**MUSC 545. Guitar Pedagogy. (3)**

Three hours lecture.

Prerequisite: MUSC 270 or equivalent fretboard skills.

Guitar instructional principals, procedures, materials and their applications will be studied. This course will investigate both historical and current theories and practice.

**MUSC 546. Methods and Practicum for General Music. (3)**

Three hours lecture.

Prerequisite: Undergraduate degree in Music.

Practicum for graduate students seeking teaching credentials in Music grades K-12. Clinical experience on multiple grade levels appropriate to Music certification in Virginia. In addition to scheduled class/lab/lecture, special seminars designed to enhance professional development of the graduate student will be regularly scheduled

**MUSC 549. Piano Pedagogy. (3)**

Three hours lecture, demonstration, laboratory.

Prerequisite: Level 4 proficiency in piano.

Survey of piano teaching materials, methods and approaches, with emphasis on elementary through intermediate level students; practical demonstration and application of material; observation of teaching; supervised student teaching.

**MUSC 553. Chamber Music Ensemble. (1)**

Two hours rehearsal.

Rehearsal and performance of chamber

music literature from duos to nonets for strings, winds, pianos, mixed strings and winds with or without piano.

Open to qualified students. Chamber groups must be formed in advance of registration with consent of instructor. May be taken again for credit.

**MUSC 555. Madrigal Singers. (1)**

Three hours rehearsal.

Prerequisite: Audition.

Performs primarily a capella literature from the Renaissance through the 20th century. A high degree of personal musicianship, discipline and vocal ability is required. May be taken again for credit.

**MUSC 556. Radford Singers. (1)**

Four hours rehearsal.

Prerequisite: Audition.

Performs a wide variety of choral music from all historical periods. A high degree of personal musicianship, discipline and vocal ability is required. Participates in concerts, tours and other activities both on and off campus. May be taken again for credit.

**MUSC 557. Opera Workshop. (1)**

Three hours rehearsal.

Prerequisite: Permission of instructor. Study and preparation of vocal roles and chorus parts to produce major opera or opera excerpts. Membership open to students by audition. May be taken again for credit.

**MUSC 558. Accompanying. (1)**

Two hours lab/coaching.

Prerequisite: Permission of instructor. Piano/guitar accompanying in class, applied lessons, rehearsals and public

performances. May be repeated for credit.

**MUSC 559. Methods and Practicum for Secondary Performing Ensembles. (3)**

Prerequisite: Undergraduate degree in Music.

Practicum for graduate students seeking teaching credentials in Music grades K-12. Clinical experience on multiple grade levels appropriate to Music certification in Virginia. In addition to scheduled class/lab/lecture, special seminars designed to enhance professional development of the graduate student will be regularly scheduled.

**MUSC 571/572. Fourth Year Applied Music. (1-2)**

Prerequisites: (Music 571): Satisfactory entrance audition or completion of MUSC 372 with a grade of “C” or better. Prerequisite (Music 572):

Completion of MUSC 471 or MUSC 571 with a grade of “C” or better.

Private instruction in the Applied Music Level System at levels VII and VIII, or higher as appropriate to the student’s level of advancement. Covers technique, repertoire, musicianship, sight-reading. Specific requirements for each level of competency in each applied area are on file in the Department of Music office.

**MUSC 585. Psychology of Music. (3)**

Three hours lecture.

Prerequisite: Senior Standing, BIOL 331 or equivalent anatomy and physiology course and upper level standing as a music therapy major. Science of sound and music including acoustics, hearing anatomy, aesthetics,

perception, evaluation and measurement of musical ability, achievement, research and statistical methods. Required of all Music Therapy Majors; open to students in other curricula.

**MUSC 595. Seminar in Music History and Literature. (3)**

Three hours lecture.

Prerequisites: MUSC 321 and 322 or equivalent music history courses.

Variable topic course. Study of advanced music history or literature. May be taken again for credit with different topics.

**MUSC 601. Bibliography and Research. (3)**

Three hours lecture.

Prerequisite: Bachelor’s degree in music or permission of the instructor.

Survey of bibliography and methods of research in music (music education, music therapy and musicology); study of processes of research and writing in music. Fall.

**MUSC 603. Dalcroze, Kodaly and Orff Methods. (3)**

Three hours lecture.

Prerequisite: Level 2 proficiency in keyboard.

Dalcroze, Kodaly and Orff instructional methods and adaptations in American music education. Offered alternate years.

**MUSC 605. Measurement and Evaluation of Music Experiences. (3)**

Three hours lecture.

Measurement and evaluation techniques for music aptitude, achievement and preference will be explored. An emphasis of the course is on developing teacher-made tests and on available standardized music tests.

**MUSC 607. History and Philosophy of Music Education. (3)**

Three hours lecture.

Prerequisites: Undergraduate degree in music or permission of instructor.

This course surveys the history of American music education and explores the philosophical foundations of music education.

**MUSC 608. Music Teaching and Learning. (3)**

Three hours lecture.

Prerequisites: Undergraduate degree in music or permission of the instructor.

Perceptual processes, learning theories and curricula in music education will be studied in this course.

**MUSC 610. Medieval Music. (3)**

Three hours lecture.

Pre- or corequisite: MUSC 601.

Survey of monophonic and polyphonic traditions of both sacred and secular Medieval music. Offered every third year.

**MUSC 611. Renaissance Music. (3)**

Three hours lecture.

Pre- or corequisite: MUSC 601.

Historical survey of Renaissance music with emphasis on musical literature, styles, forms and techniques. Offered every third year.

**MUSC 612. Baroque Music. (3)**

Three hours lecture.

Pre- or corequisite: MUSC 601.

Developments in form and style of the Baroque period from Monteverdi through J. S. Bach. Offered every third year.

**MUSC 613. Classical Music. (3)**

Three hours lecture.

Pre- or corequisite: MUSC 601.

Study of 18th century music with special emphasis on pre-classical and classical composers. Detailed survey of the music of Haydn, Mozart and Beethoven. Offered every third year.

**MUSC 614. Romantic Music. (3)**

Three hours lecture.

Pre- or corequisite: MUSC 601.

Music literature, styles, forms and techniques of the 19th century, as well as intellectual foundations of the Romantic movement. Offered every third year.

**MUSC 615. Twentieth-Century Music. (3)**

Three hours lecture.

Pre- or corequisite: MUSC 601.

Significant developments in form and style of the music of the 20th century. Offered every third year.

**MUSC 620. Advanced Methods in Music Therapy. (3)**

Three hours lecture.

Prerequisites: MUSC 477, 485 and 486.

Investigation into advanced methods and materials in music therapy. Emphasizes the development of Introductory Level (Level I) skills in the Bonny Method of Guided Imagery and Music (GIM) as sanctioned by the Association for Music and Imagery (AMI). This course involves group participation to develop self awareness, acceptance and effective interpersonal skills. Personal development is an integral component of this course. Additionally, emphasis will be placed on music and relaxation and procedures

with sensory, physical, emotional, cognitive and social disabilities. Offered in the Fall.

**MUSC 627. Technology in Music and Music Education. (3)**

Three hours lecture.

Prerequisites: Undergraduate degree in music or permission of instructor.

Direct application of current digital technologies used in music composition, performance and instruction. Emphasis on the use of MIDI applications for the production of musical materials in various media, including distribution via the World Wide Web.

**MUSC 633. Analytical Techniques. (3)**

Three hours lecture.

Prerequisite: MUSC 417 or 517.

Various analytical techniques with particular attention to analysis of tonal, textural and temporal features at various levels of structure. Offered in the Spring.

**MUSC 641:642. Practicum in Music Therapy. (2:2)**

One and a half hours of lecture; 3-5 hours of field work per week.

Prerequisite: MUSC 620.

Advanced music therapy practice under approved clinical supervision. MUSC 641 requires clinical work only. MUSC 642 emphasizes administrative and supervision practices. Approval forms are available in the Graduate College office.

**MUSC 650. Seminar in Music Therapy. (3)**

Three hours lecture.

Prerequisites: MUSC 485 and 486; corequisite: MUSC 641 or 642.

Survey of contemporary trends in music

therapy; emphasis on administration, supervision and teaching. May be taken again for a maximum of six semester hours credit. Offered in the Spring.

**MUSC 651. Special Applications in Music Therapy I. (3)**

Three hours lecture.

Pre- or corequisite: MUSC 641 or 642; MUSC 620.

This course focuses primarily on two advanced applications of music in therapy. "Mind/Body and Music" will focus on the use of music in the various models of healing for mind and body. "Musical Elements and Inner Process" will focus on the building blocks of music and their effect on the inner life of the human being.

**MUSC 652. Special Applications in Music Therapy II. (3)**

Three hours lecture.

Pre- or corequisite: MUSC 641 or 642; MUSC 620.

This course focuses primarily on the creative arts and their interrelationships. Emphasis will be placed on Mandala Assessment and this will be integrated into advanced models of Music Therapy practice that include the Bonny Method of Guided Imagery and Music (GIM).

**MUSC 654. Advanced Conducting Techniques. (2)**

One hour private lesson, one hour laboratory.

Prerequisites: Permission of the instructor.

Emphasizes advanced analytical, aural and gestural techniques in the development of skills and abilities as a choral and/or instrumental conductor.

**MUSC 666. Travel Study. (1-6)**

Academic study involving domestic and/or international travel. May be taken again for credit with different topics or areas of study for a maximum of six semester hours.

**MUSC 670. Advanced Applied Music. (1-2)**

One-half or one-hour private lesson.  
Prerequisite: Satisfactory entrance audition or completion of MUSC 372 with a grade of “C” or better.  
Graduate level applied music instruction for students who have met their major requirements in applied music. May be taken again for credit.

**MUSC 671:672. Advanced Applied Music. (1-2)**

One-half or one-hour private lesson.  
Prerequisite (MUSC 671): Satisfactory entrance audition or completion of MUSC 472 with a grade of “C” or better. Prerequisite (MUSC 672): Completion of MUSC 671 with a grade of “C” or better.

**MUSC 690. Seminar in Musicology. (3)**

Three hours lecture.  
Pre- or corequisite: MUSC 601.  
In-depth study and research in a specialized topic chosen from areas such as: acoustics, aesthetics of music, computer music, ethnomusicology, history of theory, jazz, problems of performance practice, works of a major composer, a major composition, group of compositions or genre. May be taken again for credit with different topics for a maximum of six semester hours.

**MUSC 691. Seminar in Music Education. (1-3)**

One to three hours lecture.

Prerequisites: MUSC 319 and 320.  
In-depth study and research in a specialized topic concerning music education. May be taken again for credit with different topics for a maximum of six semester hours.

**MUSC 694. Graduate Chamber Music Recital. (6)**

Prerequisites: Level 10 proficiency in applied music.  
The performance of chamber music must cover at least three periods of music history in which music has been written for the performing medium. Includes preparation of program notes.

**MUSC 695. Graduate Lecture-Recital. (6)**

Prerequisites: Level 10 proficiency in applied music.  
The lecture-recital shall include an appropriate balance between musical performance and lecture based on scholarly research.

**MUSC 696. Music Therapy Project. (1-4)**

Hours and credit to be arranged.  
Prerequisites: MUSC 620 and 642.  
Clinical and/or research project. To be determined in consultation with the music therapy faculty.

**MUSC 697. Graduate Recital. (6)**

A minimum of a one-hour recital.  
Prerequisite: Level 10 proficiency in applied music.  
The performance must cover at least three periods of music history in which music has been written for the performing medium. Includes preparation of program notes.

**MUSC 698. Directed Study. (1-4)**

Hours and credit to be arranged.

Prerequisites: MUSC 601 or MUSC 604, eligibility for admission to candidacy and Directed Study form submitted to the Graduate College. A maximum of four credits may be counted toward a master's degree in music. See "Directed Study" on p. 54.

**MUSC 699. Research and Thesis. (1-6)**

Prerequisite: MUSC 601.

Hours and credit to be arranged with the approval of dean of the Graduate College. See "Thesis" on p. 54.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those

admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## Nursing

**NURS 573. Emerging Therapies for Health. (3)**

Three hours seminar.

Prerequisites: Graduate standing or permission of faculty.

Examines therapies becoming accepted by Americans as complements or alternatives to traditional Western medical practices. Focuses on non-toxic and noninvasive approaches to achieving and maintaining wellness and healing for the body, mind and spirit.

**NURS 620/702. Theoretical Foundations for Advanced Nursing Practice. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

Examines development of nursing theory and its uses in nursing practice and research. Includes the study and critique of nursing theories and theories from related disciplines. Explores philosophical issues related to contemporary nursing theory.

**NURS 622. Advanced Practice Nursing of Older Adults. (3)**

Two hours lecture and three hours practicum/week.

Prerequisite: Graduate standing and undergraduate gerontological nursing course or continuing education in gerontology.

The emphasis is on holistic assessment of older adults and their families; health

promotion, protection and restoration; multidisciplinary health care planning along the continuum of care; and health care services and systems for older adults. The practicum provides opportunities to translate theory into advanced practice nursing for older adults.

### **NURS 628/710. Advanced Pathophysiology. (3)**

Three hours seminar.

Prerequisite: Graduate standing.

This course is designed for the study of physiological alterations underlying disease entities and relating knowledge to interpret changes in normal function that result in symptoms indicative of illness. Students will examine current research in pathophysiology. The course provides the student with an essential theoretical basis for advanced nursing practice.

### **NURS 629. Advanced Health Assessment. (3)**

Two hours seminar; two hours laboratory.

Prerequisite: Admission to graduate program in nursing, or with permission of coordinator of the graduate nursing program Coordinator.

Provides the advanced practice nurse with advanced knowledge and skills related to health assessment and clinical decision-making. The focus is on acquiring, evaluating and refining health assessment data as the basis for the development of a diagnostic problem list. Common normal variations as well as abnormalities and acute and chronic disease characteristic of diverse ethnic backgrounds and age groups in

health and illness are emphasized. The laboratory component of the course provides the opportunity to become proficient in eliciting health histories, performing physical examinations and critically examining and documenting health data.

### **NURS 630. Advanced Adult Nursing I. (5-7)**

Variable credit; 5-7 credit hours; three hours seminar; six to 12 hours practicum.

Prerequisites: NURS 620, 628, 629, 651, undergraduate course in gerontological nursing.

Introduction to advanced practice in adult nursing. Emphasis is on advanced nursing management of clients/families with selected holistic needs; policy issues related to health promotion, protection and restoration; and ethical-legal issues related to health care delivery. Practicum is individualized and may involve acute care specialty units, medical-surgical units or outpatient settings. Advanced nursing practice roles are emphasized. Current research findings and advancement in nursing theory and practice also determine course content.

### **NURS 631/716. Advanced Pharmacology. (3)**

Three hours seminar.

Prerequisite: Graduate standing in Nursing or permission of instructor. Every Advanced Practice Nurse (APN) should have a well-grounded understanding of basic pharmacologic principles, which includes the cellular response level. This area of core content incorporates both pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents.

Emphasis of this online course is on the understanding of pharmacology in health promotion, protection, and restoration.

**NURS 632. Advanced Adult Nursing II. (3)**

Variable credit; 6-8 credit hours; three hours seminar; six to 12 hours practicum.

Prerequisite: NURS 630, 650.

Focus on the implementation of advanced nursing practice roles in adult nursing. Content addresses total quality management/quality improvement; issues related to health promotion, protection and restoration; advanced nursing management of clients/families with selected complex holistic needs; political issues; and economics of acute and chronic care facilities. Practicum is individualized and emphasizes the roles of clinician, consultant, manager and researcher.

**NURS 633/704. Advanced Practice Nursing in Rural Communities. (3)**

Three hours seminar.

Prerequisites: Graduate standing in Nursing or permission of instructor.

This course will focus on the advanced practice nurse's role in health promotion and illness prevention through understanding community dynamics, applying principles of epidemiology, community assessment, and program development for aggregates in rural communities.

**NURS 634. Advanced Family Nursing I: Women's Health. (3)**

Three hours seminar; six hours practicum.

Prerequisites: Admission into the FNP concentration; NURS 620, NURS 628,

NURS 629, NURS 631 (or concurrent) NURS 651.

This course is designed to prepare the student with the knowledge and skills to practice in a rural setting to deliver primary health care to women. The student will develop clinical judgment in history and physical assessment as well as decision making in the management of common health problems. The focus includes health promotion, health protection, problem identification and management and client/family counseling.

**NURS 635. Advanced Family Nursing II: Children's Health. (3)**

Three hours seminar; six hours practicum.

Prerequisites: Admission into the FNP concentration, NURS 620, NURS 628, NURS 629, NURS 631 (or concurrent) NURS 551.

This course provides the nurse practitioner opportunities to develop knowledge and skills needed to deliver primary health care to children in rural and urban settings. Classroom and clinical activities emphasize the application of problem identification and management, health promotion and client/family counseling. Growth and development, health status and environmental interactions are explored. Nursing strategies are designed which promote health, prevent illness and provide an avenue for intervention in situational health crises.

**NURS 636. Advanced Family Nursing III: Acute Illness Across the Lifespan. (5)**

Three hours seminar; six hours practicum.

Prerequisites: Admission into the FNP concentration, NURS 620, NURS 628, NURS 629, NURS 631 (or concurrent), NURS 651.

This course is designed to prepare the student to practice advanced nursing skills with rural community based families experiencing acute conditions. Emphasis is on analyzing, synthesizing and applying current family and health care theories, research and practice related to individuals and families across the lifespan. The focus includes risk assessment, wellness promotion, health protection, health restoration, management of acute conditions, coordination of services, collaboration with other providers and appropriate referral.

**NURS 637. Advanced Family Nursing IV: Chronic Illness Across the Lifespan. (5)**

Three hours seminar; six hours practicum.

Prerequisites: Admission into the FNP concentration; NURS 620, NURS 628, NURS 629, NURS 631 (or concurrent), NURS 651.

This course is designed to prepare the student to practice advanced nursing skills in rural and urban community-based clients and families experiencing chronic conditions. Emphasis is on analyzing, synthesizing and applying current family and health care theories, research and practice related to individuals and families across the lifespan. The focus includes wellness promotion, health protection, management and maintenance of chronic conditions, restoration and rehabilitation, coordination of services, collaborative care with other providers and appropriate referral.

**NURS 638. Family Nurse Practitioner Preceptorship. (7)**

One hour seminar; 18 hours practicum. Prerequisites: NURS 634, NURS 635, NURS 636 and NURS 637.

This clinically intensive course provides the family nurse practitioner student the opportunity to apply relevant theories, concepts and research findings to clinical care. Emphasis is on developing clinical competence required in delivering primary health care.

**NURS 640. Nursing Administration. (3)**

Three hours seminar.

Prerequisite: Graduate standing.

This course is designed to help students examine theories, principles and applications of roles, characteristics and functions related to nursing administration. The focus is on delivery of high-quality and cost-effective care in a fiscally constrained health care delivery system.

**NURS 642. Advanced Nursing for Older Adults. (3)**

One hour seminar and six clinical hours/week.

Prerequisites: NURS 622, NURS 628, NURS 629.

This clinically intensive course provides the student enrolled in the gerontological clinical nurse specialist program the opportunity to apply theories, concepts and research findings in the clinical care of older adults. Emphasis is on developing clinical competence required for the advanced practice gerontological nurse.

**NURS 644. Theories and Strategies for Nursing Education. (3)**

Prerequisite: Graduate standing.

Examines issues related to nursing education in a variety of settings including schools of nursing, continuing education and staff development in the work place. Focuses on the teaching-learning process and the development, implementation and evaluation of effective units of instruction/learning.

**NURS 645. Practicum in Nursing Education. (3)**

Prerequisite: Graduate standing. This course is designed to provide practical experience in the facets of the role of nurse educator including teaching in the classroom, laboratory and clinical setting. Other responsibilities of the nurse educator will be explored including membership on committees that contribute to the effectiveness of a nursing program and the larger unit of which the school is a part (college/university).

**NURS 650/800. Evidence for Advanced Nursing Practice. (3)**

Prerequisite: NURS 702; Undergraduate Nursing Research; Undergraduate Statistics. In depth examination of the process of developing evidence-based advanced nursing practice.

**NURS 651/700. Advanced Practice Nursing Roles and Leadership. (3)**

Three hours seminar. Prerequisites: Graduate standing in Nursing or Permission of Instructor. This course examines advanced nursing practice roles, both from a historical view and in current practice, and explores roles using philosophical, political, economic,

and legal frameworks. Emphasis is on examination of current social, professional, legislative, and technological trends in health care, as they relate to advanced practice nursing. The focus will be on encouraging the student to develop the requisite skills needed for role assumption and leadership within the health care delivery system through engagement in activities designed to develop role competencies in advanced nursing practice.

**NURS 696. Master's Capstone Project. (1)**

Prerequisites: Completion of NURS 620, 628, 629, 650, 651. The master's capstone project provides an opportunity for the student to synthesize knowledge and skills acquired from the core courses as well as from the specialized clinical concentration, resulting in the completion of an evidence-based project. If a student has not elected to complete a Thesis, the student will register for one credit of this course in each of the last two semesters of her/his program of study. This course receives a letter grade.

**NURS 699. Research and Thesis. (3)**

Hours and credits to be arranged with the approval of the student's thesis advisor, advisor and the dean of the Graduate College. See "Thesis" on p. 54.

**NURS 700/651. Advanced Practice Nursing Roles and Leadership. (See p. 243) (3)**

**NURS 702/620. Theoretical Foundations for Advanced Nursing Practice. (See p. 239) (3)**

**NURS 704/633. Advanced Practice Nursing in Rural Communities. (See p. 241.) (3)**

**NURS 712. Advanced Health Assessment (2)**

Prerequisite: Graduate standing or permission of the Graduate Program Coordinator; must be taken concurrently with NURS 713.

This course provides the advanced practice nurse with the advanced skills related to health assessment and clinical decision making.

**NURS 713. Advanced Health Assessment Laboratory. (1)**

Prerequisite: Graduate standing or permission of the Graduate Program Coordinator; must be taken concurrently with NURS 712.

This course is the laboratory for NURS 712 Advanced Health Assessment.

**NURS 710/628. Advanced Pathophysiology. (See p. 240) (3)**

**NURS 716/631. Advanced Pharmacology. (See p. 240) (3)**

**NURS 720. Advanced Family Nursing: Acute Illness Across the Lifespan. (3)**

Prerequisite: NURS 710, NURS 712, NURS 713, NURS 716 and concurrent with NURS 721; or permission of faculty.

This course is designed to prepare the student to practice advanced nursing skills and clinical judgment with clients, families, and groups experiencing acute conditions in diverse settings and cultures. Emphasis is on analyzing, synthesizing,

and applying current nursing, family, behavioral, and other health care theories and research related to individuals and families across the lifespan. The focus includes risk assessment, wellness promotion, health protection, health restoration, management of acute conditions, coordination of services, collaboration with other providers, and appropriate referral.

**NURS 721. Advanced Family Nursing: Acute Illness Across the Lifespan-Clinical. (2)**

Two hours clinical.

Prerequisite: NURS 710, NURS 712, NURS 713, NURS 716 and concurrent with NURS 720; or permission of faculty.

This course is the clinical practicum for NURS 724, Advanced Family Nursing: Acute Illness Across the Lifespan (theory) in the Doctorate of Nursing Practice Program, Family Nurse Practitioner track.

**NURS 724. Advanced Family Nursing: Chronic Illness Across the Lifespan. (3)**

Prerequisite: NURS 710, NURS 712, NURS 713, NURS 716 and concurrent with NURS 725; or permission of instructor.

This course provides the advanced practice nurse practitioner with the knowledge and skills necessary for understanding and managing chronic illnesses across the lifespan.

**NURS 725. Advanced Family Nursing: Chronic Illness Across the Lifespan-Clinical. (2)**

Two hours clinical.

Prerequisite: NURS 710, NURS 712,

NURS 713, NURS 716 and concurrent with NURS 724; or permission of faculty.

This course is the clinical practicum for NURS 724, Advanced Family Nursing: Chronic Illness Across the Lifespan.

**NURS 728. Advanced Family Nursing: Women's Health. (3)**

Prerequisite: NURS 710, NURS 712, NURS 713, NURS 716 and concurrent with NURS 729; or permission of faculty.

This course is designed to prepare the student with the advanced knowledge and skills to practice in diverse settings in delivering primary health care to women. The student will develop clinical judgment in assessment and problem identification, management, monitoring, follow up, and referral of health problems of women across the life span. In addition, health promotion, prevention, protection, and restoration for women and families. Nursing and related theories provide a framework for culturally sensitive, evidence based advanced practice.

**NURS 729. Advanced Family Nursing: Women's Health-Clinical. (2)**

Prerequisite: NURS 710, NURS 712, NURS 713, NURS 716 and concurrent with NURS 728; or permission of faculty.

This course is the clinical practicum for NURS 728, Advanced Family Nursing: Women's Health in the Doctorate of Nursing Practice Program, Family Nurse Practitioner concentration.

**NURS 732. Advanced Family Nursing: Children's Health. (3)**

Prerequisite: NURS 710, NURS 712,

NURS 713, NURS 716 and concurrent with NURS 733; or permission of faculty.

This course focuses on the development of clinical decision making and other skills needed to deliver primary health care to children and adolescents and their families in diverse settings.

Emphasis is on health promotion and prevention and assessment, diagnosis and management of common acute and chronic health problems for children and adolescents, families, groups, and populations. Theories and research in growth and development, genetics, health and behavioral sciences, and best practices are explored.

**NURS 733. Advanced Family Nursing: Children's Health –Clinical. (2)**

Two hours clinical.

Prerequisite: NURS 710, NURS 712, NURS 713, NURS 716 and concurrent with NURS 732; or permission of faculty.

This is the clinical course for NURS 732, Advanced Family Nursing: Children's Health. The focus is health promotion/prevention in children/adolescents and families and assessment, diagnosis and management of health status changes in this population.

**NURS 736. Advanced Family Nursing: Preceptorship. (4)**

Prerequisite: NURS 720 and 721, NURS 724 and 725, NURS 728 and 729, NURS 732 and 733.

This course is the final clinical practicum course for the Family Nurse Practitioner Program.

**NURS 740. Adult-Gerontology Clinical Nurse Specialist: Patient/Client Sphere of Influence. (3)**

Prerequisite: NURS 710, 712, 713, 716 and concurrent with 741; or permission of instructor.

This course focuses on the patient/client with an emphasis on health promotion, protection and holistic care of adults and older adults.

**NURS 741. Adult-Gerontology Clinical Nurse Specialist: Patient/Client Sphere of Influence – Clinical. (3)**

Three hours clinical.

Prerequisite: NURS 710, 712, 713, 716 and concurrent with 740; or permission of faculty.

Clinical course for NURS 740: Adult-Gerontology Clinical Nurse Specialist: Patient/Client Sphere of Influence. Focuses on the patient/client relationship with an emphasis on health promotion, protection and holistic care of adults and older adults in diverse settings.

**NURS 744. Adult-Gerontology Clinical Nurse Specialist: Nurses and Nursing Practice Sphere of Influence. (3)**

Prerequisite: NURS 710, 712, 713, 716 and concurrent with 745; or permission of faculty.

Focuses on the practice and theoretical dimensions of adult and older adult advanced nursing practice. Content provides the opportunity to apply theories, concepts, and research findings to clinical practice of both adults and older adults in diverse settings.

**NURS 745. Adult-Gerontology Clinical Nurse Specialist : Nurses and Nursing Practice Sphere of Influence – Clinical. (3)**

Three hours clinical.

Prerequisite: NURS 710, 712, 713, 716 and concurrent with 744; or permission of faculty.

Clinical course for NURS 744: Adult-Gerontology Clinical Nurse Specialist: Nurses and Nursing Practice Sphere of Influence. Focuses on the nursing practice sphere with adults and older adults, and provides the opportunity to apply theories, concepts, and research findings in clinical practice.

**NURS 748. Adult-Gerontology Clinical Specialist: Organization/System Sphere of Influence. (3)**

Three hours lecture.

Prerequisite: NURS 710, 712, 713, 716 and concurrent with 749; or permission of faculty.

Explores the influence of the Clinical Nurse Specialist (CNS) on organizations and systems by articulating the value of nursing care at the decision-making level.

**NURS 749. Adult-Gerontology Clinical Specialist: Organization/System Sphere of Influence – Clinical. (3)**

Three hours clinical.

Prerequisite: NURS 710, 712, 713, 716 and concurrent with 748; or permission of faculty.

Clinical course for NURS 748: Adult-Gerontology Clinical Specialist: Organization/System Sphere of Influence.

**NURS 752. Adult Gerontology Clinical Nurse Specialist Preceptorship. (3)**

Three hours clinical.

Prerequisite: NURS 740, NURS 741, NURS 744, NURS 745, NURS 748, NURS 749; or permission of faculty.

This course is the final clinical practicum course for the Clinical Nurse Specialist Program.

**NURS 790. Special Topics in Advanced Practice Nursing. (3)**

Prerequisite: Graduate Standing in DNP or permission of instructor.

The objectives and content of this online course facilitate achievement of the Doctorate of Nursing Practice Program outcomes. Current issues, research theory, and advanced clinical practice and scholarship not otherwise covered in the DNP program determine course content.

**NURS 800/650. Evidence for Advanced Nursing Practice. (See p. 243) (3)**

**NURS 802. Synthesis and Evaluation of Evidence Based Data for Advanced Practice Nurses. (3)**

Prerequisite: NURS 800; or permission of instructor.

Building upon basic statistics and research methods, this course will apply data principles to evidence based practice situations for Advanced Practice Nurses (APNs). Emphasis is on the practical application of design techniques, data analysis, and interpretation to guide clinical practice. Includes integration of appropriate technologies to focus on outcomes of interest for APNs.

**NURS 804. Clinical Scholarship and Population-Based Outcomes for Advanced Practice Nurses. (3)**

Prerequisite: NURS 800, NURS 802; or permission of faculty.

Introduces a broad range of methods

for scholarly inquiry to establish an evidence-based advanced nursing practice. Emphasis is placed on research methods useful in program evaluation, quality improvement projects, evaluation of new practice models, and clinical research pilot projects.

**NURS 810. Health Care Systems, Information Systems, and Business Practices. (3)**

Three hours lecture.

Prerequisite: NURS 800, NURS 802; or permission of faculty.

Explores foundations and principles of business, finance and entrepreneurship and information systems of advanced practice nursing within the context of the larger health care system.

**NURS 812. Health Care Policy, Ethics, and Law. (3)**

Three hours lecture.

Prerequisite: Graduate Standing in Nursing or permission of instructor.

Analysis of principles of ethics, law, and policy impacting health care delivery systems and advanced practice nurses.

**NURS 820. Doctorate of Nursing Practice Clinical Capstone-1. (2)**

Two hours clinical.

Prerequisite: Advanced nursing practice courses required in The Clinical Nurse Specialist (CNS), Family Nurse Practitioner (FNP), or Nurse Midwifery (MN) Concentration; or permission of faculty.

The DNP Capstone Project course facilitates the identification of the student's scholarly project, development of a project proposal, and the implementation and evaluation of the

project. The project is derived from the immersion practice experience.

**NURS 821. Doctorate of Nursing Practice Clinical Capstone-2. (1)**

One hour clinical.

Prerequisite: NURS 820.

This DNP Capstone Project course is a continuation of student work initiated in NURS 820 which facilitates the identification of the student's scholarly project, development of a project proposal, and the implementation and evaluation of the project. The focus of this course is completion of the Clinical Capstone Project.

**NURS 824. Doctorate of Nursing Practice Clinical Residency. (1-12)**

Variable credit hours; may be repeated for credit; must total 12 by end of program-clinical.

Prerequisite: Advanced nursing practice courses required in The Clinical Nurse Specialist (CNS), Family Nurse Practitioner (FNP), or Nurse Midwifery (MN) Concentration; or permission of faculty.

This is the course work required for the DNP Clinical Residency. The DNP Clinical Residency is a clinical leadership experience focusing on nursing education, policy, practice, or research within an area of student interest.

**NURS 897. Independent Practicum. (1-3)**

Prerequisite: Graduate standing in the DNP with completion of a minimum of one advanced clinical course in the student's program of study and permission of the supervising faculty and advisor.

This course is designed to provide experience for the graduate student who elects to pursue additional advanced practice in a selected area. The content of the practicum will be defined by the student in consultation with the faculty member supervising the practicum.

**NURS 898. Directed Study in Advanced Practice Nursing. (1-3)**

Prerequisite: 12 semester hours of graduate credits, NURS 800, and approval from the student's advisor, the faculty advisor for the directed study, and the Dean of the Graduate College. Provides the opportunity to pursue additional in depth study relevant to advanced nursing practice.

Development of a proposal approved by the Graduate College is required. See Directed Study Guidelines in the Graduate Catalog and the School of Nursing Graduate Handbook.

**GRAD 799. Continuous Enrollment. (3)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous

enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## Occupational Therapy

### **OCTH 610. Clinical Anatomy and Biomechanics for Occupational Therapy. (4)**

Prerequisite: Admission to the MOT program, or permission of the Chair. Lecture and laboratory study of surface and regional anatomy for the occupational therapy student. Emphasis is placed on the clinical and functional significance of the structures and processes being studied, with particular attention to the contributions of each to movement and the performance of everyday occupations.

### **OCTH 612. Occupation in Human Life. (3)**

Prerequisite: Admission to the MOT program or permission of the Chair. Introduction to the profession of occupational therapy, and to occupation as its paradigm. Using Person-Environment-Occupational Performance as a conceptual model, students investigate the organization and meaning of occupation in their own lives and the lives of others, discuss developmental, cultural and socioeconomic influences on

occupational performance, and explore relationships between occupation and health.

### **OCTH 614. The Occupational Therapy Process. (4)**

Prerequisite: Admission to the MOT program or permission of the Chair. An introduction to the steps in providing occupational therapy services to clients, from referral through discharge. Students develop a “toolbox” of materials and methods for occupation-based screening and intervention, and learn to document practice using the SOAP format.

### **OCTH 616. Fundamental Clinical Skills. (3)**

Prerequisite: Admission to the MOT program or permission of the Chair. This practicum is designed to prepare students for working safely and efficiently in a clinical setting. Health care teams, the language of health care, professionalism, client rights, pharmacological agents and their effects on occupation, and safety issues in the clinic, are among the topics addressed.

### **OCTH 620. Development and Performance. (3)**

Prerequisites: Successful completion of OCTH 610, 612, 614 and 616 or permission of the Chair. A study of occupational performance through the human life cycle. Explores the roles and tasks characteristic of each stage in human life from the prenatal period through old age, and addresses the impact of disability at various life stages.

**OCTH 622. Contexts of Service Delivery. (3)**

Prerequisites: OCTH 610, 612, 614 and 616 or permission of the Chair.

A survey of the environments in which occupational therapists practice, with particular attention to community-centered practice. Investigation of the social, economic, political, geographic and demographic factors that affect service delivery in medical, school and community settings. Students work with others to design a new occupation-based program for a rural community.

**OCTH 624. Clinical Inquiry. (3)**

Prerequisites: Successful completion of OCTH 610, 612, 614 and 616 or permission of the Chair.

An introduction to methods and resources for gathering and appraising research evidence about occupation and occupational therapy services. Students develop clinical questions; then use the matrix method along with evidence-based practice database and bibliographic software to plan, carry out and communicate the results of literature reviews.

**OCTH 626. Psychosocial Occupational Therapy. (3)**

Prerequisites: Successful completion of OCTH 610, 612, 614 and 616 or permission of the Chair.

Develops knowledge and skills for addressing the psychosocial needs of all clients, and for clinical practice with adults with mental illnesses or developmental disabilities affecting their occupational performance. Applies the Person-Environment-Occupation-Performance model, and introduces other theoretical models and frames

of reference that inform psychosocial occupational therapy.

**OCTH 628. Practicum in Community-Based Services. (2)**

Prerequisites: Successful completion of OCTH 610, 612, 614 and 616 or permission of the Chair.

Students work in groups with a faculty mentor to provide occupation-centered services to clients in a community setting, collect and analyze data about the outcomes of the services provided, and reflect upon their experiences.

**OCTH 630. Level I Fieldwork in Behavioral Health/Intellectual Disabilities. (4)**

Prerequisites: Successful completion of OCTH 620, 622, 624 and 626 and 628 or permission of the Chair.

A part-time (16 hours per week) placement in an accredited facility which provides behavioral health services or programs for adults with intellectual disabilities. Students are supervised on-site by a credentialed education or health professional.

**OCTH 632. Tools for Practice. (3)**

Prerequisites: Successful completion of OCTH 620, 622, 624 and 626 and 628 or permission of the Chair.

Provides experience with the tools and materials that people use in their everyday occupations and activities. Explores the perspective that practical arts, folkcrafts and technologies were originally tools for survival, and presents examples of activities that have been used as therapeutic tools from the inception of the profession today. Students participate in manual activities

that are meaningful to rural people, and construct simple adaptive devices.

**OCTH 634. Professional Seminar I. (2)**

Prerequisites: Successful completion of OCTH 620, 622, 624 and 626 and 628 or permission of the Chair.

Students work in groups with a faculty mentor to present and process clinical stories and dilemmas encountered in their Level I Fieldwork placements.

Discourse, role-play, debate and journal writing are used to facilitate reflection and analysis.

**OCTH 640. Research in Occupational Therapy. (3)**

Prerequisites: Successful completion of OCTH 630, 632 and 634 or permission of the Chair.

Provides an overview of the qualitative and quantitative research methods used in clinical research in occupational therapy and the process of locating and securing grants. Includes practical experience with designing a study, collecting and analyzing data and writing research reports.

**OCTH 642. Neuroscience for Occupational Therapy. (3)**

Prerequisites: Successful completion of OCTH 630, 632 and 634 or permission of the Chair.

Examines the gross anatomy and fundamental elements and processes of the nervous system, from a clinician's perspective. Presents the neurological bases of pathological conditions and neurorehabilitation practices.

**OCTH 644. Occupational Therapy with Children. (6)**

Prerequisites: Successful completion of

OCTH 630, 632 and 634 or permission of the Chair.

Develops knowledge and skills for clinical practice with infants and children whose occupational performance is disrupted by illness or disability. Applies the Person-Environment-Occupation-Performance model, and introduces other theoretical models and frames of reference that inform pediatric occupational therapy.

**OCTH 646. Practicum in Children's Services. (2)**

Prerequisites: Successful completion of OCTH 630, 632 and 634 or permission of the Chair.

Students work in groups with a faculty mentor to provide occupation-based services to children, collect and analyze data about the outcomes of the services provided, and reflect on their experiences.

**OCTH 650. Occupational Therapy Leadership and Management. (4)**

Prerequisites: Successful completion of OCTH 640, 642, 644 and 646 or permission of the Chair.

Surveys leadership theories, types and skills, and provides opportunities for interaction with occupational therapy leaders. Explores legal and ethical issues that affect occupational therapy practice today. Describes the primary roles of the occupational therapy manager within an organizational system, and develops entry-level competencies in administrative and management functions.

**OCTH 652. Physical Dysfunction Practice: Musculoskeletal. (3)**

Prerequisites: Successful completion of OCTH 640, 642, 644 and 646 or

permission of the Chair.

Develops knowledge and skills for clinical practice with adults who have musculoskeletal disorders or medical/surgical conditions affecting occupational performance. Applies the Person-Environment-Occupation-Performance model, and introduces other theoretical models and frames of reference that inform occupational therapy for physical dysfunction.

**OCTH 654. Physical Dysfunction Practice: Neurological. (3)**

Prerequisites: Successful completion of OCTH 640, 642, 644 and 646 or permission of the Chair.

Develops knowledge and skills for clinical practice with adults who have neurological disorders affecting occupational performance. Applies the Person-Environment-Occupation-Performance model, and introduces other theoretical models and frames of reference that inform occupational therapy for physical dysfunction.

**OCTH 656. Special Topics in Adult Rehabilitation. (2)**

Prerequisites: Successful completion of OCTH 640, 642, 644 and 646 or permission of the Chair.

An overview of specialty services in physical dysfunction practice including work programs/ergonomics, low vision rehabilitation and driver rehabilitation.

**OCTH 658. Working with Older Adults. (2)**

Prerequisites: Successful completion of OCTH 640, 642, 644 and 646 or permission of the Chair.

A case-based learning approach is used to explore current issues in occupation and

aging, and the role of the occupational therapist in elder care.

**OCTH 661. Level II Fieldwork A. (7)**

Prerequisites: Successful completion of OCTH 650, 652, 654, 656 and 658 or permission of the Chair.

A full-time placement in an accredited facility which provides rehabilitation services to children and/or adults.

Students are supervised on-site by an experienced, licensed occupational therapist.

**OCTH 662. Professional Seminar II. (2)**

Prerequisites: Successful completion of OCTH 650, 652, 654, 656 and 658 or permission of the Chair.

In this on-line seminar, participants explore and discuss the transition from student to health-care professional.

**OCTH 670. Level II Fieldwork B. (7)**

Prerequisites: Successful completion of OCTH 661 and 662 or permission of the Chair.

A full-time placement in an accredited facility which provides rehabilitation services to children and/or adults.

Students are supervised on-site by an experienced, licensed occupational therapy Fieldwork Educator.

**OCTH 672. Graduate Project. (2)**

Prerequisites: Successful completion of OCTH 661 and 662 or permission of the Chair.

Supervised development of a one-semester scholarly, entrepreneurial or administrative project that synthesizes the student's educational and clinical experience. Topics for projects are chosen collaboratively by the student and Level II

fieldwork educator, and approved by the clinical director.

**OCTH 698. Directed Study in Occupational Therapy. (1-4)**

Prerequisite: Admission to the M.O.T. program or permission of the Chair. To allow M.O.T. students and faculty to work together on projects of mutual interest that are not otherwise covered by coursework.

## Physical Science

**PHSC 510. Science for the Elementary School Teacher. (3)**

Two hours lecture; three hours laboratory. Nature of science, curricula and structure of elementary science programs. Activities include utilization of curriculum materials, observation and teaching.

**PHSC 521. Comparative Planetology. (3)**

Three hours lecture.  
Prerequisites: GEOL 111:112 and AST 111:112.  
Application of geological concepts and techniques to solid astronomical bodies; composition and classification of meteorites; terrestrial impact craters; surface features of the moon, Mars, Mercury and asteroids.

**PHSC 531. Energy and the Environment. (4)**

Four hours lecture.  
Prerequisite: PHYS 111:112 or PHYS 221:222 or PHSC 121:122 or CHEM 101:102.  
A study of energy, its many forms and uses, how it is converted from one form to another and the environmental consequences of that conversion.

**PHSC 601. Seminar. (1)**

Meets minimum of 15 hours per semester. Prerequisite: Admission to the Graduate College.  
Recent developments in science education. May be taken up to four times for credit provided the topic studied is different each time.

**PHSC 602. Scientific Literature. (3)**

Two hours lecture; three hours laboratory. Provides opportunity to locate, retrieve and assimilate information from scientific literature. May be taken twice provided the topics studied are different each time.

**PHSC 611:612. Selected Topics in Physical Science. (3-4 each)**

A minimum of 45 contact hours per course. Prerequisite: Graduate student majoring or minoring in science education.  
A study in depth of one or more science topics. Provides students with initial skills and competencies in applying instructional systems principles to teaching learning problems. Examines development of specifications for facilities, equipment and materials for learning under a variety of conditions and instructional media in relation to content and learner characteristics. Includes large and small group activities.

**PHSC 621:622. Earth Science for Teachers. (3:2)**

A minimum of 100 contact hours for both courses.  
In-depth study of earth science topics, concepts and instructional strategies essential to teaching modern secondary school earth science.

**PHSC 631:632. Physics for Teachers. (3:2)**

A minimum of 100 contact hours for both courses.

Prerequisites: One year of college physics and one year of college mathematics.

Examines physics concepts and approaches essential to teaching modern secondary physics.

**PHSC 641:642. Chemistry for Teachers. (3:2)**

A minimum of 100 contact hours for both courses.

Prerequisites: One year of college chemistry and one year of college mathematics.

Examines chemistry topics and instructional strategies essential to teaching modern secondary school chemistry.

**PHSC 651:652. Biological Science for Teachers. (3:2)**

A minimum of 100 contact hours for both courses.

Prerequisite: Undergraduate major in biology.

Examines biological concepts and instructional strategies essential to teaching modern secondary school biology.

**PHSC 698. Directed Study. (1-4)**

Hours and credit to be arranged in consultation with the faculty member with whom the student will work on the directed study.

Prerequisites: Approval of the supervising professor, advisor, department chair and Directed Study form submitted to the Graduate College.

See "Directed Study" on p. 54.

## Physics

**PHYS 510. Modern Physics. (4)**

Three hours lecture; two hours laboratory.

Prerequisites: One year of calculus and one year of physics.

Introduction to modern physics, including special relativity, quantum theory, atomic and nuclear physics, elementary particles.

**PHYS 511 (CHEM 511). Nuclear Chemistry. (3)**

Three hours lecture.

Prerequisite: One year of chemistry, one year of physics and one year of calculus.

Historical development of modern atomic theory; properties of atomic nuclei; generalizations related to atomic nuclei; types of nuclear reactions; mathematics of radioactive decay processes; nuclear counters; biological effects of radiation; applications of nuclear reactions, radioisotopes and particle accelerators.

**PHYS 550. Selected Topics in Physics. (4)**

Minimum of 60 contact hours for the semester.

Prerequisites: One year of physics and two years of calculus.

Selected topics in advanced undergraduate physics. A specific course syllabus will be available when the course is offered. A student may take this course for credit more than once provided the topic is different each time.

## Political Science

**POSC 532. Public Organization Theory and Leadership. (3)**

Three hours lecture.

Prerequisites: Graduate standing or permission of instructor.

Focuses on transformational leadership theories, the impact of leadership on organizational behavior/culture, and public sector revitalization in order to examine

the role of (visionary) leadership in the redesign of public organizations to: (a) “fit” or become congruent with their turbulent operating environment(s); (b) enhance efficiency outcomes; and (c) fulfill their legislative, judicial, and/or political mandate.

## Psychology

### **PSYC 505. Forensic Psychology. (3)**

Three hours lecture.

Conveys information relating to forensic psychology, including the insanity defense, aggression, courtroom psychology, mental health aspects of criminology and the psychological forces toward crime and delinquency.

### **PSYC 580: Human Neuropsychology. (3)**

Three hours lecture.

Prerequisites: Graduate standing or permission of instructor.

Disorders and diseases of the human brain will be examined to familiarize students with the causes, consequences and treatment of brain disorders and to illuminate the role of the brain in normal psychological functioning. Students will learn about the structure and function of the nervous system, causes of brain damage, common neuropsychological disorders and syndromes, disorders of brain function in children and adults and assessment and rehabilitation of brain function.

### **PSYC 591. Selected Topics in Psychology. (3)**

Three hours lecture.

Prerequisites: Graduate students, senior psychology majors or permission of the instructor.

Presentation and discussion of current issues in psychology which are not

considered in other areas. The content varies from semester to semester. The instructor will select a topic or area of interest for discussion based on student interest and current developments in psychology. May be taken as often as course content changes.

Graduate standing is a prerequisite to all 600-level courses.

### **PSYC 600. Advanced General Psychology. (3)**

Three hours lecture.

Designed as a survey course for graduate students and covers the most significant concepts, principles, theories, methodologies, issues and insights in the field of psychology. Content varies somewhat based on the needs of the students.

### **PSYC 610. Analysis of Behavioral Data. (3)**

Three hours lecture.

Prerequisites: Two courses in statistics or equivalent.

Inferential procedures in the treatment of psychological research data. Emphasis on practical and behavioral applications of techniques of data analysis. Implications for the collection and organization of data discussed.

### **PSYC 611. Methodology and Program Evaluation in Psychology. (3)**

Three hours lecture.

Discussion of and practice in the design and evaluation of psychological research, including measurement and experimental design, their limitations and sources of confounding and the interpretation of data. Techniques for performing cost-effectiveness analysis and cost-benefit analysis in mental health and other human services will also be covered.

**PSYC 612. Psychometric Theory, Assessment, Appraisal and Application. (3)**

Three hours lecture, demonstration and discussion.

Prerequisite: Graduate standing in psychology, and PSYC 611 or an equivalent course.

A comprehensive survey of measurement theory and practice in psychology. Topics covered may include scaling models, validity, reliability, measurement error and correlation analyses, multivariate correlational analysis, areas of assessment (vocational, personality, intellectual), the evaluation process and the report-writing process.

**PSYC 620. Core Proseminar in Psychology I. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of the instructor.

This course, intended for first-year graduate students in psychology, will present the core theory and principles of two of three specialty areas in psychological science: Physiological Psychology, Learning, or Sensation and Perception. The two specialty areas chosen will alternate from year to year and will be based on the needs and interests of the graduate students. Students will develop a firm grounding in these areas of psychology through discussion of original writings in the psychological literature as well as through in-class demonstrations of classic empirical findings in psychology.

**PSYC 621. Core Proseminar in Psychology II. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of the instructor.

Each offering of this course, intended for first-year graduate students in psychology, will present the core theory and principles of two of three specialty areas in psychology: Cognitive, Developmental, or Social Psychology. The two specialty areas chosen will alternate from year to year and will be based on the needs and interests of graduate students. Students will develop a firm grounding in these areas of psychology through discussion of original writings in the psychological literature as well as through in-class demonstrations of classic empirical findings in psychology.

**PSYC 622. Historical Foundations of a Scientific Psychology. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of the instructor.

Discussion of the role of psychologists as scientists, from the inception of the field to the present. Issues to be discussed include the advantages and disadvantages of the scientific method as a mode of inquiry, the concept of scientific progress, and the status of psychology as a science. The course will trace the historical development of the various schools of psychology and describe the factors that have led to psychology's current position as both a basic and an applied science.

**PSYC 623. Advanced Social Psychology. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of the instructor.

Focused coverage of the scientific literature relating to psychological aspects of human social behavior. Topics covered will vary as a function of the needs and interests of the students, but will usually include one or more of the following:

attribution and social perception, attitude formation and change, prosocial behavior, aggression, social influence and applications of social psychology.

### **PSYC 626. Advanced Comparative Learning and Motivation. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of the instructor.

Focused coverage of the scientific literature relating to associative learning, comparative cognition and motivation. Original research involving both nonhuman and human subjects will be covered and critically evaluated. Topics covered will vary as a function of the needs and interests of the students, but will usually include one or more of the following: classical conditioning, instrumental conditioning, observational learning, evolution of behavior, motivational processes, aversive motivation, comparative cognition, memory and concept formation.

### **PSYC 627. Advanced Sensation and Perception. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of the instructor.

Focused coverage of the scientific literature relating to acquisition and processing of sensory information. Original research involving both human and nonhuman subjects will be covered and critically evaluated. Topics covered will vary as a function of the needs and interests of the students, but will usually include one or more of the following: acquisition and processing of sensory information, use of sensory information to guide action, perception of space and form,

color perception, different sensory systems and the conscious experience of objects and object relations.

### **PSYC 628. Biological Foundations of Behavior. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of the instructor.

Examines the biological underpinnings of behavior and the role of the nervous system in mediating behavior and psychological processes in humans and other animals. Students will learn about biological approaches to the study of behavior, structure and function of the nervous system, neural bases of perception, action, cognition, and motivation, and biological contributions to disorders of behavioral and psychological functioning.

### **PSYC 630. Cognitive and Affective Aspects of Behavior. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of the instructor.

This course will examine how and why people think and behave as they do. Current theoretical and empirical evidence from mainstream cognitive and affective perspectives, evolutionary psychology, and neuroscience will be examined and integrated. Applications to a variety of contexts will be explored.

### **PSYC 631. Cognitive Intellectual Assessment Techniques. (3)**

Three hours lecture; two hours laboratory.

Prerequisite: Graduate standing in psychology or permission of instructor.

A study of the theory and development of the Stanford-Binet and the Wechsler Scales, as well as additional intelligence

tests, including a history of and current research and practices in the field of individual intelligence testing. Laboratory experience includes supervised administration, scoring and interpretation of individual intelligence scales. Students administer and score a number of scales each semester and are expected to achieve proficiency in report writing as part of their laboratory experience.

### **PSYC 632. Child Behavioral Assessment and Intervention. (3)**

Two hours lecture.

Prerequisites: Graduate standing in psychology or permission of the instructor. This course will emphasize the application of behavioral theories and the principles to administration and interpretation of child behavioral assessment instruments and techniques, with the goal of linking assessment to intervention. Associated multicultural, legal, and ethical issues will be examined.

### **PSYC 633. Instructional Assessment and Intervention. (3)**

Three hours lecture.

Prerequisites: Graduate standing in psychology or permission of the instructor. This course is intended to provide students with the skills necessary to assess academic skills and instructional environments within a consultative framework and to develop instructional interventions. The course will teach skills intended to integrate assessment, consultation, and intervention functions. Students will learn and practice skills necessary to address academic referrals within the context of the educational system. This course has a specific focus on understanding the relationship between the instructional

environment and academic difficulties that students experience. This class will emphasize the use of curriculum based assessment within a decision making model and linking assessment practices to intervention. Focus will be placed on behavioral and ecological interventions that have an empirical basis.

### **PSYC 636. Child Personality Assessment. (3)**

Three hours lecture.

Prerequisites: Graduate standing in psychology; a "B" or better in a course of individual intelligence testing, a graduate course in psychopathology (may be taken concurrently), or permission of the instructor.

Intended for school and clinical psychology graduate students. The course includes supervised administration, scoring and interpretation of individual projective and objective personality tests and supervised interviewing experience with children and parents. Students administer, score and interpret several personality tests and are expected to achieve proficiency in writing comprehensive psychological reports.

### **PSYC 637. Personality Assessment. (3)**

Three hours lecture.

Prerequisites: Completion of PSYC 631 with a "B" or better, PSYC 663 or 685 (these may be taken concurrently), or permission of instructor.

Students will gain experience in clinical observation, assessment interviews, and procedures regarding selection, administration, scoring, and interpretation of several of the widely used methods of personality assessment, in the service of accurate evaluation, diagnosis, and treatment of mental health clients. Ethical issues, including those that relate

to assessing culturally diverse populations in counseling settings, are emphasized.

**PSYC/EDSP 638. Early Childhood Assessment and Intervention. (3)**

Three hours lecture.

Prerequisite: PSYC 631 or permission of instructor.

This course will teach selection, administration and interpretation of formal and informal assessment techniques for young children with disabling and at-risk conditions and their families. Within a developmental-ecological context the course will teach assessment strategies and link assessment results with effective intervention strategies.

**PSYC 640. Professional Orientation and Function in Mental Health Counseling. (3)**

Three hours lecture.

Prerequisites: Graduate standing in clinical psychology or permission of instructor.

An orientation to professional counseling with an emphasis on mental health counseling. The course traces the historical development and trends in counseling as a discipline and assesses current identity and functions. The roles of professional organizations and associations are analyzed. The laws and ethics regarding the practice of professional counseling are studied. Issues related to mental health practice are included. Collaborative consultation and issues of outreach and treatment/prevention strategies will also be discussed.

**PSYC 641. Theories of Counseling and Psychotherapy. (3)**

Three hours lecture.

Prerequisite: Graduate status in clinical psychology or permission of the instructor.

Course provides students with an overview of current theories of counseling and psychotherapy. The course will include a critical evaluation and comparative study of major theories with emphasis on philosophical assumptions and implications for application.

**PSYC 642. Techniques of Counseling and Psychotherapy. (3)**

Three hours lecture.

Prerequisite: Graduate status in clinical psychology or permission of instructor.

Course provides students with an introduction to applied techniques. Simulated counseling experiences provide opportunities to use basic counseling, communication and helping relationship skills while increasing student's comfort with the therapeutic role. Issues regarding professional identity and ethical, social, and cultural awareness and sensitivity in counseling are also addressed.

**PSYC 643. Mental Health Counseling Practicum I. (3)**

Prerequisite: Graduate status or permission of instructor.

A supervised practicum in the field of mental health counseling involving a minimum of 150 hours per semester. A minimum of 20 hours must be direct client contact. Work experience includes intake procedures, assessments, social histories, crisis intervention. The student will meet with the program faculty member one and one half hours per week.

**PSYC 646. Psychology of Death and Dying. (3)**

Three hours lecture and discussion.

Prerequisites: Graduate standing.

Course provides students with a broad

introduction to the field of thanatology, while considering the influence of death and its associated psychological effects on human behavior. Death-related variables such as sociocultural forces, life-threatening illness, medical ethics, grief and bereavement, funerals, etc. will be evaluated as to their contributions to the development of individual differences across the lifespan.

### **PSYC 650. Organizational Psychology I. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of instructor. An introduction to the study of behavior in organizations. Focuses on the individual, the organization and their interaction. Provides students with ways of looking at and thinking about behavior in organizations. Presents a framework for analyzing organizational behavior and considers both empirical and case study research on organizational issues. Focuses on organizational socialization, attitudes, motivation, decision-making, absenteeism, turnover, stress, work groups and teams.

### **PSYC 651. Foundations in I/O Psychology. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of instructor. Covers the fundamental concepts and techniques used to apply I/O psychology to work behavior. Includes job analysis methods, techniques, and applications; employment law related to personnel selection, performance appraisal, and the work environment; and other current issues in I/O. Introduces the concepts of validity and reliability used in I/O practices.

### **PSYC 652. Training and Development. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology or permission of instructor. Presents and evaluates the techniques used in industry for the training and motivation of personnel; examines psychological theories behind the techniques and issues involved in application of these techniques. Focuses on effects of training and motivation techniques on both job morale and job performance.

### **PSYC 654. Performance Appraisal. (3)**

Three hours lecture.

Prerequisite: Psychology 651 or permission of instructor.

Covers major methods of appraising employee performance and utilizing these appraisals to improve employee productivity.

### **PSYC 655. Organizational Psychology II. (3)**

Three hours lecture and discussion.

Prerequisites: PSYC 650 or permission of instructor; graduate enrollment at Radford University.

A continuation in the study of behavior in organizations. Focuses on current organizational psychology issues in such areas as leadership, power, organizational effectiveness and organizational theory. Provides the student with additional ways of looking at and thinking about behavior in organizations. Presents a framework for integrating research in organizational psychology with popular organizational effectiveness trends.

### **PSYC 656. Employee Selection. (3)**

Three hours lecture and discussion.

Prerequisites: PSYC 651 or permission of instructor.

Familiarizes students with selection methods such as structured interviews, cognitive ability, biodata, assessment centers, work samples, personality inventories and integrity tests. Covers techniques of combining predictors including multiple regression, multiple cutoffs, and multiple hurdles. Also focuses on methods of evaluating the validity, reliability, utility, and adverse impact of selection methods.

**PSYC 660. Human Growth and Lifespan Development. (3)**

Three hours lecture.

Prerequisites: Graduate standing in psychology or related field.

Course provides a comprehensive overview of human growth. Areas covered include the developmental areas of physical, cognitive, intellectual, perceptual, information processing, language, personality, social and moral development across the life span.

**PSYC 663. Child Psychopathology. (3)**

Three hours lecture.

Utilizes an eclectic approach to the study of causes and diagnoses of childhood psychopathology. Definitions, concepts and theories of childhood psychopathology are covered. Emphasis will be on the current Diagnostic and Statistical Manual (DSM).

**PSYC 665. School Psychology Services. (3)**

Three hours lecture.

Provides an understanding of the role of the school psychologist in education settings. Covers historical antecedents of contemporary school psychology, the types of methods, skills and knowledge that the school psychologist applies in

his or her job and legal and ethical issues involved in providing school psychological services. Students are encouraged to do volunteer work in a school setting in order to gain familiarity with problems school psychologists encounter.

**PSYC 670. Child and Adolescent Drug Abuse: Assessment, Diagnosis, Treatment and Prevention. (3)**

Three hours lecture.

Prerequisites: Graduate standing.

The course introduces students to the areas of assessment, diagnosis, treatment and prevention of drug abuse in children and adolescents. The DSM and other diagnostic systems are presented.

Approaches to therapy that have proven effective with children and adolescents are covered. Ethical/legal and prevention strategies are considered. The student is required to do an assessment, a diagnosis, develop a treatment plan, design a treatment center and develop a prevention plan.

**PSYC 671. Theories of Personality. (3)**

Three hours lecture.

A thorough, critical evaluation of major personality theories with emphasis on philosophical assumptions and applied implications of each theory for therapeutic interventions.

**PSYC 673. Legal and Ethical Issues. (1)**

One hour lecture.

Exposes students to the legal and ethical issues in professional practice and research. Ethical guidelines of professional organizations; legal rulings which influence practice; and the course of professional development will be discussed.

**PSYC 678. Child Neuropsychological Assessment and Intervention. (3)**

Three hours lecture-discussion.

Prerequisites: Graduate standing in psychology AND grade of “B” or better in PSYC 631 and 632; OR permission of instructor.

This course will emphasize the application of neuropsychological theory and principles to selection, administration, and interpretation of neuropsychological assessment batteries and techniques, with the goal of linking assessment to intervention. Associated multicultural, legal, and ethical issues will be examined, with an emphasis on practicing within the scope of one’s competency and the interface between school psychology and pediatric Neuropsychology.

**PSYC 685. Psychopathology and Diagnosis. (3)**

Three hours lecture.

Prerequisites: Graduate standing in Psychology or permission of the instructor.

This course will provide students with an overview of the most common types of psychopathology encountered in mental health settings. The course emphasizes knowledge of, and ability to use, the current Diagnostic and Statistical Manual of Mental Disorders (DSM) to facilitate accurate differential diagnosis of clients. Social, cultural, and ethical issues regarding psychopathology and diagnosis relevant to mental health counseling will be addressed.

**PSYC 686. Child and Adult Sexual Assault. (3)**

Three hours lecture.

Prerequisites: Graduate standing and permission of instructor.

This course will provide students with an overview of issues regarding child sexual abuse and adult rape. Students will be exposed to current theoretical and empirical literature concerning the definition, prevalence, assessment, effects and treatment of child and adult victims of sexual assault.

**PSYC 687. Pre-internship Seminar. (1)**

One hour lecture.

Prerequisites: Concurrent registration with PSYC 781.

This course will cover standards of potential internship sites, portfolio development, requirements of NASP for the yearlong school psychology internship, and other relevant information necessary to complete a successful internship search and secure an acceptable internship to meet the third year requirement of the School of Psychology Program. It will be graded on a pass-fail basis.

**PSYC 688. Consultation and Collaboration in Schools, Home and Community. (3)**

Three hours lecture.

Prerequisite: Enrollment in the School Psychology graduate program; concurrent registration in School Psychology Practicum (PSYC 781).

Provides the School Psychology graduate student with a practical and theoretical exposure to consultation, to provide them with supervised practice in techniques for establishing and maintaining consultative relationships and to help students become familiar with problem-solving techniques appropriate for consultative activities. Role playing, case simulations and discussion and analysis of cases in practicum will be used to facilitate learning.

**PSYC 690. Seminar in Psychology. (1-3)**

One to three hours lecture.

Prerequisites: Permission of instructor.

Presentation and discussion of current issues in various areas of psychology which are not considered in other courses.

Content varies from semester to semester.

A single topic or area selected by the instructor for discussion during the semester based on current student interest and developments in psychology. Previous topics have included: Cortical Bases of Behavior, Human Sexuality, Divorce Counseling, Rorschach, Computers in Personnel and Appraisal in Industry.

**PSYC 692:693. Mental Health Intervention and Prevention in Schools I and II. (3,3)**

Prerequisites: For 692: Graduate standing or advanced degree in psychology, education or social work; a field or work placement which will enable the student to have clinical experience simultaneously with course enrollment. PSYC 693

requires a grade of "B" or better in PSYC 692 for enrollment. NOTE: Students who have received credit for 694 may not take the 692:693 sequence for credit without special permission of the instructor.

This course will expose the student to various models of therapeutic interventions for children and adolescents within the school setting. Emphasis will be on case conceptualization using knowledge of developmental psychopathology, and in learning effective therapeutic techniques of working individually and in groups with children and adolescents. Prevention programs addressing high risk behaviors and populations will also be addressed in this sequence. Other topics covered in this course will include developing

and leading family/parenting skills groups, cultural diversity issues related to therapeutic interventions, professional and ethical issues related to counseling, and assessing effectiveness of the counseling intervention.

**PSYC 697. Applied Training in Psychological Research. (1-6)**

Prerequisite: Graduate Standing in Psychology.

Graduate students will receive hands-on research training while being mentored as part of faculty research projects.

**PSYC 698. Directed Study. (1-4)**

Prerequisite: Permission of the instructor, advisor, department chair and Directed Study form submitted to the Graduate College.

Provides graduate students opportunity to work individually with faculty members on topics of mutual interest.

See "Directed Study" on p. 54.

**PSYC 699. Research and Thesis. (1-6)**

Hours and credit to be arranged with the approval of the dean of the Graduate College.

See "Thesis" on p. 54.

**PSYC 771. Group Dynamics in Processing and Counseling. (3)**

Two hours lecture, two hours laboratory.

Prerequisite: PSYC 641 and permission of instructor.

Course will consider theories and techniques of group counseling, including focus on content, process and leadership issues. Groups with special populations will also be considered. The course will also include an experiential component in which the student will be required to participate in a group.

**PSYC 772. Couples and Family Systems Therapy. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology and PSYC 641 or equivalent, or admission into the Psy.D. program, or permission of instructor.

An analysis of couples and families as social systems and the identification of issues affecting these systems are included.

A number of theoretical approaches and counseling techniques for therapy with couples and families are presented and evaluated.

**PSYC 773. Assessment and Treatment of Addictive Disorders in Rural Settings. (3)**

Three hours lecture.

Prerequisite: Graduate standing in psychology and PSYC 641 or equivalent, or admission into the Psy.D. program, or permission of instructor.

This course focuses on recognizing, identifying, assessing, and diagnosing abused substances as well as compulsive/impulsive behaviors in the rural community. Students will be introduced to the prevailing theories around addiction as well as frequent treatment modalities.

Experiential activities, hosted in the community, will be integrated throughout the course. Students will be encouraged to consult and integrate the current scientific literature on abuse and misuse of substance and validated treatment for substance abuse in treatment planning.

The curriculum for the course is infused with a strengths-based, diversity oriented, social justice perspective that encourages students to identify barriers to treatment for individuals of marginalized or disenfranchised populations.

**PSYC 774. Introduction to Psychopharmacological Medications. (3)**

Three hours lecture.

Prerequisites: Graduate standing.

Course provides students with rudimentary information regarding commonly prescribed psychopharmacological medications including basic classifications, indications and contraindications. Issues of making appropriate referrals and the identification of effects and side effects will also be addressed.

**PSYC 775. Special Topics in Counseling Psychology. (3)**

One hour lecture.

Prerequisite: Either PSYC 610 or 611, the latter of which may be taken simultaneously.

Course is designed to engage the student in current research areas in counseling psychology. Counseling research will be reviewed, analyzed and critiqued.

Individuals will conduct a review of the literature in a selected area of research.

This is a pass/fail course.

**PSYC 776. Human Sexuality Counseling. (3)**

Three hours lecture.

Prerequisite: PSYC 641.

Provides foundation of knowledge concerning basic human sexual functioning, knowledge of sexual diseases, awareness and acceptance of sexual variance, knowledge of sexual dysfunctions and an understanding of basic treatment and sex therapy techniques. Legal and ethical issues and concerns pertaining to sex counseling/therapy will be considered. A seminar format utilized.

**PSYC 777. Multivariate Analysis of Behavioral Data. (3)**

Three hours lecture.

Prerequisites: Graduate standing and PSYC 610 or equivalent, or admission into Psy.D. program, or permission of instructor.

This course will provide a treatment of the most commonly used multivariate techniques for quantitative analysis of behavioral data. Students will learn the conceptual basis for these techniques, as well as receive instruction for conducting their own analyses using the SPSS software package.

**PSYC 781, 782. School Psychology Practicum I and II. (4,4)**

Two hour seminar, 8-hour practicum in the schools.

Prerequisites: PSYC 631, 636, 665 and acceptance by the School Psychology committee into the Educational Specialist degree program.

A pre-internship experience for second-year school psychology students offering supervised field work. Includes intellectual, behavioral and curriculum-based assessment techniques with emphasis on educational interpretation and remedial implications of assessment data. Supervised field interventions include pre-referral interventions, consultation, individual and group counseling, behavior management, in-service education, parent training and counseling and program evaluation. Students work under the dual supervision of practicum instructor and on-site field supervisor (certified, experienced school psychologist). Students spend a minimum of eight hours per week in the schools plus a two-hour weekly seminar.

**PSYC 785. Neuropsychological Assessment. (3)**

Three hours lecture.

Prerequisites: Graduate standing in psychology and a "B" or better in PSYC 631 or its equivalent and PSYC 628 or its equivalent; or admission to the Psy.D. program; or permission of instructor.

This course will emphasize the application of neuropsychological theory and principles to selection, administration, and interpretation of neuropsychological assessment batteries and techniques with pediatric, adult, and geriatric clients. Neuropsychological assessment will cover the following domains: language/communication, visual-spatial/perceptual/motor, sensorimotor, attention, learning and memory, and executive function. Associated multicultural (including rural), legal, forensic, and ethical issues will be examined, including practicing within the scope of one's competency and the interface between counseling/clinical psychology and neuropsychology.

**PSYC 795:796. School Psychology Internship. (6,6)**

Forty hours per week.

Prerequisites: Completion of all course work, other than directed study, including practica, in the School Psychology Program, a Pass in both practica and permission of the School Psychology committee at least four weeks prior to registration. Applications are available in the department office.

A full-time paid professional experience under the dual supervision of a member of the School Psychology Committee and an approved on-site field supervisor. Intern functions as a staff member in professional settings to gain experience in the use and

application of psychological techniques and procedures used in performing the services of a professional school psychologist. Internship grades recorded as “Pass” or “Fail.” Courses must be taken in sequence and may not be taken concurrently. Interns are required to attend our on-campus seminars each semester.

**PSYC 798. Professional Internship. (3-6)**

Hours may vary from 10 to 25 per week.

Prerequisites: Permission of instructor; enrollment in a graduate program in Psychology at Radford University.

Note: This course may be repeated for a total of 12 credits; students should consult with their faculty advisors for specific requirements within their area of concentration.

A part-time professional experience under the supervision of the Psychology graduate faculty. The student will function as a staff member in professional settings to gain experience in the use and application of psychological techniques and procedures. Common emphases of all sections will be on developing professional identity through an experiential component. Ethical practice and responsibilities will also be an emphasis for all sections of the course. Internship grades will be recorded as Pass or Fail. Each internship section will have a specific and detailed course description of the content of the course as related to the specific graduate concentration of the student.

**GRAD 799. Continuous Enrollment (1)**

All graduate students are required to be registered during the semester they receive their degree from Radford University. Registration is required of all graduate

students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

**PSYC 800. Introduction to Counseling Psychology. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D. program or permission of instructor.

This course will include examination of (a) the development of counseling psychology as a distinct field; (b) the present state of counseling psychology; (c) projections of the future of the field; and (d) topics of special importance to counseling psychologists (e.g., diversity, social justice, prevention).

**PSYC 801. Multicultural Counseling. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D.

program or permission of instructor. This course will include background in the historical context of multicultural counseling, personal examination of areas pertaining to multicultural counseling, a strong foundation in common domains of cultural competency, as well as implications for clinical practice.

### **PSYC 802. Ethical, Legal, and Professional Issues in Psychology. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D. program or permission of instructor. This course will include examination of (a) the past and present forces that have affected psychology and counseling psychology; (b) training and practice guidelines; (c) professional ethics, including the American Psychological Association ethics code, foundational meta-principles, morals, values, virtues, and decision-making; (d) mental health law and related legal issues; and (e) current issues that affect the practice and training of professional psychologists in a multicultural society.

### **PSYC 803. Vocational Psychology. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D. program or permission of instructor. This course presents vocational theories, counseling strategies, and practice in vocational assessment and counseling. Current research in vocational counseling is reviewed and there is a focus on working with diverse populations.

### **PSYC 805. Advanced Cognitive and Intellectual Assessment Techniques. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D. program or permission of instructor.

The purpose of this course is to provide the student with the historical frame, theory, and research in cognitive and intellectual assessment. The student will build mastery in testing theory, assessment selection, administration, scoring, hypothesis testing, and integrated feedback in the clinical setting.

### **PSYC 806. Advanced Personality Assessment. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D. program or permission of instructor. The purpose of this course is to provide the student with the historical frame, theory, and research in personality assessment. The student will build mastery in testing theory, assessment selection, administration, scoring, hypothesis testing, and integrated assessment and feedback.

### **PSYC 808. Qualitative Research Methods. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D. program or permission of instructor. This course will include examinations of qualitative (including pure qualitative and mixed methods) approaches to research and analysis. The course will provide an introduction to the conceptual and methodological features that distinguish qualitative research from other empirical approaches. Ways to use qualitative methods to supplement quantitative approaches, and vice versa, will be discussed.

### **PSYC 809. Supervision. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D. program or permission of instructor.

This course will include a didactic and an experiential aspect. Students will learn about various approaches to supervision and will also conduct supervision of less experienced graduate students under the oversight of a licensed psychologist.

### **PSYC 810. Rural Consultation and Program Evaluation. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D. program or permission of instructor.

This course will include a didactic and an experiential aspect. Students will learn about various approaches to consultation with community agencies and individuals as well as how to conduct program evaluations, especially in rural areas. Developing a consultation/evaluation project is a required part of the course.

### **PSYC 811. Health Psychology in Rural Areas. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D. program or permission of instructor.

This course includes the study of selected physical health problems of people who live in rural areas (e.g., Appalachia). Rates of physical health disorders that are higher than the average U.S. rate will be studied. The causes of higher rates of disorders will be examined and interventions to alleviate them will be studied. Special attention will be focused on children, older adults, women, and members of various minority groups in rural areas.

### **PSYC 812. Rural Cultural Issues. (3)**

Three hours lecture.

Prerequisites: Admission into Psy.D. program or permission of instructor.

This course will include an exploration

of (a) the unique features of rural culture; (b) the past and current issues that have influenced rural cultural development; (c) individual and group characteristics of rural populations, including various minority groups; (d) challenges and assets of the rural cultural setting; and (e) the differential impact of current societal issues on those residing or practicing in rural areas.

### **PSYC 840. Counseling Psychology Practicum I. (3)**

Prerequisites: Admission into Psy.D. program.

This course will provide doctoral students with the opportunity to gain actual practical experience providing counseling, assessment, education, and other applied work in a variety of settings. Students will provide services for approximately 16 hours per week under the on-site supervision of a licensed professional and will participate in individual and/or group supervision in the department. Training related to cultural diversity, social justice, and evidence-based practice will be infused throughout the course. Students will also receive training in specific content areas each semester. Students must register for 840 for 2 consecutive terms in their first year (i.e., Fall and Spring) and must successfully complete both of them as well as the subsequent summer's 843 course before they can receive credit for both 840 courses and the subsequent 843 course. This is a pass/fail course.

### **PSYC 841. Counseling Psychology Practicum II. (3)**

Prerequisites: Enrollment in Psy.D.

program and successful completion of 2 consecutive terms of PSYC 840 and the

subsequent summer's 843 course  
 This course will provide doctoral students with the opportunity to gain actual practical experience providing counseling, assessment, education, and other applied work in a variety to settings. Students will provide services for approximately 16 hours per week under the on-site supervision of a licensed professional and will participate in individual and/or group supervision in the department. Training related to cultural diversity, social justice, and evidence-based practice will be infused throughout the course. Students will also receive training in specific content areas each semester. Students must register for 841 for 2 consecutive terms in their second year (i.e., Fall and Spring) and must successfully complete both of them as well as the subsequent summer's 843 course before they can receive credit for both 841 courses and the subsequent 843 course. This is a pass/fail course.

**PSYC 842. Counseling Psychology Practicum III. (3)**

Prerequisites: Enrollment in Psy.D. program and successful completion of 2 consecutive terms of PSYC 841 and the subsequent summer's 843 course.  
 This course will provide doctoral students with the opportunity to gain actual practical experience providing counseling, assessment, education, and other applied work in a variety to settings. Students will provide services for approximately 16 hours per week under the on-site supervision of a licensed professional and will participate in individual and/or group supervision in the department. Training related to cultural diversity, social justice, and evidence-based practice will be

infused throughout the course. Students will also receive training in specific content areas each semester. Students must register for 842 for 2 consecutive terms in their third year (i.e., Fall and Spring) and must successfully complete both of them as well as the subsequent summer's 843 course before they can receive credit for both 842 courses and the subsequent 843 course. This is a pass/fail course.

**PSYC 843. Counseling Psychology Summer Practicum. (3)**

Prerequisites: Admission into Psy.D. program.  
 This course will provide doctoral students with the opportunity to gain actual practical experience providing counseling, assessment, education, and other applied work in a variety to settings. Students will provide services for approximately 16 hours per week under the on-site supervision of a licensed professional (if providing counseling-related services) and/or other staff member(s) (for non-counseling services) and will participate in individual and/or group supervision in the department. Training related to cultural diversity, social justice, and evidence-based practice will be infused throughout the course along with specific content that will vary each year. Students must have successfully completed all preceding practicum courses before being allowed to register for 843. Students must successfully complete 843 before receiving credit for that semester of 843 and for the preceding Fall and Spring semester practicum courses. This course can be taken 3 times - once per summer the student is taking classes on campus. This is a pass/fail course.

**PSYC 870. Doctoral Internship. (1)**

Prerequisites: Admission into Psy.D. program.

This course is a 1,500–2,000 hour training opportunity (either one-year full-time or two consecutive half-time years) at a site that is focused on training advanced doctoral students to become psychologists. It is the capstone applied experience of the Psy.D. program. Students must register for PSYC 870 for three consecutive terms and must successfully complete all three of them. This is a pass/fail course.

**PSYC 898. Doctoral Directed Study. (1-4)**

Prerequisites: Admission into the Psy.D. program or permission of instructor and Directed Study form submitted to the Graduate College.

Provides doctoral students the opportunity to work individually with faculty members on topics of mutual interest.

**PSYC 899. Dissertation. (1)**

Prerequisites: Admission into Psy.D. program.

This course is designed to be the capstone research component of the Psy.D. program. As such, students are expected to complete an original research project that is of sufficient size and quality to justify being considered competent to conduct research independently. Students must re-enroll in the course every term until the final product is complete and approved by the Psy.D. program faculty and the Graduate College. This is a pass/fail course.

## Recreation, Parks and Tourism

**RCPT 601. Environmental and Experiential Philosophy. (3)**

Three hours lecture.

Provides an advanced understanding of philosophical perspectives and theories relating to the experiential learning and environmental education. Offered in the fall.

**RCPT 611. History and Philosophy of Recreation, Parks and Tourism. (3)**

Three hours lecture.

Discussion of issue, problems, trends and principles as foundations of recreation philosophy and education for leisure based living.

**RCPT 617. Seminar in Recreation (Topical). (1-4)**

Hours and credit to be arranged.

Covers factors affecting leisure-centered living, specific topical inquiry and conceptual analysis of modern recreation, urban or rural recreation, sociology of sport, surveys in recreation. Students may take course again for maximum of six hours credit. Offered in the Fall and Spring, alternate years.

**RCPT 619. Recreation Administration. (3)**

Three hours lecture.

In-depth study and analysis of the administration of recreation agencies. Emphasis on legal foundations, political processes, personnel practices, departmental organization, relationships with other agencies and evaluation techniques.

**RCPT 623. Recreation Administration. (3)**

Three hours lecture.

Introduction to the administration of recreation services. Emphasis on fiscal management, personnel management, organizational structure, marketing techniques and legal foundations in recreation and leisure services departments.

**RCPT 624. Environmental Issues. (3)**

Three hours lecture.

In-depth study of environmental issues facing outdoor recreation agencies. Focuses on care of resources and programming for large numbers of people. Discusses teaching and interpretation methodologies for educating a general audience.

**RCPT 625. Issues in Recreation Management. (3)**

Three hours lecture.

The course covers issues which influence recreation management such as financial analysis and future forecasting, financial accountability, politics, conflict management, strategic planning and technological applications in managing and marketing recreation services. Organizational simulations and role playing are incorporated in the course.

**RCPT 635. Research Applications in Recreation, Parks and Tourism. (3)**

Three hours lecture.

Provides basic understanding of research and its planning and application within recreation services.

**RCPT 655. Leisure Education. (3)**

Three hours lecture.

Develops an understanding of the need for recreation education in today's society

and how to plan, implement and provide education within the recreation systems.

**RCPT 660. Legal Aspects of Environmental and Experiential Activities. (3)**

Three hours lecture.

In-depth studies of legal issues related to the provision of outdoor adventure and experiential programming; liability, legislation, tours, contracts. Offered in the Spring.

**RCPT 676. Wilderness Institute. (6)**

Lectures, labs and field trips integrated into an intensive, experiential, primarily off-campus course.

Prerequisite: Permission of instructor.

This class provides graduate students with an in-depth experience in the design, development, implementation and evaluation of wilderness-based educational programs, including extending wilderness expeditions. Topical issues include environmental education, resource management, risk management, program design and group facilitation. Offered Summer I.

**RCPT 686. Practicum in Environmental and Experiential Education. (2-6)**

Six to 27 hours per week.

Prerequisites: Admission to candidacy with-in the department and permission of the department chair or advisor.

Offers additional practical experience in the management of experiential programs under the joint supervision of a qualified program administrator and Radford University faculty. Practicum grades will be recorded as pass/fail. May be taken for up to six hours credit. Applications are available in the department office.

**RCPT 690. Seminar in Experiential Education. (3)**

Three hours lecture.

Emphasis on current issues in the management and development of experiential programs. Examines one specific topic during any one semester of the school year. Students may take this course for a maximum of six hours credit.

**RCPT 698. Directed Study. (1-4)**

Hours and credit to be arranged.

Prerequisites: Eligibility for admission to candidacy within the department and approval of the advisor, department chair and Directed Study form submitted to the Graduate College.

To pursue in depth a topic of interest in the area of experiential or environmental education. See “Directed Study” on p. 54.

**RCPT 699. Research and Thesis. (6)**

Prerequisite: Approval of advisor in department.

Hours and credit to be arranged with the approval of the student’s thesis advisor, Thesis Committee and the dean of the Graduate College. Provides opportunity to show in-dependent judgment in the study of a specific issue. See “Thesis” on p. 54.

## **Social Work**

**SOWK 601. Human Behavior in the Social Environment I. (3)**

Three hours lecture.

Prerequisite: Admission to the graduate program in Social Work or permission of the instructor.

This is the first course in the Human Behavior sequence. In this course the dynamics of human behavior and the

contexts within which humans grow and develop through the life cycle are explored. It provides a foundation knowledge base from which social work students ground the assessment and intervention processes with individuals and families utilizing a biopsychosocial spiritual framework. Traditional and postmodern theories are analyzed and challenged. The ecological and strengths perspectives are presented in relation to human risk and resilience. HBSE I attempts to honor different ways of knowing and being, developing pathways to understanding and appreciating uniqueness. Students are challenged to explore their own values and culture in an effort to create an inclusive viewpoint of human diversity.

**SOWK 602: Human Behavior in the Social Environment II. (3)**

Three hours lecture.

Prerequisite: SOWK 601 or permission of instructor.

Human Behavior in the Social Environment II is the second of two Foundation courses. Students will continue to apply basic frameworks for creating and organizing knowledge of human behavior. The course examines problems of living; impacts of racial, ethical, class, cultural, religious/spiritual and gender diversity on behavior; and the reciprocal nature of interactions of persons, families, social groups, communities, organizations and institutions.

**SOWK 611. Social Welfare I. Policy is Practice. (3)**

Three hours lecture.

Prerequisite: Admission to graduate program in Social Work or permission of the instructor.

The course covers frameworks to understand the formulation/analysis of Social Work policies and programs. The significance of contextual factors, values and history are examined from a “policy is practice” perspective with emphasis on social/economic justice, diversity and populations-at-risk.

### **SOWK 613. Crisis Intervention. (3)**

Three hours lecture.

Prerequisite: Accepted into School of Social Work or permission of instructor.

This course focuses on developing basic crisis intervention skills (interviewing, assessment, intervention and follow-up). Special topics of concern in populations at risk will be highlighted: lethality/suicide/homicide; partner abuse; child abuse; school violence, workplace violence, substance abuse and the chronically mentally ill. Students become aware of the role of various agencies within the realm of crisis intervention and the importance of collaboration.

### **SOWK 615. Substance Abuse and Dependency. (3)**

Three hours lecture and discussion.

Prerequisite: Graduate standing or permission of instructor.

This course examines current theories and models pertaining to substance abuse and chemical dependency. It explores intervention and treatment techniques for working with chemically dependent individuals and their families, with an emphasis on diverse populations. The course integrates theory and practice skills to teach students to critically examine the clinical issues involved in substance abuse and chemical dependency treatment. Mental Health emphasis area elective.

### **SOWK 621. Research I: Basic Research Methodology. (3)**

Three hours lecture.

Prerequisite: Admission to the Graduate Program in Social Work or permission of the instructor.

The fundamental elements of scientific inquiry and research techniques, including a variety of research methodologies, are introduced in this course. Focus is on the technical aspects of research analysis and critical evaluation of research conclusions. Students are introduced to a systematic approach to the classification, organization and analysis of data. The course emphasizes the identification and formulation of researchable problems in social work, the utility of the scientific method, the selection of appropriate methodologies, an understanding of the standards for evaluation of research and sensitivity to bias and ethical behavior in the conduct of research.

### **SOWK 625. Child Sexual Abuse and CPS (Child Protective Services) Investigation. (3)**

Three hours lecture, demonstration and discussion.

Prerequisite: Graduate standing or permission of instructor.

This course explores the issues involved in child abuse and neglect cases, with an emphasis on child sexual abuse. It offers an integrative framework of principles, theories, process and skills specifically designed for performing culturally sensitive investigations and assessments with alleged abusive and neglectful families. This academic course is offered to graduate students interested in public social services and to those awarded Title IV-E stipends (supplanting the VISSTA [Virginia Institute for Social Services

Training Activities] training sequence) and to qualified community people. Child Welfare emphasis area elective.

### **SOWK 631. Social Work Practice I: Foundations. (3)**

Two hours lecture, two hours skill lab.

Prerequisite: Admission to the graduate program in social work.

This course is the first of two foundation courses designed to provide students with an overview of the basic knowledge and skills essential to generalist social work practice. Key themes and concepts include interviewing, relationship building and assessment as they relate to community-based family practice.

The course introduces practice models in relation to populations at risk. Personal and professional values will be discussed, along with the use of self, the importance of evaluation, research and ethics.

### **SOWK 632. Social Work Practice II: Groups Practice. (3)**

Three hours lecture.

Prerequisites: Admission to the graduate program in social work and SOWK 601 and SOWK 631.

This second foundation practice course is designed to provide students with an overview of the basic knowledge and skills essential to generalist social work practice as it relates to group practice. Groups are used at all levels of social work practice (micro, mezzo, and macro) for purposes ranging from support and personal growth to social planning and social action.

Key themes include introductory group practice knowledge for developing and intervening with various types of groups, with particular emphasis on groups for

populations at risk, rural populations, and groups that experience social and economic injustices. Key concepts include stages of group development, group processes and dynamics, leadership and ethical practice with groups.

### **SOWK 641:642. Foundation Practicum and Seminar I and II. (3: 3)**

Prerequisite: Admission to the graduate program in social work and SOWK 631/632 as pre- or corequisite. SOWK 641 must be completed before SOWK 642 can be taken.

Two semester sequence. A practicum experience (16 hours each week) accompanied by a minimum of six seminars each semester designed to integrate theory and field.

### **SOWK 678. Advanced Standing Bridge Course I. (3)**

Three hours lecture.

Prerequisite: A Bachelor of Social Work degree from CSWE-accredited institution, or expected graduation and admission to the Advanced Standing program.

SOWK 678 is the first course in a two course sequence that students with a Bachelor in Social Work Degree admitted for Advanced Standing take to prepare for the (second) concentration year. It will cover the areas of Human Behavior in the Social Environment and Practice with Individuals and Families.

### **SOWK 679. Advanced Standing Bridge Course II. (3)**

Three hours lecture.

Prerequisite: Admission to the Advanced Standing program in Social Work. This is the final course in the two-

course sequence required for all students admitted to the Advanced Standing program in Social Work. This course focuses on social work policy and social research.

**SOWK 680. Special Topic Seminar. (3)**

Three hours lecture.

May be taken a maximum of three times.

Prerequisites: Graduate standing and permission of instructor.

An intensive study of a specialized area in human services. Topics will be determined by the instructors based upon demonstrated student interest. Special topics courses may be elected for no more than nine semester hours of credit.

**SOWK 682. Biopsychosocial Assessment (3)**

Three hours lecture.

Prerequisites: SOWK 602, SOWK 679, or permission of instructor.

This course focuses on identifying individual and family strengths and on viewing behavior in context. Particular emphasis is placed on understanding the individual/family and environment interaction by means of a systems perspective. This course addresses the legal, ethical, social justice, diversity and cultural competence ramifications as they relate to managed care and community treatment models of practice.

**SOWK 688. Administration, Management, and Supervision. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

This course elective is designed to focus on the role and function of the social work leader as supervisor, manager, and administrator.

**SOWK 698. Directed Study. (1-4)**

Hours and credit to be arranged.

Prerequisite: Approval by the School of Social Work and Directed Study form submitted to the Graduate College.

See "Directed Study" on p. 54.

**SOWK 699. Research and Thesis. (1-6)**

Hours and credit to be arranged with

the approval of the dean of the Graduate College. See "Thesis" on p. 54.

**SOWK 710. Women and Mental Health. (3)**

Three hours lecture and discussion.

Prerequisite: Graduate standing or permission of instructor.

This course is designed to provide students with specific knowledge about clinical social work practice with adult women and mental health issues that affect women. Key themes and concepts include: historical social work practice with women, theories for mental health practice and a feminist critique of those theories, feminist practice issues, aspects of feminist/mental health practice, feminist social work practice methods and current issues/situations that affect women's lives and their mental health. Mental Health emphasis area elective.

**SOWK 715. Ethical Issues in Social Work Practice. (3)**

Three hours lecture.

Prerequisite: Acceptance into the School of Social Work or by permission of the instructor.

This course focuses on the ethical issues and dilemmas that confront professional social workers in practice with individuals, groups, families, agencies and communities. Theoretical models for social work ethical decision-making and the National Association of Social Workers

Code of Ethics are presented. The ways in which personal and professional values differ are addressed. The elements involved in ethical decision-making are applied to case illustrations. Examples from the student's own practice experience will be used.

**SOWK 720. School Social Work. (3)**

Three hours lecture.

Prerequisite: Graduate standing in the MSW Program or permission of instructor.

This course is designed as an entry for social workers into the School as a complex host organization for social work practice. Philosophical, societal, population and cultural sensitivity issues are addressed. School Social Work emphasis area elective.

**SOWK 721. School Casework Practice. (3)**

Three hours lecture, demonstration and discussion.

Prerequisite: SOWK 720 or permission of instructor.

This course provides students with learning experiences that 1) inform them about the nature of social casework practice, 2) provide them with conceptual frameworks, helping principles and processes to maximize the academic performance and personal development of children and their families, 3) explore issues of diversity and multicultural competence in casework practice with children, families and their communities, and 4) develop competence in critical thinking. School Social Work emphasis area elective.

**SOWK 722. Community Organization. (3)**

Three hours lecture and discussion.

Prerequisite: Graduate standing or permission of instructor.

This course focuses on community practice and the development of community strategies that address the needs of identified groups.

**SOWK 761. Social Welfare Policy II: Family Policies and Advocacy. (3)**

Three hours lecture.

Prerequisite: SOWK 611 or SOWK 679.

The course provides a broad understanding of the development/analysis of family policies with an advocacy perspective on the local, state and federal levels. The role of socio-cultural values, contextual factors and policy/service assumptions are examined with the emphasis on social work advocacy to promote social/economic justice with populations at risk.

**SOWK 772. Research II: Advanced Research Methodology. (3)**

Three hours lecture.

Prerequisite: SOWK 621 or SOWK 679.

This second course in the MSW research sequence is designed to explore the dynamics of research theory and practice. It is intended to provide students with the knowledge base to stimulate critical use of research studies in their practice, to prepare them for participation in agency or interdisciplinary research and to prepare them to undertake selected research in social work practice.

**SOWK 783. Social Work Practice III: Community Practice to Strengthen Families. (3)**

Three hours lecture.

Prerequisite: SOWK 641 and 642; or SOWK 679.

The course is the first of two concentration practice courses and emphasizes community and organizational practice. Community-based family practice is the application of social work practice skills to enhance collaborative relationships among families and their community networks.

**SOWK 784. Social Work Practice IV: Family Practice in a Community Context. (3)**

Three hours lecture.

Prerequisite: SOWK 783.

This course is the second of two concentration practice courses. This course focuses on the knowledge, methods and skills for family practice within a community-based family practice model.

**SOWK 785. Integrative Seminar. (3)**

Prerequisite: Last semester of the MSW Program.

Social Work 785 is the synthesis of Social Work 783 and 784. This capstone course is designed to facilitate the integration of theory, practice, policy and research through the lens of community-based family practice.

**SOWK 791:792. Concentration Practicum and Seminar I and II. (5:5)**

Prerequisite: Admission to the graduate program in social work and SOWK 783/784 as pre- or corequisites. SOWK 791 must be completed before SOWK 792 can be taken.

Two semester sequence. A practicum experience (24 hours each week) accompanied by a minimum of six seminars each semester designed to integrate theory and field.

**GRAD 799. Continuous Enrollment. (1)**

All graduate students are required to be registered during the semester they receive

their degree from Radford University. Registration is required of all graduate students when using university facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories and recreation facilities not open to the public.

Students who are not currently registered for any course work and who have completed all course work but have other outstanding degree requirements (e.g., comprehensive examination, thesis, removal of an I or IP grade), are required to register for a continuous enrollment course each semester, including summer, until they have met the outstanding requirement(s).

This course carries no credit hour production and does not count toward graduation requirements. This course option is also available to those admitted students who are not enrolled in a given semester but who wish to use university facilities and services during that time.

## Sociology

**SOCY 511. Appalachian Cultures. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

Contemporary Appalachian culture; social science explanations for regional culture; causes and repercussions of culture change in Appalachia examined.

**SOCY 580. Survey Research Methods. (3)**

Three hours lecture.

Prerequisite: Graduate standing.

This course covers the construction of an instrument, sampling design and

methods of analysis and interpretation of data. It acquaints students with the use of computers for social science research. Students gain a hands-on experience with design and completion of survey research that is valuable for any student entering a career requiring familiarity with the basis of social survey research. Students receiving undergraduate credit for SOCY 480 cannot also receive graduate credit for SOCY 580.

### **SOCY 582. Practicing Ethnographic Methods. (4)**

Two hours lecture; two hours field.

Prerequisite: Graduate standing.

A research project of the student's own choosing is carried through from entree into a local cultural scene through analysis of data and writing. The course promotes understanding ethnographic method and perspective for viewing people and situations.

## **Statistics**

### **STAT 644. Applied Statistics for Teachers. (3)**

Three hours lecture.

Prerequisite: Undergraduate degree in mathematics or permission of instructor; some familiarity with basic statistics desirable.

In this course students will develop a comprehension of, and an ability to perform, statistical methods that are most common in educational research. Emphases will be placed on statistical concepts that will prepare teachers to teach AP Statistics and to critically examine and comprehend the data analysis in educational literature. Graphing calculators and computer

software may be used to analyze and display data. Lecture and self-directed learning will primarily be used.

## **Theatre**

### **THEA 511. Theatrical Scene Design. (3)**

Three hours lecture, demonstration and critique.

Prerequisite: THEA 101 and THEA 102 or consent of the instructor.

The course is a study in the fundamentals of scene design for theatrical venues, incorporating computer Aided Design, including conceptualization for stage floor plans and perspectives resulting in realized color renderings or model design.

### **THEA 525. Porterfield Ensemble. (3)**

Three hours lecture, demonstration and critiques.

The ensemble emphasizes advanced training in acting, stylized movement and vocal expression. Acting theories based on Jerry Grotowski and Augusto Boal are combined with pedagogy in physical expression, and Cicely Berry vocal technique. The ensemble performs as part of the Studio Theatre season. Touring is required and participation is based solely on auditions.

### **THEA 550. Directing II: Advanced. (3)**

Three hours lecture, demonstration and critique.

Prerequisite: THEA 125 and THEA 225 and THEA 350 or consent of the instructor.

The course is the study of various significant figures and theories of stage, video and film production. Students are

required to complete a final advanced project for public presentation in one of the mediums listed above. A final portfolio is also required.

**THEA 575. Theatrical Problems. (3)**

Three hours lecture.

This course will contain a concentrated study of particularly significant people, events, movements or aspects of theatrical venues not covered in depth in other course offerings. May be repeated (on different topic) for maximum of 12 semester hours credit.

**THEA 576. Theatre Production Practicum. (3)**

One hour lecture; four hours laboratory.

Introduction to the theatrical production process through directing, designing or state managing. May be taken again for maximum of 12 semester hours credit.

# Board

<b>Board Members</b>	<b>Term Expires</b>
<b>Stephen A. Musselwhite</b> <i>Rector</i> Vinton, Va.	<b>June 30, 2012</b>
<b>Mark R. Pace</b> <i>Vice Rector</i> Roanoke, Va.	<b>June 30, 2012</b>
<b>Nancy E. Artis</b> Pagosa Springs, Colo.	<b>June 30, 2013</b>
<b>Anthony R. Bedell</b> Fairfax, Va.	<b>June 30, 2012</b>
<b>J. Brandon Bell</b> Roanoke, Va.	<b>June 30, 2013</b>
<b>Stephan Q. Cassaday</b> Great Falls, Va.	<b>June 30, 2014</b>
<b>Matthew B. Crisp</b> Cary, N.C.	<b>June 30, 2015</b>
<b>Sandra C. Davis</b> Blacksburg, Va.	<b>June 30, 2015</b>
<b>Rene Fonseca</b> Springfield, Va.	<b>June 30, 2015</b>
<b>Thomas E. Fraim, Jr.</b> Norfolk, Va.	<b>June 30, 2012</b>
<b>Milton C. Johns</b> Gainesville, Va.	<b>June 30, 2014</b>
<b>Darius A. Johnson</b> Richmond, Va.	<b>June 30, 2013</b>

**Wendy S. Tepper**                      **June 30, 2014**  
Forest, Va.

**Ronald R. Wesley**                      **June 30, 2012**  
Richmond, Va.

**Linda K. Whitley-Taylor**              **June 30, 2014**  
Virginia Beach, Va.

Two non-voting members are selected each year: one representing the faculty and one representing the student body.

Secretary to the Board of Visitors:  
Kimberly H. Chiapetto

## **Administration**

**Penelope W. Kyle**  
President

**Sam Minner**  
Provost and Vice President for Academic Affairs

**Richard S. Alvarez**  
Vice President for Finance and Administration and Chief Financial Officer

**Danny M. Kemp**  
Vice President for Information Technology and Chief Information Officer

**Jo Ann Kiernan**  
Special Assistant to the President

**Mark Shanley**  
Vice President for Student Affairs

# Graduate Faculty

## **Albig, David**

Assistant Professor of Mathematics and Statistics; B.S., Michigan State University; M.A., University of Illinois; Ph.D., Florida State University

## **Allen, David, R.**

Instructor of Music; B.A., Indiana University of Pennsylvania; M.M., Carnegie Mellon University; D.M.A., University of North Carolina at Greensboro

## **Altieri, Elizabeth**

Associate Professor, School of Teacher Education and Leadership; B.S., Florida Atlantic University; M.S., George Peabody College at Vanderbilt University; Ph.D., Virginia Polytechnic Institute and State University

## **Amenkhienan, Felix E.**

Professor of Accounting, Finance and Business Law; B.B.A., M.B.A., Ph.D., University of Mississippi

## **Arbogast, Terry**

Instructor, School of Teacher Education and Leadership; B.S., Bridgewater College; M.Ed., University of Virginia

## **Arbury, Stephen**

Professor of Art; B.A., Albion College; M.A., Ph.D., Rutgers University

## **Armbruster, Ellen**

Professor of Counselor Education; B.A., University of Colorado; M.A., Ph.D., University of New Mexico

## **Arthur, Elizabeth**

Instructor of Social Work; B.S., Cornell University; M.S.W., Syracuse University

## **Askins, Justin**

Professor of English; B.A., The College of Staten Island; M.A., Boston University; Ph.D., CUNY Graduate Center

## **Aspelmeier, Jeffery E.**

Professor of Psychology; B.S.E.D., Southwest Missouri State University; M.A., Ph.D., Kent State University

## **Atwell, Mary W.**

Chairperson and Professor of Criminal Justice; B.A., Webster College; M.A., Ph.D., Saint Louis University

## **Aussiker, Amy J.**

Professor of Psychology; B.S., Bucknell University; M.A., Midwestern State University - Texas; Ph.D., University of Texas

## **Austin, Ellen**

Instructor, School of Teacher Education and Leadership; B.S., Atlantic Christian College; M.S., Radford University

## **Baker, David**

Professor of Psychology; B.A., University of Vermont; M.A., Farleigh Dickinson University; Ph.D., University of South Florida

## **Baker, Moira P.**

Professor of English; B.A., College of St. Rose; M.A., Ph.D., University of Notre Dame

**Bane, Tara Y.**

Instructor, School of Teacher Education and Leadership; B.S., Radford University; M.A., Appalachian State University; Ph.D., Virginia Polytechnic Institute and State University

**Barris, Roann**

Co-Museum Director and Associate Professor of Art; B.A., University of Michigan; M.A., University of Illinois; M.S., Ed.D., Columbia University; Ph.D., University of Illinois

**Bay, Richard J.**

Chairperson and Associate Professor of Art; B.S., Kansas State University; M.A., Pittsburg State University; Ph.D., Oklahoma State University

**Bays, Debora**

Associate Professor, School of Teacher Education and Leadership; B.S., M.S., Radford University; Ph.D., Virginia Polytechnic Institute and State University

**Beach, Steven L.**

Associate Professor of Finance; B.S., B.A., M.B.A., Tennessee Technological University; Ph.D., Washington State University

**Beard, James S.**

Professor of Geology; B.S., University of Massachusetts; Ph.D., University of California

**Beheshti, Hooshang M.**

Professor of Management; B.S., Iranian Institute of Advanced Accounting; M.S., State University of New York at Binghamton; Ph.D., Oklahoma State University

**Benson, Ann**

Instructor, School of Teacher Education and Leadership; B.S., M.A., Ed.S., Radford University

**Bentley, Michael L.**

Professor of Chemistry and Physics; B.S., King's College; M.S., University of Pennsylvania; Ed.D., University of Virginia

**Bienstock, Carol C.**

Associate Professor of Marketing; B.S., Medical College of Georgia; M.B.A., Mississippi State University; Ph.D., Virginia Polytechnic Institute and State University

**Billings, Hillary**

Instructor of Communication Sciences and Disorders; B.S., M.S., Radford University

**Binkley, Rahn**

Professor of Art; B.A., Taegu Technical College; B.F.A., Wonkwang University; B.F.A., M.F.A., Radford University

**Birx, Ellen C.**

Professor of Nursing; B.S., Texas Women's University; M.S., University of Rochester; Ph.D., University of Texas at Austin

**Bizzell, Brad**

Instructor, School of Teacher Education and Leadership; B.S., Appalachian State University; M.S., Virginia Polytechnic Institute and State University

**Black, Karen**

Instructor, Department of Communication Sciences and Disorders; B.S., Radford University; M.S., Baylor University

**Blankenship, Strader E.**

Instructor, School of Teacher Education and Leadership; B.A., Emory and Henry College; B.S., M.A., Ed.D., Virginia Polytechnic Institute and State University

**Blaylock, Bruce K.**

Professor of Management; B.B.A., Ohio University; M.B.A., Auburn University; Ph.D., Georgia State University

**Bonds, Barbara G.**

Assistant Professor, School of Teacher Education and Leadership; M.Ed., Ph.D., University of Virginia

**Borling, James E.**

Professor of Music; B.M., DePauw University; M.M., University of Miami

**Bosworth, Courtney C.**

Associate Professor of Communication; B.S., M.A., University of Florida; Ph.D., University of Georgia

**Bradbury, Carlee A.**

Assistant Professor of Art; B.A., Wheaton College; M.S., University of Edinburgh; Ph.D., University of Illinois

**Brinckman, Douglas, E.**

Associate Professor of Business Law; B.A., Virginia Polytechnic Institute and State University; J.D., Gonzaga University

**Brosowsky, Eve**

Professor of Communication Sciences and Disorders; B.A., Auburn University; M.A., Appalachian State University

**Brown, Gwendolyn O.**

Associate Professor of Communication; B.A., York College of Pennsylvania; M.A., Ph.D., University of Maryland

**Brown, Jo Ann**

Associate Professor of Management; B.S., Christian Brothers University; M.B.A., University of Florida; Ph.D., University of Mississippi

**Brummette, John**

Professor of Communication; B.A., University of Pittsburgh; M.A., Radford University; Ph.D., University of Tennessee

**Bucy, Jayne E.**

Professor of Psychology; A.P.A., University of Texas Medical Branch – Galveston; Ph.D., University of North Carolina-Chapel Hill

**Burggraf, Virginia**

Professor of Nursing; B.S.N., Cornell University; M.S.N., Seton Hall University; D.N.S., Louisiana State University

**Burke, Tod W.**

Associate Dean of the College of Humanities and Behavioral Sciences, Professor of Criminal Justice; B.A., University of Maryland; M.F.S., George Washington University; M. Phil., Ph.D., City University of New York

**Burriss, Theresa**

Director of Learning Assistance and Resource Center and Director of Appalachian Regional Studies Center; B.A., Emory University; M.S., Radford University; Ph.D., Union Institute and University

**Byers, Wendy**

Instructor, School of Teacher Education and Leadership; B.S., James Madison University; M.S., University of Tennessee

**Call, Jack E.**

Professor of Criminal Justice; B.S., Ball State University; J.D., College of William and Mary; Ph.D., University of Georgia

**Carter, Arthur E.**

Associate Dean of the College of Science and Technology, Chairperson and Associate Professor of Information Technology; B.S., Old Dominion University; M.B.A., Ph.D., Virginia Polytechnic Institute and State University

**Carter, Kimberly F.**

Director of School of Nursing and Professor of Nursing; B.S., Radford University; M.S.N., Ph.D., University of Virginia

**Carter, Tania**

Instructor of Communication Sciences and Disorders; B.S., Radford University; M.S., Old Dominion University

**Castleberry, Julia**

Assistant Professor of Physical Therapy; B.S., Virginia Polytechnic Institute and State University; M.S., Duke University; D.P.T., Virginia Commonwealth University

**Castonguay, David O.**

Associate Professor of Music; B.S., M.A., University of Connecticut

**Caughron, Jared J.**

Assistant Professor of Psychology; B.A., Washington University; M.S., Ph.D., University of Oklahoma

**Chase, Bruce W.**

Professor of Accounting; B.S., M.B.A., Ph.D., Virginia Commonwealth University

**Chase, Jeffrey L.**

Professor of Psychology; B.A., St. Louis University; Ph.D., University of South Carolina

**Chase, Joseph D.**

Professor of Information Technology; B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

**Chatham, Michael D.**

Assistant Professor of Accounting; B.S.B., M.B.A., Emporia State University; Ph.D., Oklahoma State University

**Childers, John Stephen**

Associate Professor of Management; B.S., M.B.A., East Carolina University; Ph.D., Virginia Polytechnic Institute and State University

**Christensen, P. Niels**

Associate Professor of Psychology; B.A., University of Notre Dame; M.S., Ph.D., Texas A&M University

**Clelland, Iain J.**

Associate Professor of Management; B.A., M.S., San Diego State University; Ph.D., University of Southern California  
Clements, Nicole, Instructor of Communication Sciences and Disorders; B.S., M.S., Towson University

**Cline, Holly L.**

Interim Chair and Associate Professor of Interior Design; B.A., Centre College; M.A., University of Kentucky; Ph.D., Virginia Polytechnic Institute and State University

**Cline, Mark A.**

Associate Professor of Biology; B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

**Cohen, Jeradi A.**

Professor, School of Teacher Education and Leadership; B.A., University of Michigan; M.A., Ed.D., University of Virginia

**Cohn, Tracy J.**

Assistant Professor of Psychology; B.A., M.S., Ph.D., University of Kansas

**Colley, Kenna M.**

Associate Professor, School of Teacher Education and Leadership; B.S., State University of New York at Geneseo; M.S., Johns Hopkins University; Ph.D., Virginia Polytechnic Institute and State University

**Collins, Jennifer**

Assistant Professor of Art; B.F.A., Calvin College; M.F.A., Radford University

**Conlin, Peter**

Instructor of Social Work; B.A., Iona College; M.S.W., Fordham University

**Conrad, Kristin**

Instructor of Nursing; B.S., Beth-El College of Nursing at the University of Colorado; M.S., Nell Hodgson Woodruff School of Nursing at Emory University

**Cooper, Sharla C.**

Associate Professor of Nursing; B.S.N., Radford University; M.S.N., Old Dominion University; Ph.D., Case Western Reserve University

**Copeland-Burns**

Carla, Instructor of Music; B.M., Florida State University; M.M., New England Conservatory

**Costello, Vesna C.**

Instructor of Occupational Therapy, M.S.O.T., Shenandoah University

**Cox, Carol A.**

Instructor, School of Teacher Education and Leadership; B.S., M.S., Radford University; Ed.S., Virginia Polytechnic Institute and State University

**Cox, Kenneth**

Associate Dean of Waldron College of Health and Human Services and Associate Professor of Communication Sciences and Disorders; B.A., University of North Carolina – Chapel Hill; M.A., University of North Carolina – Greensboro; Au.D., University of Florida

**Creighton, Cynthia**

Director of Clinical Education and Associate Professor of Occupational Therapy; B.S., Eastern Michigan University; M.A., University of Michigan; Ph.D., Wayne State University

**Cubbison, Laurie**

Associate Professor of English; B.A., Muskingum College; M.A., Eastern Kentucky University; Ph.D., Purdue University

**Cummings-Lilly, Karen T.**

Instructor of Social Work; B.A., California State University; M.S.W., San Diego State University

**Cunningham, Don**

Assistant Professor of English; B.S., M.S., Texas A&M University-Commerce; Ph.D., Illinois Institute of Technology

**Daniel, Leslie**

Assistant Professor, School of Teacher Education and Leadership; B.S., State University of New York at Geneseo; M.S., Radford University; Ph.D., Virginia Polytechnic Institute and State University

**Daston, Anthony P.**

Instructor of Social Work; B.A., Fairfield University; M.S., Nova University

**Davidson, Daniel V.**

Chairperson and Professor of Business Law; B.S., J.D., Indiana University

**Davis, Trent A.**

Instructor of Counselor Education; B.S., Virginia State University; M.A./Ed.S., James Madison University; Ph.D., Virginia Polytechnic Institute and State University

**Dembele, Gaston**

Associate Professor, School of Teacher Education and Leadership; B.A., University of Ouagadougou; Ph.D., Michigan State University

**Dendir, Seife**

Associate Professor of Economics; B.A., Addis Ababa University; M.A., Ph.D., Western Michigan University

**Deskins, Elizabeth**

Instructor of Social Work; B.A., Emory and Henry College; M.S.W., Radford University

**Devlin, Michelle P.**

Instructor of Music; B.A., James Madison University; M.M., D.M.A., University of North Carolina-Greensboro

**Devore, Angela**

Instructor, School of Teacher Education and Leadership; B.G.S., M.S., Radford University

**Dickerson, Jennifer**

Instructor of Communication Sciences and Disorders; B.S., M.S., Radford University

**Dickinson, Joan**

Associate Professor of Interior Design and Fashion; B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., Texas Tech University

**Dickinson, Renee**

Assistant Professor of English; B.A., Seattle Pacific University; M.A., University of Essex, Colchester, United Kingdom; Ph.D., University of Colorado

**Dillon, Joanne F.**

Instructor of Communication Sciences and Disorders; B.A., Hollins College; B.S., M.S., Radford University

**Dodson, Drew**

Associate Professor of Art; B.F.A., University of Florida; M.F.A., Edinboro University of Pennsylvania

**Dooley, Alton C., Jr.**

Professor of Geology; B.A., Carleton College; Ph.D., Louisiana State University

**Dore, Elizabeth D.**

Professor, School of Teacher Education and Leadership; B.S., M.Ed., CAS, University of Maine; Ed.D., University of Northern Colorado

**Doss, Farrell**

Associate Professor of Interior Design and Fashion; B.S., University of Tennessee; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Dulaney, Dru**

Instructor of Communication Sciences and Disorders; B.S., University of Kentucky; M.S., Radford University

**Duncan-Daston, Rana**

Associate Professor of Social Work; B.A., Carson-Newman College; M.S.W., Florida International University; Ed.D., University of Virginia

**Dunleavy, Matt**

Assistant Professor, School of Teacher Education and Leadership; B.A., M.S., Old Dominion University; Ph.D., University of Virginia

**Easterling, Tricia**

Associate Professor, School of Teacher Education and Leadership; B.S., The University of South Florida; M.Ed., Freed-Hardeman University; Ed.D., University of Memphis

**Eckenrod-Green**

Wendy, Assistant Professor of Counselor Education; B.S., M.A., Appalachian State University; Ph.D., University of North Carolina

**Elias, Carlos**

Instructor of Economics; B.S., Universidad Católica; Ph.D., Virginia Polytechnic Institute and State University

**Elis, Lori A.**

Associate Professor of Criminal Justice; B.A., M.A., Ph.D., University of Maryland

**Ellerman, Gary D.**

Professor, School of Teacher Education and Leadership; B.A., M.A., Louisiana Tech University; Ph.D., Louisiana State University

**Elliott, Ann N.**

Professor of Psychology; B.A., Lynchburg College; M.A., Boston College; Ph.D., Northern Illinois University

**Elliott, Johnna, R.**

Instructor, School of Teacher Education and Leadership; B.S., University of North Carolina; M.Ed., University of Virginia

**Emerson, Carla**

Assistant Professor of Counselor Education; B.S., Guilford College; M.S., Ed.S., Ph.D., University of North Carolina at Greensboro

**Evans, Deneen**

Instructor of Social Work; B.A., Roanoke College; M.S.W., Radford University

**Farmer, Laura B.**

Instructor of Counselor Education; B.S., Bridgewater College; M.A., Ed.S., James Madison University

**Fender, Keith**

Instructor of Social Work; B.S.W., Ferrum College; M.S.W., Virginia Commonwealth University; Ph.D., La Salle University

**Feng, Zheng-Liang**

Professor of Art; B.F.A., Shanghai Teachers' University; M.F.A., Radford University

**Flora, Rudolph, Jr.**

Instructor of Social Work; B.S., East Tennessee State University; M.S.W., Virginia Commonwealth University

**Flora, William**

Associate Professor, School of Teacher Education and Leadership; B.A., Ferrum College; M.Ed., Ed.D., University of Virginia

**Forrest, Alan**

Chairperson and Professor of Counselor Education; B.A., Eisenhower College; M.A., University of New Haven; Ed.D., College of William and Mary

**Frahm, Whitney**

Instructor of Communication Sciences and Disorders; B.A., Emory and Henry College; M.S., Radford University

**Fraser, Nicholas C.**

Professor of Geology; B.S., Aberdeen University; Honorary M.A., Cambridge University; Ph.D., Aberdeen University

**French, Sandra**

Assistant Professor of Communication; B.S., Radford University; M.A., Wake Forest University; Ph.D., The Pennsylvania State University

**Froemling, Kristin**

Associate Professor of Communication; B.A., M.A., Bowling Green State University; Ph.D., University of Oklahoma

**Fullmer, Elise M.**

Director and Professor of Social Work; B.S., M.S.W., University of Utah; Ph.D., State University of New York at Albany

**Gainer, Kim, D.**

Professor of English; B.A., Rhode Island College; M.A., Ph.D., The Ohio State University

**Gallops, Ronald Wayne**

Associate Professor of Music; B.M., University of Tampa; M.A., Florida State University; Ph.D., University of South Florida

**Gallo, Louis**

Professor of English; B.A., Tulane University; M.A., Louisiana State University; Ph.D., University of Missouri

**Geller, Carol H.**

Professor, School of Teacher Education and Leadership; B.S., M.S., Southern Illinois University; Ed.D., Virginia Polytechnic Institute and State University

**Gentry, Kenneth K.**

Instructor of Occupational Therapy; B.S., Montana State University; M.S., Thomas Jefferson University

**Gerlach, Juergen**

Professor of Education; Diploma, Free University Berlin; Ph.D., Oregon State University

**Ghoston, Michelle**

Instructor of Counselor Education; B.A., University of Virginia; M.Ed., Lynchburg College

**Gilbert, Faye**

Dean of the College of Business and Economics and Professor of Marketing; B.S.B.A., M.B.A., University of Southern Mississippi; Ph.D., University of North Texas

**Gilbert, Sharon L.**

Associate Professor, School of Teacher Education and Leadership; B.S., M.S., University of Southern Mississippi; Ph.D., Auburn University

**Gillenwater, Sarah**

Instructor, School of Teacher Education and Leadership; B.S., M.S., Radford University

**Glarner, Robert L.**

Associate Professor of Music; B.A., Cleveland Institute of Music and Case Western Reserve University; M.A., University of Wyoming; Ph.D., University of Arizona

**Gorman, Allen C.**

Assistant Professor of Psychology; B.A., University of Georgia; M.A., University of Nebraska at Omaha; Ph.D., University of Tennessee

**Gorzycki, Laura**

Instructor of Communication Sciences and Disorders; B.S., Rhodes College; M.A., Memphis State University

**Graham, Lois**

Instructor, School of Teacher Education and Leadership; B.S., M.S., Radford University; Ed.D., University of Virginia

**Graham, Suzanne**

Instructor, School of Teacher Education and Leadership; B.A., University of Virginia; M.S., Radford University

**Grady, Dennis**

Dean of the College of Graduate and Professional Studies and Professor of Political Science; B.A., University of North Carolina; M.C.P., Georgia Institute of Technology; Ph.D., Emory University

**Green, Egan**

Associate Professor of Criminal Justice; B.S., Appalachian State University; M.A., East Tennessee State University; Ph.D., Indiana University of Pennsylvania

**Grossmann, Axel**

Assistant Professor of Accounting; B.S., Technical College of Giessen; M.B.A., Ph.D., University of Texas Pan-American

**Gumaer, D. James**

Professor of Counselor Education; B.S., State University of New York at Cortland; M.S., Syracuse University; Ed.S., Ed.D., University of Florida

**Guruswamy, Rosemary**

Chairperson and Professor of English; B.A., Kent State University; M.A., University of Maryland at College Park; Ph.D., Kent State University

**Gustafson, Glenna**

Assistant Professor, School of Teacher Education and Leadership; B.S., Radford University; M.S., Ed.D., Virginia Polytechnic Institute and State University

**Hall, Donald**

Professor of Psychology; B.A., Wake Forest University; M.A., Ph.D., University of North Carolina

**Hamilton, Evelyn**

Instructor of Counselor Education; B.A., Bluefield College; M.S., Radford University

**Hamm, Jean S.**

Assistant Professor of English; B.S., M.S., Radford University; Ed.D., Virginia Polytechnic Institute and State University

**Harding, Victoria**

Instructor of Communication Sciences and Disorders; B.S., Trent University; M.S., Dalhousie University; M.B.A., Plymouth State University

**Harrington, K. Vernard**

Associate Professor of Management; B.B.A., University of Iowa; M.S., Iowa State University; Ph.D., Texas A&M University

**Hart, Katherine**

Instructor of Social Work; B.S., Concord College; M.S.W., West Virginia University

**Hartig, Nadine**

Assistant Professor of Counselor Education; B.A., M.S., University of Wisconsin; Ph.D., University of Northern Colorado

**Hashemzadeh, Nozar**

Professor of Economics; B.A., Isfahan University; M.A., Ph.D., Virginia Polytechnic Institute and State University

**Hastings, Sarah**

Assistant Professor of Psychology; B.S., M.Ed., James Madison University; Ed.S., University of Virginia; Ph.D., University of Kansas

**Hazleton, Vincent, Jr.**

Professor, School of Communication; B.A., Oklahoma College of Liberal Arts; M.A., Ph.D., University of Oklahoma

**Helton, Susan**

Instructor of Social Work; B.S., M.S., University of Tennessee

**Henderson, Dale A.**

Associate Professor of Management; B.S., Virginia Polytechnic Institute and State University; M.B.A., Radford University; Ph.D., University of Nebraska at Lincoln

**Hendrix, Nicole**

Assistant Professor of Criminal Justice; B.S., M.S., University of North Carolina-Charlotte; Ph.D., University of Albany - SUNY

**Herd, Corey**

Associate Professor of Communication Sciences and Disorders; B.A., James Madison University; M.A., Appalachian State University; Ph.D., Touro University International

**Hernandez, Rodrigo**

Assistant Professor of Finance; M.A., Ph.D., University of Arkansas

**Herring, Ronald**

Instructor of Social Work; B.A., M.S.W., Ohio State University

**Herrington, Duncan**

Professor of Marketing; B.B.A., M.B.A., D.B.A., Mississippi State University

**Hever, David R.**

Instructor of Counselor Education; B.A., University College Dublin; B.D., Maynooth University; M.S., Appalachian State University

**Hilden, Katherine, R.**

Assistant Professor, School of Teacher Education and Leadership; B.A., Ohio Wesleyan University; Ph.D., Michigan State University

**Hill, Jennifer**

Instructor of Communication Sciences and Disorders; B.S., Stephen F. Austin State University; M.A., Our Lady of the Lake University

**Hiltonsmith, Robert W.**

Professor of Psychology; B.A., Syracuse University; M.A., Ohio State University; Ph.D., Peabody College of Vanderbilt University

**Hochstein, Lucy**

Associate Professor of Criminal Justice; B.A., Seattle University; M.A., Ph.D., Washington State University

**Hodge, Diane**

Professor of Social Work; B.A., Alma College; M.S.W., University of Michigan; Ph.D., Ohio State University

**Hoge, Melinda**

Instructor, School of Teacher Education and Leadership; B.S., Concord College; M.S., Radford University; Ed.D., Virginia Polytechnic Institute and State University

**Hoover, Kathryn A.**

Assistant Professor, School of Teacher Education and Leadership; B.A., Brigham Young University; M.A., West Virginia University; M.Ed., University of Houston; Ph.D., University of Virginia

**Htay, Maung**

Professor of Information Technology; B.S., Rangoon University; M.S., University of London; M.S., Rangoon University; Ph.D., Louisiana State University

**Hudgins, Cathy**

Assistant Professor of Counselor Education; B.A., University of Texas at San Antonio; M.A., University of Tennessee; Ph.D., Virginia Polytechnic Institute and State University

**Hudson, Melissa**

Instructor of Communication Sciences and Disorders; B.S., West Virginia University; M.S., Radford University

**Hundley, Jane Carter**

Instructor of Social Work; B.A., University of Wisconsin; M.A., University of Oklahoma

**Huth, Renee**

Assistant Professor of Physical Therapy; B.S., State University of New York; D.P.T., Hampton University

**Ichikawa, Yumiko**

Instructor, Department of Art; B.A., Kyoritsu Women's University; M.F.A., Radford University

**Jackson, Pamela A.**

Professor of Psychology; B.A., Berea College; Ph.D., University of Kentucky

**Jacob, John**

Assistant Professor of Interior Design and Fashion; B.F.A., Virginia Commonwealth University; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Jacobsen, Laura**

Associate Professor of Mathematics Education; B.S., Roanoke College; M.S., Ph.D., Virginia Polytechnic Institute and State University

**James, Clarity**

Professor of Music and Director of Opera Workshop; B.M., University of Wyoming; M.M., Indiana University

**James, Jane**

Instructor, School of Teacher Education and Leadership; B.S., M.S., Radford University; Ed.D., Virginia Polytechnic Institute and State University

**Jaronski, Walter S.**

Chairperson and Professor of Physical Science; B.S., St. Peter's College; M.S., University of Maryland; Ph.D., Florida State University

**Jennings, Samuel R.**

Instructor of Media Studies/School of Communication; B.A., B.A., Mary Baldwin College; M.A., Virginia Polytechnic Institute and State University

**Johnston, Matthew W.**

Professor of Art; B.A., Yale University; M.A., Ph.D., University of Chicago

**Jones, Franklin**

Professor of Chemistry and Physics; B.A., Appalachian State University; M.Ed., University of North Carolina; Ed.D., University of Georgia

**Jones, Jennifer**

Associate Professor, School of Teacher Education and Leadership; B.A., Bluefield College; M.Ed., Ed.D., University of Virginia

**Jones, Joseph, R.**

Assistant Professor of Education; B.S., University of Alabama at Birmingham; Ph.D., University of Rochester

**Jordan, Kathryn**

Professor of Counselor Education; B.A., College of William and Mary; M.S., Radford University; Ph.D., Virginia Polytechnic Institute and State University

**Just, Gloria**

Professor of Nursing; B.S., Upsala College; Ed.M., M.A., Teachers College of Columbia University; Ph.D., New York University

**Kasturi, Prahlad**

Professor of Economics; B.S., Andhra Pradesh Agricultural University, Hyderabad – India; M.S., Ph.D., University of Hawaii

**Kats, Nitza**

Associate Professor of Music; M.F.A., Teaching Certificate, Artist Diploma, Rubin Academy of Music, Jerusalem; M.F.A., University of Minnesota

**Kaushik, Abhay**

Assistant Professor of Finance; B.S., University of Delhi; M.S., Ph.D., Florida Atlantic University.

**Kelly, Kathryn H.**

Professor of English; B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., Florida State University

**Kennan, William R.**

Associate Vice Provost for Academic Affairs and Professor of Communication; B.A., M.A., University of Arkansas; Ph.D., University of Oklahoma

**Kennelly, Patrick J.**

Instructor of Music; B.M., M.M., University of North Texas

**Kessler, Kendall**

Assistant Professor of Art; B.A., Virginia Polytechnic Institute and State University; M.F.A., Radford University

**King, Joseph S.**

Director of Honors Academy and Professor of Psychology; B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

**King-Ingham, Alice**

Associate Professor of Social Work and B.S.W. Coordinator; B.S., M.S.W., Syracuse University; Ph.D., State University of New York at Albany

**Kingma, Lora**

Instructor of Communication Sciences and Disorders; B.S., M.S., Radford University

**Kizner, Scott**

Instructor, School of Teacher Education and Leadership; B.A., Baruch College - City University of New York; Ed.S., James Madison University; Ph.D., Virginia Polytechnic Institute and State University

**Klein, Joseph**

Instructor of Counselor Education; B.A., Evergreen State College; M.S., Radford University

**Knipe, James**

Professor Emeritus of Art; B.A., Western Washington State University; M.F.A., University of Minnesota

**Kolenbrander, Ronald W.**

Professor, School of Teacher Education and Leadership; B.A., Southwest State University; M.A., Emporia State University; M.A., Ph.D., Kansas State University  
Kopf, Jerry, Professor of Management; B.S.B.A., M.B.A., Ph.D., University of Arkansas

**Krajnik, Shelia**

Instructor of Occupational Therapy; B.S., University of Wisconsin-Milwaukee; M.S., Boston University

**Kuennecke, Bernd H.**

Chairperson and Professor of Geography; B.A., Universitaet Regensburg; M.A., University of Oregon; Ph.D., Universitaet Regensburg

**Langrehr, Donald B.**

Associate Professor, School of Teacher Education and Leadership; B.A., M.S., New Jersey City University; Ph.D., Florida State University

**Lanter, Elizabeth**

Assistant Professor of Communication Sciences and Disorders; B.S., Towson University; M.S., California University of Pennsylvania; M.S., Northwestern University of Evanston; Ph.D., University of North Carolina-Chapel Hill

**LaRue, Laura**

Assistant Professor, School of Nursing; B.S., M.S., Virginia Commonwealth University

**Leake, Valerie S.**

Assistant Professor of Psychology; B.S., Ed.D., University of Georgia; M.S., Ph.D., University of Kentucky

**Lee, Eunyong**

Associate Professor of Nursing; B.S.N., M.S.N., Yonsei University; Ph.D., University of California

**Lee, Hwajung**

Assistant Professor of Information Technology; B.S., Duksung Women's University; M.S., Yonsei University; Ph.D., George Washington University

**LeShock, Edward**

Assistant Professor of Art; B.A., B.S., Penn State University; M.Ed., Temple University, Tyler School of Art

**Lewis, Deborah**

Instructor of Social Work, B.A.S.W., University of Southern Maine; M.S.W., University of Maine

**Lewis, John**

Professor of Information Technology; B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

**Ligon, Julie**

Instructor, School of Teacher Education and Leadership; B.F.A., M.S., Radford University; Ph.D., Virginia Polytechnic Institute and State University

**Linkous, Kathleen**

Professor of Art; B.S., M.F.A., Radford University

**Lile, Jesse**

Instructor of Counselor Education; B.S., M.A., Appalachian State University

**Linville, Raymond N.**

Dean of the Waldron College of Health and Human Services; B.A., M.S., East Carolina University; Ph.D., University of Iowa

**Lips, Hilary M.**

Chairperson and Professor of Psychology, Director of Center for Gender Studies; B.A., University of Windsor; M.A., Ph.D., Northwestern University

**Lollar, James**

Chairperson and Associate Professor of Marketing; B.S., M.A., Ph.D., University of Alabama

**LoPresto, Kevin**

Assistant Professor, School of Teacher Education and Leadership, B.A., State University of New York - Geneseo; M.A., State University of New York - Albany; Ph.D., University of Texas at Austin

**Lowrance, April**

Instructor of Communication Sciences and Disorders; B.S., Georgia State University; M.S., East Tennessee State University

**Luketic, Christine**

Instructor, School of Teacher Education and Leadership; B.A., M.P.A., The American University; Ph.D., Virginia Polytechnic Institute and State University

**Lythgoe, Michael A.**

Professor of Counselor Education; B.A., Virginia Military Institute; M.A., Naropa University; Ph.D., Virginia Polytechnic Institute and State University

**Mabry, Jennifer**

Assistant Professor of Psychology; B.S., James Madison University; M.Ed., University of North Carolina-Chapel Hill; Ed.D., University of Virginia

**MacDonald, Beth**

Instructor, School of Teacher Education and Leadership; B.A., State University of New York; M.A.E.D., Ph.D., Virginia Tech

**Machado-Escudero, Yolanda**

Instructor of Social Work; B.S.W., M.S.W., University of Puerto Rico

**Mahin, Bruce P.**

Director of Center for Music Technology and Professor of Music; B.M., West Virginia University; M.M., Northwestern University; D.M.A., The Peabody Institute of The Johns Hopkins University

**Manizade, Agida, G.**

Assistant Professor, Department of Mathematics and Statistics, B.S., M.S., Baku State University; Ph.D., University of Virginia

**Manns, Gloria**

Instructor of Social Work; B.S., Tennessee State University; M.S.W., Smith College for Social Work

**Margheim, Dale E.**

Instructor, School of Teacher Education and Leadership; B.A., English; M.A., Ed.D., Virginia Polytechnic Institute and State University

**Marion, Michael W., Jr.**

Professor of Counselor Education; B.A., M.A., San Diego State University; Ed.D., University of Southern California

**Martin, C. Novel**

Instructor, Department of Accounting, Finance and Business Law; B.S., Radford University; M.B.A., Virginia Polytechnic Institute and State University

**Mathews, Carolyn**

Professor of English; B.A., Radford University; M.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of North Carolina-Greensboro

**McClung, Jessica**

Instructor, School of Teacher Education and Leadership; B.S., M.Ed., East Tennessee State University; Ed.D., Virginia Polytechnic Institute and State University

**McCracken, Robert C.**

Assistant Professor, School of Teacher Education and Leadership; B.S., California State College; M.A., C.A.G.S., Ed.D., Virginia Polytechnic Institute and State University

**McFeature, Bill**

Professor of Counselor Education; B.S., M.S., East Tennessee State University; Ph.D., Capella University

**McGoldrick, Angela**

Instructor of Counselor Education; B.S., University of Michigan; M.S., Radford University

**McGraw, Pamela**

Instructor of Art; B.S., M.S., Radford University

**Mekolichick, Jeanne**

Associate Professor of Sociology; B.A., Northwestern University; Ph.D., Wayne State University

**Menendez, Jose M.**

Assistant Professor of Mathematics and Statistics; B.S., Louisiana State University; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Mesmer, Eric M.**

Associate Professor of Psychology; B.S., James Madison University; M.A./C.A.S., Appalachian State University; Ed.S., Ph.D., University of South Florida

**Miear, Laura**

Instructor of Occupational Therapy; B.S., King College; M.S., The University of North Carolina at Chapel Hill

**Millar, Diane C.**

Associate Professor of Communication Sciences and Disorders; B.S., McMaster University; Ph.D., Pennsylvania State University

**Miller, Kathleen**

Instructor of Social Work; B.S., University of Massachusetts; M.S.W., Radford University

**Minarik, Darren William**

Instructor, School of Teacher Education and Leadership; B.A., M.Ed., Auburn University

**Mitchell, Douglas M.**

Chair and Professor of Occupational Therapy; B.S., Eastern Michigan University; M.S., Wayne State University; Ph.D., Barry University

**Mitchell, Kathy**

Associate Professor of Interior Design and Fashion; B.S., M.S., University of Tennessee; Ph.D., Virginia Polytechnic Institute and State University

**Moore, Sandra J.**

Professor and Director, School of Teacher Education and Leadership; B.S., Ohio University; M.A., Ed.D., Virginia Polytechnic Institute and State University

**Morrison, Kristan A.**

Associate Professor, School of Education and Teacher Leadership; B.A., Westminster College; M.A., Wake Forest University; M.A.E.D., Wake Forest University; Ph.D., University of North Carolina-Greensboro

**Mullenbach, Kereen**

Associate Professor of Nursing; B.S., M.S., Loyola University; M.B.A., Averett College; Ph.D., Loyola University

**Mullins, Billie**

Instructor, School of Teacher Education and Leadership; B.S., University of Virginia; M.S., Radford University

**Myers, Brian**

Instructor, School of Teacher Education and Leadership; B.A., M.S., Mount Saint Mary College

**Napolitano, Frank**

Assistant Professor of English; B.A., Merrimack College; M.A., Ph.D., University of Connecticut

**O'Connor, Joseph John**

Assistant Professor of Art; B.S., Virginia Polytechnic Institute and State University; M.S., Radford University

**Okie, Edward**

Professor of Information Technology; B.S., Carnegie Mellon University; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Onega, Lisa**

Professor of Nursing; B.S.N., Radford University; M.S.N., F.N.P., Ph.D., University of Virginia

**Orlov, Alexei G.**

Associate Professor of Economics; B.S., Moscow State Civil Engineering University; M.A., University of Virginia; Ph.D., University of Virginia

**Owen, Stephen**

Associate Professor of Criminal Justice; B.S., Southeast Missouri State University; M.A., Ph.D., University of Missouri at St. Louis

**Pack, Alison**

Associate Professor of Art; B.S., Appalachian State University; M.F.A., East Tennessee State University

**Park, Boyoung**

Associate Professor, School of Teacher Education and Leadership; B.A., Ewha Women's University; M.A., Ph.D., University of Georgia

**Paynter, Clara**

Instructor of Social Work; B.S., Virginia State University; M.S.W., Radford University

**Pendarvis, John F.**

Instructor of Social Work; B.A., Texas Christian University; M.S., University of Texas at Arlington

**Pennix, James**

Director of Admissions and Instructor of Social Work; B.S., Roanoke College; M.S.W., Radford University

**Phillips Johnathan**

Instructor of Nursing; B.S., Virginia Commonwealth University; M.S.N., Old Dominion University; M.S., Radford University

**Philpot, Eloise**

Associate Professor of Art; B.F.A., Memphis Academy of Arts; M.A., New School for Social Research; Ph.D., Mississippi State University

**Pierce, Thomas W.**

Professor of Psychology; B.A., McGill University; Ph.D., University of Maine

**Pitonyak, Cynthia**

Instructor, School of Teacher Education and Leadership; B.S., Appalachian State University; M.S., Radford University

**Pittges, Jeff**

Assistant Professor of Information Technology; B.S., University of Illinois; M.S., Ph.D., Georgia Institute of Technology

**Pokorski, James A.**

Assistant Professor of Management; B.A., University of Texas at San Antonio; M.S., Creighton University; Ph.D., Virginia Polytechnic Institute and State University

**Poland, Michelle**

Professor of Music; B.M., James Madison University; M.M., University of North Carolina-Greensboro; D.M.A., University of North Carolina

**Poland, Timothy C.**

Professor of English; B.A., Ohio University; M.A., Ph.D., Georgia State University

**Porter, Daniel**

Professor of Psychology; B.S., Old Dominion University; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Price, Wanda**

Instructor, School of Teacher Education and Leadership; B.A., Warner Pacific College; M.S., Radford College; Ed.D., Virginia Polytechnic Institute and State University

**Pritchett, James**

Instructor of Social Work; M.S.W., Radford University; B.S., Wingate College

**Ramsey, Anthony**

Assistant Professor of Nursing; B.S., M.S., Radford University

**Ratcliffe, William**

Instructor of Art; B.F.A., M.F.A., Radford University

**Ray, Andrew**

Assistant Professor of Information Technology; B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

**Reilly, Nora P.**

Associate Dean of the College of Graduate and Professional Studies and Professor of Psychology; B.A., Stonehill College; Ph.D., Dartmouth College

**Ren, Michele**

Assistant Professor of English; B.A., M.S., Radford University; Ph.D., Washington State University

**Riding-Malon Ruth**

Assistant Professor of Psychology; B.A., Ed.S., Ph.D., University of Kentucky

**Riebe, Jenice**

Instructor of Music; B.M., Oberlin College Conservatory of Music; M.M. University of Minnesota

**Ring, Deborah**

Instructor, School of Nursing; B.S., University of Virginia; M.A., University of Northern Colorado

**Robbins, Holly**

Associate Professor, School of Teacher Education and Leadership; B.A., M.A., University of North Carolina-Charlotte; Ph.D., University of North Carolina-Greensboro

**Roberts, Ann Mary**

Associate Professor, School of Teacher Education and Leadership; B.S., Virginia Polytechnic Institute and State University; M.S., Radford University; Ph.D., Virginia Polytechnic Institute and State University

**Robinson, Tammy**

Associate Professor of Interior Design and Fashion; B.S., Berry College; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Rogers, Orion J.**

Dean of the College of Science and Technology and Professor of Biology; B.A., Wake Forest University; Ph.D., North Carolina State University

**Romano, Lewis**

Instructor, School of Teacher Education and Leadership; B.S., Atlantic Christian College; M.Ed., Virginia Commonwealth University; Ed.D., Virginia Polytechnic Institute and State University

**Rose, Clarence C.**

Professor of Finance; B.S., Ferris State University; M.B.A., Central Michigan University; Ph.D., Virginia Polytechnic Institute and State University

**Rose, Dana**

Associate Professor, School of Teacher Education and Leadership; B.A., Oklahoma Baptist University; M.S., George Peabody College of Teachers; Ph.D., Virginia Polytechnic Institute and State University

**Rossi, Patricia**

Instructor of Communication Sciences and Disorders; B.A., M.S., University of Arizona; CCC-SLP, University of Virginia

**Roybark, Helen M.**

Assistant Professor of Accounting, Finance and Business Law; B.A., Saint Leo College; M.S., Old Dominion University; Ph.D., Virginia Commonwealth University

**Salam, Halide**

Professor of Art; B.A., Government Girls' College, Chittagong, Bangladesh; M.A., New Mexico Highlands University; Ph.D., Texas Tech University

**Saleh, Basel**

Assistant Professor of Economics; B.B.A., Bethlehem University; M.S., The University of North Texas; Ph.D., Kansas State University

**Samson, Donald C., Jr.**

Professor of English; B.A., Cornell University; M.A., Ph.D., University of North Carolina

**Sanderl, Robert**

Assistant Professor of Music; B.M., Crane School of Music; M.M., D.M.A., Eastman School of Music

**Santopietro, George D.**

Professor and Chairperson of Economics; B.A., George Washington University; M.S., University of Minnesota; Ph.D., Virginia Polytechnic Institute and State University

**Saperstein, Jeffrey S.**

Professor of English; B.A., State University of New York at Albany; M.A., Northeastern University; Ph.D., University of New Hampshire

**Sargent-Martin Sheila**

Instructor, School of Teacher Education and Leadership; B.A., University of Virginia at Wise; M.S., Radford University

**Saubert, Lynn**

Professor of Accounting; B.B.A., M.B.A., Ph.D., University of Wisconsin

**Saubert, R. Wayne**

Professor of Accounting; B.S., University of Kansas; M.Acct., Virginia Polytechnic Institute and State University; J.D., Drake University Law School

**Scarfe, Michelle**

Instructor of Communication Sciences and Disorders; B.S., M.S., Radford University

**Scartelli, Joseph P.**

Dean of the College of Visual and Performing Arts and Professor of Music; B.S., Mansfield University; M.S., Ph.D., University of Miami

**Scheckler, Rebecca**

Instructor, Waldron College of Health and Human Services; B.S., M.S., Cornell University; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Schneller, Debora**

Associate Professor of Social Work; B.A., University of California; M.A., State University of New York; M.S.W., Smith College School of Social Work; Ph.D., Virginia Polytechnic Institute and State University

**Schirr, Gary R.**

Assistant Professor of Marketing; B.S., Miami University; M.S., Carnegie Mellon University; Ph.D., University of Illinois

**Schoenherr-Crump Carolyn**

Instructor of Counselor Education; A.S., St. Clair Community College; B.S., St. Mary-of-the-Woods College; M.A., Western Michigan University

**Schoppelrey, Susan**

Associate Professor of Social Work; B.A., Angelo State University; M.S.W., Our Lady of the Lake University; Ph.D., The University of Texas at Austin

**Schulz, Jonathan**

Instructor, School of Teacher Education and Leadership; B.A., M.A., Virginia Polytechnic Institute and State University

**Scott, William R.**

Assistant Professor of Counselor Education; B.A., Mary Washington College; M.A., Vermont College of Norwich University; Ph.D., Virginia Polytechnic Institute and State University

**Scott-Webber, Lennie**

Chairperson and Professor of Interior Design and Fashion; B.F.A., University of South Florida; M.S., Ph.D., University of Tennessee

**Secreast, Donald F.**

Professor of English; B.A., M.A., Appalachian State University; M.A., Johns Hopkins University; M.F.A., Ph.D., University of Iowa

**Sellers, Charlotte**

Instructor, School of Teacher Education and Leadership; B.A., M.A., Ed.D., Virginia Polytechnic and State University

**Sellers, James**

Instructor, School of Teacher Education and Leadership; B.A., M.A., Ed.D., Virginia Polytechnic Institute and State University

**Seyfrit, Carole L.**

Professor of Sociology; B.A., Indiana Institute of Technology; M.S., Utah State University; Ph.D., University of Maryland

**Shareef, Reginald A.T.**

Professor of Political Science; B.S., M.Ed., Virginia State University; M.Ad., Lynchburg College; Ph.D., Virginia Polytechnic Institute and State University

**Shelor, Kathaleen M.**

Instructor, School of Teacher Education and Leadership; B.S., M.S., Radford University

**Shelor, Terri**

Instructor, Communication Sciences and Disorders; B.S., M.S., Radford University

**Shelor-Rogers, Malinda**

Instructor of Social Work; B.S.W., M.S.W., Virginia Commonwealth University

**Sheppard, Sharon**

Instructor, School of Teacher Education and Leadership; B.A., West Virginia Wesleyan College; M.S., Radford University

**Sheridan, Kim**

Instructor, School of Teacher Education and Leadership; B.A., University of Illinois; M.S., Radford University

**Sherman, Greg**

Associate Professor, School of Teacher Education and Leadership; B.A.Ed., M.Ed., Ph.D., Arizona State University

**Shing, Chen-Chi**

Associate Professor of Information Technology; B.S., National Cheng Kung University; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Shockley, T. Jeff**

Assistant Professor of Management; B.A., University of Richmond; M.B.A., Eller School of Management; Ph.D., Clemson University

**Shoemaker, Patricia B.**

Dean of the College of Education and Human Development; Associate Professor of Education; B.M.E., St. Mary's College; B.A., M.A., Ph.D., University of South Florida

**Sidden, Sabrina R.**

Instructor of Social Work, B.S.W.,  
M.S.W., Radford University

**Sigmon, Neil**

Associate Professor of Mathematics and  
Statistics; B.S., M.S., Ph.D., North Carolina  
State University

**Sinclair, Michael**

Instructor of Social Work; B.S., State  
University of New York College at Old  
Westbury; M.S.W., Columbia University

**Siyufy, Alex**

Assistant Professor of Physical Therapy;  
B.S., Duquesne University; D.P.T., Uni-  
versity of Pittsburgh

**Slusher, Jennifer J.**

Professor of Counselor Education;  
B.S., Longwood College; M.S., Radford  
University; Ph.D., Virginia Polytechnic  
Institute and State University

**Smith, Eberle**

Instructor of Social Work; B.A., Roanoke  
College; M.S.W., Virginia Common-  
wealth University

**Smith, Becker Sidney**

Assistant Professor of Mathematics; B.S.,  
M.S., Central Washington University;  
Ph.D., University of Colorado

**Smith, Kenneth**

Assistant Professor of Art; B.A., Univer-  
sity of Tennessee; M.A., Syracuse Uni-  
versity; M.F.A., University of Hartford

**Smith, Lauren**

Assistant Professor of Communication  
Sciences and Disorders; B.A., Mary  
Washington College; Au.D., Ph.D., East  
Carolina University

**Squires, Gail**

Instructor of Communication Sciences  
and Disorders; B.S., M.A., Trenton State  
College

**Srinivas, Sumati**

Associate Professor of Economics; Ph.D.,  
University at Albany

**Stackpole-Hodges, Christene**

Instructor of Communication Sciences  
and Disorders; B.A., Marshall Univer-  
sity; B.S., M.S., West Virginia University  
Stafford, Parker, Instructor of Art; B.A.,  
Berea College; M.F.A., University of  
Southern Illinois

**Stallard, Melissa**

Instructor of Art; B.F.A., East Tennessee  
State University; M.F.A., Columbia College

**Stanton, Angela**

Associate Professor of Marketing; B.S.,  
M.B.A., Ph.D., Old Dominion University

**Stanton, Wilbur W.**

Professor of Marketing; B.B.A., M.B.A.,  
M.D.S., Ph.D., Georgia State University

**Steele, Jenessa**

Associate Professor of Psychology; B.A.,  
Winona State University; M.A., Ph.D.,  
West Virginia University

**Steigerwald, Fran J.,**

Associate Professor of Counselor Edu-  
cation; B.S.E., St. John's College; M.Ed.,  
Cleveland State University; Ph.D., Ohio  
State University

**Stewart, Elizabeth**

Professor of Communication Sciences  
and Disorders; B.S.Ed., M.Ed., Univer-  
sity of Georgia

**Stewart, Jill S.**

Chairperson and Professor of Mathematics and Statistics; B.S., Georgia Southern College; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Strauss, Sarah**

Professor of Nursing; B.S., University of Texas; M.S., University of Florida; Ph.D., University of Washington

**Stump, Christie**

Instructor of Communication Sciences and Disorders; B.S., M.S., Radford University

**Swanson, Edward**

Professor of Physical Therapy; B.S., Trenton State College; M.Ed., Springfield College; M.B.A., Western New England College; Ed.D., Walden University

**Talbot, Patricia**

Assistant Professor, School of Teacher Education and Leadership; B.A., M.A., Ed.D., Virginia Polytechnic Institute and State University

**Taylor, Catherine**

Professor of Counselor Education; B.A., Pennsylvania State University; M.S., Chestnut Hill College; Psy.D., Chestnut Hill College

**Taylor, Lynne**

Assistant Professor of Social Work; B.G.S., Furman University; M.S.W., Ph.D., University of South Carolina

**Taylor, Peter A.**

Instructor of Art; B.A., Grand Valley State University; M.F.A., Central Michigan University

**Templeton, Dennie**

Director of Emergency Preparedness; B.S., Southern Illinois University; M.S., Ph.D., University of Georgia

**Thakkar, Maneesh**

Assistant Professor of Marketing; B.Com. Maharaja Sayajirao; M.B.A., Gujarat University; Ph.D., Baruch College

**Toh, Kiertisak**

Assistant Professor of Economics; B.S., M.A., Ph.D., University of Maryland

**Toliver-Hardy**

Sharon, Instructor of Social Work; B.S.W., M.S.W., Radford University

**Tong, Hsin-Min**

Professor of Marketing; B.S., Tunghai University; M.S., Fort Hays Kansas State University; Ph.D., University of Nebraska at Lincoln

**Trent, Robert S.**

Professor of Music; B.M., Philadelphia College of Performing Arts; M.A., Trenton State College; D.M.A., The Peabody Institute of the Johns Hopkins University

**Triplett, Cheri**

Associate Professor, School of Teacher Education and Leadership; B.A., Meredith College; M.A., Appalachian State University; Ph.D., University of Georgia

**Tso, Jonathan L.**

Associate Professor of Geology; B.S., State University of New York at Stony Brook; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Turner, Matthew**

Assistant Professor of Media Studies; B.A., Virginia Polytechnic Institute and State University; M.A., Ph.D., Ohio University

**Tyler, Brenda-Jean**

Assistant Professor, School of Teacher Education and Leadership; B.A., Dickinson College; M.Ed., Ph.D., University of Texas at Austin

**Uppuluri, Premchand**

Associate Professor of Information Technology; B.E., Osmania University; M.S., Iowa State University; Ph.D., State University of New York

**Van Noy, Richard G.**

Associate Professor of English; B.A., the Colorado College; M.A., Western Washington University; Ph.D., Case Western Reserve University

**Van Patten, Isaac T.**

Professor of Criminal Justice; B.A., Hampden-Sydney College; M.Ed., Boston University; Ph.D., Virginia Polytechnic Institute and State University

**Vandsburger, Etty**

Associate Professor of Social Work; B.S.W., Haifa University; M.S.W., Rutgers University; Ph.D., Virginia Commonwealth University

**Vaught, Holley**

Instructor of Communication Sciences and Disorders; B.S., James Madison University; M.S., Radford University

**Vehorn, Charles**

Assistant Professor of Economics; B.A., University of Notre Dame; M.A., University of Arkansas; Ph.D., The Ohio State University

**Wagner, Melinda B.**

Professor of Anthropology; B.A., Purdue University; Ph.D., University of Michigan

**Waldron, Claire M.**

Professor of Communication Sciences and Disorders; B.A., M.A., University of Missouri-Columbia; Ph.D., Virginia Polytechnic Institute and State University

**Washenberger, Michelle**

Instructor of Communication Sciences and Disorders; B.S., M.S., Radford University

**Wallace, Tamara**

Assistant Professor, School of Teacher Education and Leadership; B.A., M.A., Ph.D., Virginia Polytechnic Institute and State University

**Walter, Margo**

Instructor of Counselor Education; B.A., Virginia Wesleyan College; M.Ed., Virginia Polytechnic Institute and State University

**Wawrzycka, Jolanta W.**

Professor of English; B.A., M.A., University of Wroclaw, Poland; Ph.D., Southern Illinois University

**Webster, Lisa Baker**

Assistant Professor of Communication; B.A., University of Virginia's College at Wise; M.A., University of Alabama; Ph.D., Bowling Green State University

**Webster-Garrett, Erin**

Associate Professor of English; B.A., University of Richmond; M.A., Virginia Commonwealth University; Ph.D., University of Denver

**Weirr, Timothy**

Professor of Music; B.M., Canberra School of Music; M.M., Florida International University; Ph.D., University of Miami

**Weisz, Virginia**

Assistant Professor of Nursing; B.S.N., Capital University; M.S., Medical College of Virginia, Virginia Commonwealth University

**Werth, James L., Jr.**

Professor of Psychology; B.S., Texas Christian University; M.L.S., University of Nebraska; Ph.D., Auburn University

**White, Christopher**

Assistant Professor of Music; B.M., California State University; M.M., University of Louisiana

**Whiting, Mark**

Assistant Professor of Psychology; B.S., Radford University; M.S., Ph.D., Virginia Commonwealth University

**Wilder, Paula**

Instructor of Counselor Education; B.A., Mount Holyoke College; M.A., Columbia University Teachers College; M.S.O.D., American University; Ed.D., Boston University

**Williams, Brenda B.**

Instructor of Music; B.M., M.M., Morehead State University

**Williams, Robert**

Associate Professor of English; B.A., William and Mary University; M.A., Ph.D., Virginia Polytechnic Institute and State University

**Willner, Jeffrey**

Professor of Psychology; B.A., University of Massachusetts; M.A., Ph.D., Dalhousie University

**Witkowsky, Paul W.**

Professor of English; B.A., Swarthmore College; M.A., Ph.D., University of North Carolina

**Wojtera, Allen F.**

Chairperson and Professor of Music; B.S., Central Connecticut State University; M.M., Northwestern University

**Woods, Daniel R.**

Assistant Professor of English; B.S., M.A., Radford University; M.A. Ed., Virginia Polytechnic Institute and State University

**Xiong, Tingyao**

Assistant Professor, of Mathematics and Statistics; B.A., Nanjing University; M.S., Ph.D., Michigan State University

**Yang, Wei-Chi**

Professor of Mathematics and Statistics; B.S., Chung Yuan University; M.A., Ph.D., University of California

**Yao, Shuo**

Assistant Professor of Communication; B.A., M.A., Beijing University; Ph.D., University of Maryland

**Young, Wesley**

Associate Professor, School of Dance and Theater; B.A., Western Kentucky; M.A., University of Alabama

**Zarankin, Tal**

Assistant Professor of Management; LL.B., The College of Management; LL.M, Bar-Ilan University; LL.M., Ph.D., University of Missouri

**Zoch, Lynn M.**

Director School of Communication Studies and Professor of Communication; B.A., St. Lawrence University; M.S., Ph.D., Syracuse University

**Zuschin, David A.**

Associate Professor of Music History; B.M., Kent State University; M.M., Yale University; Ph.D., Kent State University

# Index

## A

Academic Calendar	3
Academic Colleges	72
Academic Organization	12
Academic Programs	79
Academic Terminology	79
Academic Year	12
Accelerated Bachelor's/ Master's Degree	50
Accreditation and Memberships	11
Admission	14
Admission Procedures	14
Admission Status	17
Advisors	43
Advising	43
Application Checklist	21
Application Fee	30
Appalachian Studies Certificate	79
Application for Degree	59
Application Requirements	24
Applied Music Fee	30
Applying for Financial Aid	36
Art	81
Auditing Courses	57
Autism Studies Certificate	158
Awards	55

## B

Board and Administration	280
Business Administration (MBA)	83
Business and Economics	72

## C

Calendar	3
Campus	10
Campus Life	60
Cap and Gown Charges	30
Categories of Graduate Study	14
Center for Counseling and Student Development	65
Center for Diversity and Inclusion	22
Center for Economic Education	72
Center for Gender Studies	129
Certificate, Post- Baccalaureate	28
Change of Program	49
Checklist	21
Class Attendance	42
Classifications of Admission Status	17
Clinical Nurse Specialist	112
Clinical Psychology	126
Codes and Policies	53
College of Business and Economics	72
College of Education Human Development	73
College of Health and Human Services	74
College of Humanities and Behavioral Sciences	72
College of Science and Technology	75
College of Visual and Performing Arts	74
Colleges	72
Commencement	59

Commencement Costs	30
Communication Sciences and Disorders	85
Community Counseling	92
Commuting Student Services	62
Comprehensive Examination	56
Computer Labs	68
Conditional Admission	17
Conduct Code	42
Content Area Studies Concentration	144
Continuous Enrollment	49
Corporate and Professional Communication	89
Correspondence Credit	50
Counseling and Human Development	92
Counseling Psychology	126
Course Descriptions	161
Course Prefix Index	161
Courses of Study	79
Crime Analysis Certificate	100
Criminal Justice	98
Criminal Record	31
Curriculum and Instruction Concentration	147

## D

Degree Requirements	48
Degrees Offered	4
Dining Services	66
Directed Study	54
Disability Resource Office	64
Disbursement of Financial Aid	36
Dissertation	54
Dissertation Binding Fee	30
D.N.P. Program	112
D.P.T. Program	124

## E

Ed.S. Degree	136
Education	144
Education and Human Development	73
Educational Leadership	150
Educational Leadership Certificate	152
Educational Specialist Degree	136
Educational Technology	148
Educational Technology Certificate	149
English	101
Exception to Academic Policies	59
Exceptions to Withdrawals	53
Experimental Psychology	133
Expenses	29

## F

Faculty	282
Faculty Advisors	43
Family Education Rights and Privacy Act	57
Family Nurse Practitioner	112
Family Nurse Practitioner Certificate	114
Fees	30
Final Comprehensive Examination	56
Financial Aid	36
Financial Support	39
Financial Aid Eligibility	36
Five Hundred Level Courses	50
Five-Year M.S. in Education	148
Five-Year M.S. in Special Education	157
Full-Time Status	46

## G

Gender Studies	129
General Information	9
Gerontological Nursing	112
Gerontological Nursing Certificate	115
Good Standing	53
Grade Appeals	46
Grade Changes/Corrections	46
Grading System	44
Graduate Assistantships	39
Graduate Committee	43
Graduate Degrees	4
Graduate Faculty	282
Graduate Enrollment Checklist	21
Graduate Recital	54
Graduate College Goals	6
Graduate College Mission	6
Graduate College Objectives	7
Graduate Credit for Seniors	50
Graduate College	5
Graduation Policy	58
Grievance Procedure	47

## H

Health and Human Services	74
Health Center	65
Highlander Theme	11
History of Radford	9
Honor Code	79
Honor System	42
Humanities and Behavioral Sciences	72
Hurlburt Hall	10

## I

Identification Cards	70
In-State Tuition	29
Incomplete Grades	45
Industrial-Organizational Psychology	134
Information Center	60
International Student Admission	23
International Education	23
Internships	47
ISAC	24

## L

Learning Assistance Center	62
Leave of Absence	53
Library	68
Licensed Professional Counselors	93
Licensure, Initial Teacher	154
Loans	38
Literacy Education	152
Location and Campus	10
Lost and Found	71

## M

Master of Business Administration	83
Master of Fine Arts	81
Mathematics Education	146
Mathematics Education Certificate	146
Meal Plans	67
Memberships	11
Minority Student Services	63
Mission	6
Music	107
Music Pedagogy Certificate	110
Music Therapy	110

## N

Non-Degree Applications	16
Non-Degree Students	19
Non-Discrimination Policies	13
Notification of Admission	17
Nurse Midwifery	112
Nursing	112
Nursing Practice Program (D.N.P.)	112

## O

Occupational Therapy	120
Off-Campus Housing	63
Off-Campus Student Services	62
Out-of-State Tuition	29
Overload Fee	30

## P

Parking	63
Parking Fee	30
Participation in Commencement	59
Pass-Fail Courses	45
Payment of Fees	30
Post-Master's Family Nurse Practitioner	114
Physical and Mental Health Services	64
Physical Therapy Program (D.P.T.)	124
Post-Baccalaureate Certificate	28
Post Office	71
Practica/Internships	47
Preliminary Comprehensive Examination	56
Presidents	10
Privacy Act	57
Probation or Parole	31

Probation and Dismissal	53
Professional Licensure	14
Psy.D. Program	126
Psychology	126

## R

Records and Reports of Students	57
Recreational Activities	60
Reduced Tuition	31
Refund of Charges	32
Regular Admission	17
Repetition of Courses	45
Residence Hall Assistantships	39
Responsibility for Payment	30
Retention Policies	53
Rights of Financial Aid Recipients	37
Roanoke Higher Education Center	13
RU Express Card	71

## S

School Counseling	96
School Psychology	136
Science and Technology	75
Second Master's Degree	57
Senior Enrollment	32
Social Work	141
Southwest Virginia Higher Education Center	13
Special Education	153
Speech and Hearing Clinic	66
Speech and Language Pathology	85
Student Center	60
Student Conduct Code	42

Student Responsibility	41
Student Services	61
Summer Session Fees	30
Summer Sessions	46
Supporting Courses	49

## T

Teacher Education and Leadership	144
Teacher Licensure, Initial	154
Technology Services	67
Thesis	54
Thesis Committee	54
Thesis Defense	56
Thesis Binding Fee	30
Time Limit	57
Transfer of Credit	49
Tuition Payment Plans	31

## U

Undergraduate Deficiencies	48
Unpaid Fees or Fines	31

## V

Vending Services	71
Virginia Educators Tuition Rate	31
Visual and Performing Arts	74

## W

Waldron College of Health and Human Services	74
Walker Technology Center	68
War/Public Service Orphans	32
Withdrawal Procedures	52
Work Programs	39
Work Study	39

