

College of Education
and
Human Development

Program of Studies

Interdisciplinary Studies/

Early Childhood Education / PK- 3
and
Early Childhood
Special Education / Birth - Age 5

2000 - 2001

RADFORD UNIVERSITY

PROGRAM OF STUDY

All undergraduate students at Radford complete an essentially similar overall program of study. To earn an undergraduate degree from Radford University, all students must fulfill three sets of complementary requirements: general education requirements, major requirements, and requirements associated with the student's specific degree option. In addition, students must earn enough credit hours in elective courses to complete the minimum number of overall semester hours required for graduation. As part of their academic programs, many students take advantage of experiential learning opportunities that include study abroad, internships, clinical work, service learning, and many other ways to "learn while doing."

In designing these requirements, the faculty at Radford have made every effort to develop an overall academic program that is cohesive and purposeful. In other words, the expectation is that students do more than successfully complete a collection of unrelated courses. Rather, faculty want students to graduate with carefully thought-out and well-integrated programs of study that will provide them with the skills, knowledge, and perspectives they will need to be successful in their careers and to live productive and meaningful lives.

General Education Requirements (50 hours)

Courses designated as fulfilling general education requirements provide the strong liberal arts foundation upon which the remainder of the student's academic program rests. While students are expected to complete course work in eight broad areas of study, they typically have considerable latitude in course selection within the majority of these areas. Some majors demonstrate the interrelatedness of the general education and major curricula by encouraging students to meet program requirements through passing specific general education courses. For example, nursing majors are required to take Introduction to Sociology, and they are advised to use this course to partially fulfill their general education social and behavioral science requirement.

Major Requirements (30-105 hours)

A major represents the student's principal field of study. Approximately one-third of all freshmen enter Radford without a declared major, and doing so is an excellent choice for students who wish to explore various disciplines before they commit to a field of study. Entering the university as "Pre-major" very rarely affects one's ability to graduate on time. However, all students are encouraged to decide upon a major by the beginning of the sophomore year in order to make timely progress toward a degree. Numerous resources are available to assist the student in making an informed decision.

Within each discipline, faculty have established a curriculum that must be successfully completed by majors. Some colleges have established a core curriculum for each of its majors; e.g., all students earning Bachelor of Business Administration degrees in the College of Business and Economics

complete a Business Core as well as courses in the specific major. Similarly, some majors with multiple concentrations (e.g., Media Studies) have established a core curriculum to be taken by all their majors, with additional specific course requirements for each concentration.

Degree Requirements (6-12 hours)

A degree represents both the academic level of a program (e.g., Radford's undergraduate students will earn a *Bachelor's* degree) and the general category into which it falls (Arts, Science, Business Administration, etc.). At Radford, the term "Arts" implies a language requirement; thus, students earning a Bachelor of Arts degree will have completed 6-12 hours of a single foreign language, with the precise amount of language required for the B.A. determined by the student's foreign language background. Courses meeting requirements in other categories (e.g., Bachelor of Science, Bachelor of Business Administration, Bachelor of Fine Arts, etc.) are chosen by the faculty in specific colleges or majors. Such courses are designed to both complement and supplement the major requirements.

Electives (0-34 hours)

All students graduating from Radford must pass a minimum of 120 semester hours. (A few majors require more than 120.) While students in certain tightly-constructed majors have no elective courses, most students will need to take courses in addition to those meeting the requirements listed above to reach the 120 hour minimum. Theoretically, these courses may be taken in any discipline; electives offer students the opportunity to explore a variety of unfamiliar academic disciplines to broaden their intellectual horizons.

However, many students opt to structure their elective courses into a **minor-a secondary field** of study consisting of 15-24 hours designated by a discipline-or (if possible) a second major. Choosing a minor to complement the major is an excellent way to prepare oneself for a career or graduate studies.

The materials in this booklet are designed to provide a broad overview of Radford's academic program. More specific information about Radford's academic programs and policies may be found in the RU Undergraduate Catalog; students should familiarize themselves with this publication. Students' academic advisors and their Advising Centers are available to assist them in making good decisions as they complete program requirements and explore experiential learning opportunities. Indeed, advisors can be invaluable resources as students work to achieve their academic, career and personal goals. *However, ultimate responsibility for meeting all stated requirements for the degree rests with the student.*

SPECIFICS ABOUT THE RU GENERAL EDUCATION PROGRAM

Program Mission

Radford University is committed to the development of mature, responsible, well-educated citizens. In addition to acquiring a diverse body of knowledge, such persons must possess a love of learning and a range of intellectual skills that enable them to meet the challenges and realize the promises of our complex, multi-cultural, ever-changing world. The primary mission of Radford University's General Education Program is to provide undergraduates with a solid foundation for lifelong learning. This foundation includes knowledge, skills, and experiences necessary for advanced study in academic disciplines and for personal growth as responsible, productive members of society.

Program Goals

To fulfill the mission of the General Education Program, the university has designed a 50-hour curriculum with a number of general and specific goals to be met by all undergraduate students.

Upon completion of the General Education Program, students should be able to:

- C Think critically and creatively about ideas, issues, problems, and texts both within and across academic disciplines.
- C Construct logical and persuasive arguments.
- C Employ a variety of research methods and styles of inquiry.
- C Use appropriate computer technologies to gather and organize information, to solve problems, and to communicate ideas.
- C Work with others in a shared process of inquiry and problem-solving.
- C Identify the personal and cultural values that shape decisions in public, professional, and private life, and assess the ethical implications of those decisions.

Knowledge Area Goals

In addition to supporting the six broad program goals, the general education curriculum is designed to ensure that students gain knowledge, abilities, and experiences in eight important areas of study: communication, fine arts, health and wellness, humanities, international and intercultural studies, mathematical sciences, physical and natural sciences, and social and behavioral sciences.

Area 1: Communication (6-9 credit hours)

Communication skills are essential to success in university studies, professional careers, and social interaction. The ability to read, write, speak, and listen effectively is the foundation upon which learning is based.

Upon successful completion of this area of the curriculum, students should be able to:

- Read primary and secondary texts in English with comprehension.
- Write effective prose which takes into account a range of audiences, purposes, and contexts.
- Listen attentively and participate effectively in oral discussion.
- C Speak with clarity and purpose in a variety of social and professional contexts.

Area 2: Fine Arts (3-6 credit hours)

The fine arts--theatre, music, dance, art--define us as human beings through creative expression of both individuals and cultural groups. The arts awaken our senses, stimulate imaginative thinking, and provide insight into human cultures present and past.

Upon successful completion of this area of the curriculum, students should be able to:

- Understand the arts as a direct means of expression and creative thinking.
- C Understand the arts as a means of communication across cultures and as a link with past cultures.
- C Understand how the arts function within cultures on personal, social, or practical levels by awakening the senses, touching emotions, communicating ideas, and inspiring or challenging audiences.
- C Identify formal characteristics of artworks.
- C Identify the emotional and intellectual content of artworks.
- C Identify stylistic characteristics of artworks as they relate to an individual artist, group of artists, artistic movement, historical period, and ethnic or geographical context.

Area 3. Health and Wellness (3 credit hours)

The quality of life for individuals and communities is largely dependent on the choices we make. Informed decisions about healthful behavior, leisure activity, and interaction with the natural environment can enhance both personal and societal well-being.

Upon successful completion of this area of the curriculum, students should be able to:

- C Identify the factors which influence health behavior decisions.
- C Make educated health-related choices which promote personal well being and enhance the overall quality of life.
- C Analyze the relations among factors such as nutrition, stress, and leisure as they influence personal wellness.
- C Understand how personal health and lifestyle choices affect society at large.

Area 4. Humanities (6-9 credit hours)

The humanities--religious studies, philosophy, literature, and classics--address fundamental questions about the meaning and value of life. These disciplines study humanity in an historical context and express humankind's most profound understanding of itself and its place in the world.

Upon successful completion of this area of the curriculum, students should be able to:

- C Demonstrate a basic knowledge of the nature and methods of inquiry in the humanities.
- C Demonstrate an understanding of the importance of the human quest for meaning, value, and order in life.
- C Analyze and evaluate different views of the meaning, value, and purpose of human life.
- C Interpret and critically evaluate classical and contemporary works of literature as diverse expressions of the human condition.
- C Discuss in speech and writing the relevance of the search for meaning to their own lives.

Area 5. International and Intercultural Studies (3-6 hours)

In the world of the 21st century -- a world of multinational organizations and transnational economies, of planetary crises and global opportunities -- understanding and communication among people of different nations and cultures are ever more important. An awareness of different cultural traditions and values and an understanding of the relationships among peoples and nations are essential for effective and responsible participation in the global community.

Upon successful completion of this area of the curriculum, students should be able to:

- C Demonstrate an awareness of the diversity of cultures both within and beyond the United States.
- C Analyze similarities and differences between their own and other cultures that affect perceptions, beliefs, and behaviors.
- C Demonstrate an understanding of the central place of language in shaping thinking, values, and other aspects of culture.
- C Identify and discuss important global issues that highlight the relationships among peoples and nations.

Area 6. Mathematical Sciences (6 credit hours)

Mathematical skills are essential to success in a wide range of academic disciplines, professional careers, and daily activities. The ability to analyze and solve problems using numbers and symbols is indispensable in the natural and social sciences, in the development of technology, and many aspects of daily life.

Upon successful completion of this area of the curriculum, students should be able to:

- C Understand and express relationships among numeric, symbolic, and graphical information.
- C Demonstrate problem-solving techniques involving pattern recognition, models and the construction of logical mathematical arguments.
- C Recognize the applications of mathematics in their major fields and in their lives and careers.

Area 7. Physical and Natural Sciences (8 credit Hours)

The natural sciences—physics, geology, chemistry, biology—have shaped the modern world and our way of thinking about the world. An understanding of both the methodology and knowledge produced by scientific inquiry permits us to interpret, influence, and protect the world we live in.

Upon successful completion of this area of the curriculum, students should be able to:

- C Comprehend the empirical nature of science.
- C Identify scientific problems and apply scientific methods.
- C Extend scientific problem-solving skills to a variety of situations.
- C Relate the basic principles of science to the world at large.
- C Understand the relations between science, technology, and society.

Area 8. Social and Behavioral Sciences (12-15) credit hours)

The social and behavioral sciences—sociology, psychology, political science, history, geography, economics, anthropology—examine the many factors that influence behavior and the ways in which human relations are structured across time and cultures. The social sciences provide a variety of perspectives, theories and methods for understanding and analyzing ourselves and our world.

Upon successful completion of this area of the curriculum, students should be able to:

- C Demonstrate an understanding of how social scientists go about raising questions, formulating theories, and solving problems.
- C Demonstrate an understanding of the psychological, social, and cultural factors that shape ideas and behavior.
- C Demonstrate an understanding of the diverse ways in which human relations have been structured across time and cultures.
- C Use knowledge and skills acquired from the social and behavioral sciences to evaluate and interpret individual and collective behavior.

Summary of General Education Requirements

Area 1	Communication	6-9 credit hours
Area 2	Fine Arts	3-6 credit hours
Area 3	Health and Wellness	3 credit hours
Area 4	Humanities	6-9 credit hours
Area 5	International and Intercultural Studies	3-6 credit hours
Area 6	Mathematical Sciences	6 credit hours
Area 7	Physical and Natural Sciences	8 credit hours
Area 8	Social and Behavioral Sciences	12-15 credit hours
Total Credit Hours Required		50 credit hours

Alternative Means of Fulfilling General Education Requirements

Recognizing the diverse backgrounds and educational experiences of its students, Radford University provides a number of alternatives for fulfilling the 50-hour General Education requirement.

Students achieving appropriate scores on College Level Examination Program (CLEP) subject exams or on College Board Advanced Placement (AP) Tests may receive credit toward completion of General Education requirements in specific Knowledge Areas.

Students who can demonstrate that their previous learning experiences are relevant to a particular course approved for General Education credit may choose to earn credit for that course by challenge examination. Individual departments are responsible for determining which courses may be challenged for credit by exam.

Students admitted to Radford University with an Associate's Degree from a Virginia Community College based on a baccalaureate-oriented sequence of courses will be considered to have satisfied the General Education requirement. Community college students completing the Transfer Module will receive credit toward completion of the requirement. For further information on the various options for fulfilling the General Education requirement, students should refer to the appropriate sections of the Undergraduate Catalog and should consult with their academic advisers.

Characteristics of General Education Courses

The General Education curriculum provides students with considerable flexibility in the choice of courses in the eight Knowledge Areas. At the same time, the program aims to provide students with the shared experience of belonging to a community of learners. This common learning experience prepares all Radford University students for advanced study in the academic discipline of their choice as well as for a lifetime of personal growth as thoughtful, productive members of society. To foster this sense of common purpose, all courses approved for the General Education program share a number of essential features:

- C Each course is designed to help students achieve the learning goals established for a particular Knowledge Area of the program.
- C Each course is designed to help students develop the intellectual skills, abilities, and competencies identified by the broad goals of the program.
- C Each course is designed to incorporate multiple methods of instruction in order to engage students actively in the learning process.
- C Each course is designed to incorporate multiple methods of assessment in order to measure student progress in achieving the course-specific goals as well as the Knowledge Area goals and the broad General Education program goals.
- C Each course is taught by a faculty member who has an understanding and commitment to the mission, goals, and objectives of the General Education program.

For further information on the Radford University General Education Program, including a list of the courses approved for general education credit, students should consult the current Undergraduate Catalog. The list of approved courses, along with official course syllabi and other program information, is also available on the General Education Program web site at <http://www.runet.edu/~gened>.

Student Name _____ Date _____

I.D. Number _____

**GENERAL EDUCATION PROGRAM (50 HOURS)
2000 - 2001 ACADEMIC YEAR
(*denotes required courses)**

Area 1: Communication (6-9 hours)
Grade
* _____ ENGL 101 3
* _____ ENGL 102 3
* _____ COMM 337 3
_____ 3

Area 2: Fine Arts (3-6 hours)
* _____ 3
_____ 3

Area 3: Health and Wellness (3 hours)
* _____ HLTH 200 3

Area 4: Humanities (6-9 hours)
Literature (3-6 hours)
* _____ 3
_____ 3

Philosophy or Religious Studies (3-6 hours)
* _____ 3
_____ 3

Area 5: International and Intercultural Studies (3-6 hours)
* _____ HIST 101 or 102 3
_____ 3

Area 6: Mathematical Sciences (6 hours)
* _____ MATH 103 3
* _____ MATH 109 3

Area 7: Physical and Natural Sciences (8 hours)
* _____ BIOL 101 4
* _____ 4

Area 8: Social and Behavioral Sciences (12-15 hours)
History (3-6 hours)
* _____ HIST 111 or 112 3
_____ 3

Other Social and Behavioral Sciences (9-12 hours)
* _____ PSYC 121 3
* _____ GEOG _____ 3
* _____ ECON or POSC 120 3
* _____ PSYC 317 3

Required Courses = (50)

+Optional Courses = (0) = 50 Hrs

Courses approved for general education credit are listed on the back of this sheet.

COURSES APPROVED FOR GENERAL EDUCATION CREDIT*

Revised 5-18-2000

Area 1: Communication (6-9 hours)

Required (6): ENGL 101 and ENGL 102

Optional (0-3): One of the following courses: MSTD 146, COMM 114, COMM 250, COMM 337

Area 2: Fine Arts (3-6 hours)

Required (3-6): At least one and no more than two of the following courses: ART 111, ART 215, ART 216, ART 366, ART 412, ART 422, ART 424, ART 427, ART 428, ART 462, ART 482, DNCE 111, DNCE 366, DNCE 480, DNCE 481, MUSC 100, MUSC 121, MUSC 123, MUSC 321, MUSC 322, MUSC 366, THEA 100, THEA 180, THEA 366, THEA 375, THEA 376

Area 3: Health and Wellness (3 hours)

Required (3): One of the following courses: FDSN 214, HLTH 111, HLTH 200, RCPT 200, NURS 111

Area 4: Humanities (6-9 hours)

Required (3): One of the following courses: CLSS 210, CLSS 220, ENGL 201, ENGL 202, ENGL 203

Required (3): One of the following courses: PHIL 111, PHIL 112, PHIL 113, PHIL 114, RELN 111, RELN 112, RELN 200, RELN 202, RELN 205, RELN 206

Optional (0-3): One of the following courses: CLSS 110, CLSS 210, CLSS 220, ENGL 201, ENGL 202, ENGL 203, ENGL 314, ENGL 321, ENGL 322, ENGL 323, ENGL 324, PHIL 111, PHIL 112, PHIL 113, PHIL 114, RELN 111, RELN 112, RELN 200, RELN 202, RELN 205, RELN 206

Area 5: International and Intercultural Studies (3-6 hours)

Required (3-6): At least one and no more than two of the following courses: ANTH 121, ECON 340, FORL 100, FORL 109, FORL 200, FORL 209, FORL 210, FORL 309, FORL 409, FREN 100, FREN 101, FREN 200, FREN 210, FREN 300, FREN 319, FREN 320, GEOG 101, GEOG 102, GRMN 100, GRMN 200, GRMN 210, GRMN 300, GRMN 304, HEBR 101, HEBR 102, HEBR 201, HIST 101, HIST 102, INST 101, LATN 101, LATN 102, LATN 201, LATN 202, POSC 130, PWSS 200, RELN 112, SPAN 101, SPAN 102, SPAN 201, SPAN 202, SPAN 325, SPAN 326, SPAN 335, SPAN 336, THEA 180, WMST 101

Area 6: Mathematical Sciences (6 hours)

Required (6): Two of the following courses, *at least one of which must be in MATH or STAT*: MATH 103, MATH 104, MATH 109, MATH 121, MATH 138, MATH 140, MATH 145, MATH 151, MATH 152, MATH 155, MATH 161, MATH 260, STAT 205, STAT 206, STAT 208, STAT 211, CPSC 106, CPSC 106P, CPSC 109, CPSC 120, INSY 181

Area 7: Physical and Natural Sciences (8 hours)

Required (8): Any two of the following courses: ASTR 111, ASTR 112, BIOL 101, BIOL 102, BIOL 111, BIOL 112, CHEM 100, CHEM 101, CHEM 102, CHEM 103, GEOL 101, GEOL 102, GEOL 103, PHSC 121, PHSC 122, PHYS 111, PHYS 112, PHYS 221, PHYS 222

Area 8: Social and Behavioral Sciences (12-15 hours)

Required (3-6): At least one and no more than two of the following courses: HIST 101, HIST 102, HIST 111, HIST 112

Required (9-12): At least three and no more than four of the following courses, *chosen from at least three different disciplines*: ANTH 121, ANTH 301, ANTH 332, ANTH 411, ANTH 430, ANTH 451, ANTH 471, ANTH 481, ECON 101, ECON 105, ECON 106, ECON 295, ECON 309, ECON 311, ECON 340, GEOG 101, GEOG 102, GEOG 103, GEOG 140, GEOG 201, GEOG 202, GEOG 203, GEOG 205, GEOG 206, GEOG 208, GEOG 210, GEOG 302, GEOG 305, GEOG 322, GEOG 340, GEOG 481, POSC 110, POSC 120, POSC 130, POSC 140, PSYC 121, PSYC 317, PSYC 318, PSYC 343, PSYC 361, PSYC 381, PSYC 382, PSYC 391, SOCY 110, SOCY 210, SOCY 250, SOCY 331, SOCY 334, SOCY 446

*Students may use individual courses to meet only one General Education requirement. Some of the courses listed above have prerequisites. For additional information about General Education, consult the RU Catalog. To learn more about the specific courses listed here, see the Catalog or view official course syllabi on the World Wide Web at <http://www.runet.edu/~academic/syllabi/index.html>

ACADEMIC ADVISING

Each student is ultimately responsible for meeting the requirements of his or her academic program. Academic advising can provide opportunities for students to discuss academic progress and goals with a staff or faculty member in the student's department and/or college.

Academic advising is a shared responsibility. Academic advising is a continuous process of clarification and evaluation of your progress toward your goals. You, the student, are the catalyst for your own academic success because you have the responsibility for making decisions about your life goals and educational plans.

The primary purpose of academic advising is to assist you in developing meaningful educational plans that are compatible with your life goals. **Successful academic advising occurs when you and your adviser work together as partners in a relationship that focuses on collaboration and shared responsibility.**

In addition to your academic adviser, you have another resource available – the advising center. Staff in the center can help you with:

- Ⓒ grade point average calculations,
- Ⓒ clarification of policies and procedures,
- Ⓒ graduation checkouts,
- Ⓒ transfer approval of courses,
- Ⓒ appropriate referrals,
- Ⓒ withdrawing from a class,
- Ⓒ completing academic petitions and more.

It is important to recognize that academic advising is more than selecting courses for an upcoming semester or making a plan to follow to graduate. It is vital that you, the student, be an active participant in the advising partnership. Both parties of the partnership should have specified expectations of the other partner.

Your Academic Adviser

Your advisor will: listen and respond to your interests and concerns; respect you as an individual; be reasonably accessible; know policies and procedures for the university and your degree program; know where to find valuable information and make appropriate referrals for student support services; and provide guidance and assistance with your academic, career and life goals.

You, the Advisee

It is your responsibility to: initiate and maintain contact with your advisor; discuss situations and issues that affect your academic performance (such as work and family commitments); learn basic university, college and departmental requirements, policies and procedures and to accept your responsibility for meeting and abiding by them; and seek assistance when you need it.

Some Advice

Your academic advising session will more smoothly and be more informative and rewarding if you follow some simple tips:

- C keep your advising manual up to date. Bring it to each advising sessions so you can compare notes with your advisor
- C have a list of questions you want to ask or concerns you would like to have addressed
- C remind your advisor of the issues you discussed during your last appointment
- C be candid; tell your advisor about things that are affecting your ability to do your best course work

The Academic Advising Center

The College of Education and Human Development has developed a strong support system for all students – this support is available in the academic advising center that is located in Russell Hall, Room 130.

The advisers in the Center recommend the following “tips for success:”

- C Talk to your professors and advisors about ways your course work is relevant to your needs, interests, and goals.
- C Make every effort to interact with faculty. Make an appointment with each faculty member and be prepared with a few questions to help get the conversation going. You will feel more comfortable in and connected with your classes if you do this.
- C Get to know others in your classes. Join study groups even if it is not your favorite way to study. It will help you connect with other learners and benefit from their perspectives.
- C Learn about the student support services that are available on campus, where they are located, and make good use of them.
- C Set up a daily schedule and stick to it.
- C Don't procrastinate – plan your time wisely.
- C Attend all classes – you can't help but learn something just from being in class every meeting.
- C Know about the services your University library offers; know how to make the most of the library.
- C Take your health seriously – eat appropriately, exercise, and get plenty of rest.
- C If you can't avoid stress, learn techniques to deal with it.
- C Enjoy your time as a college student – study hard, be an active participant in your education, and get involved through clubs and organizations.

Get to know your adviser; build a strong academic relationship – this will be a rewarding experience for you and your adviser.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INTERDISCIPLINARY STUDIES - SPECIAL EDUCATION
Early Childhood (PK-3) / Early Childhood Special Education (Birth-age 5)

The following will provide an overview of the early childhood/early childhood special education program. Students pursuing teacher licensure for special education (Early Childhood-PK-3 / Early Childhood Special Education -Birth-age 5) must major in Interdisciplinary Studies. This major is offered by the College of Arts and Sciences and offers students a broad liberal arts curriculum. Although the major is housed in Arts and Sciences, students report to the College of Education and Human Development.

The College of Education and Human Development Advising Center staff, faculty advisers, and administration

- serve as the IDS majors' advisers
- approve and make decisions on class withdrawals
- review and make decisions on all academic petitions
- complete graduation audits
- review and approve schedules
- make necessary referrals
- review and make decisions on transfer approval requests.

The College of Education and Human Development is, therefore, the governing college for Interdisciplinary Studies majors pursuing teacher licensure in special education.

If you have any questions, please contact the Center for Advising and Licensure in Russell 130 (831-5424, e-mail: ed-adv@runet.edu) to find the answers.

INTERDISCIPLINARY STUDIES PROGRAM
AN OVERVIEW OF THE PROGRAM

The Interdisciplinary Studies major provides a strong liberal arts foundation and concentrations in two academic areas. The Interdisciplinary Studies major is offered through the College of Arts and Sciences with a professional education option for students seeking to teach elementary education (grades K-5), middle education (grades 5-8), special education (Mental Retardation, grades K-12) or Early Childhood (PK-3)/Early Childhood Special Education (birth-age 5). The professional education option is discussed in detail in the following information. A non-teaching option is also available; contact the College of Arts and Sciences at 540-831-5149 for more information on this option.

The Interdisciplinary Studies major, professional education option, varies from 126 hours to 128 semester hours depending on specific area of teacher licensure. The four-year degree program contains course work consisting of extensive general education requirements, a broad base of preparation in the liberal arts and two specific areas of concentration. An increased emphasis on clinical experiences throughout the four-year program will be required for students who seek teacher licensure.

Upon completion of the program, students will receive two endorsements: Early Childhood - PK-3 and Early Childhood Special Education - Birth-age 5. The program is rigorous and provides excellent preparation. The human development and special education courses are tightly integrated and one cannot be taught without the other—it is truly a “unified” preparation.

Students will progress through the requirements in cohort groups. This means that during the spring semester of the sophomore year, students will apply for admission to the teacher education program and will apply (with the Special Education Department) for a place in the cohort that begins professional education requirements in the upcoming fall semester. It is vital that students work closely with the advisers in order to complete the program in a timely fashion. It is also vital that students establish the required grade point average of 2.50 by the end of the fall semester of their sophomore year and that appropriate scores on the PRAXIS I examination be earned by the same time. Cohort group assignments begin in the fall semester only.

GENERAL EDUCATION - 50 semester hours (as is required of almost all majors offered at Radford University) with the specific requirements based on the individual major: see the front section of your Program of Study Guide for more information.

INTERDISCIPLINARY CORE - 19 semester hours with at least 3 semester hours from each of the following areas:

- Visual and Performing Arts
- Humanities
- Mathematics/Statistics/Computer Science
- Ⓒ Science
- Ⓒ Social Science
- Ⓒ EDSP 360 - Introduction to Early Childhood Special Education

CONCENTRATIONS - 30 semester hours specific to the concentration areas; for early childhood/early childhood special education, concentrations are preselected and must be followed as directed.

PROFESSIONAL EDUCATION - professional education courses including field experiences at the appropriate grade level for licensure. Hours in professional education will vary according to specific area of endorsement (elementary, middle, special education). Students pursuing the special education program must plan their schedules to allow them to complete the program in the manner that it is designed.

Copies of the progress sheets to be used in the Interdisciplinary Studies-Professional Education option are included for you to review.

PROGRAM DETAILS

Early Childhood (PK-3) / Early Childhood Special Education (Birth-age 5)

GENERAL EDUCATION

The following will provide detailed information for general education requirements for students pursuing the IDS program with an option in special education.

Students are required to meet the RU general education requirements as indicated early in your Program of Study guide with the following exceptions:

AREA 1: Communication

Required:

ENGL 101

ENGL 102

COMM 337

Area 3: Health and Wellness

Required:

HLTH 200

Area 5: International and Intercultural Studies

Required:

HIST 101 or 102

Area 6: Mathematics/Statistics/Computer Science

Required:

MATH 103

MATH 109

Area 7: Physical and Natural Sciences

Required:

BIOL 101

Area 8: Social and Behavioral Sciences

Required:

PSYC 121

GEOG

ECON OR POSC 120

These are specific program requirements that students can complete through general education.

Remember: a minimum of 50 semester hours of ACCEPTABLE course work is required for general education. If you have questions, see an advisor in the Center for Advising and Licensure, your academic advisor or consult your university catalog.

INTERDISCIPLINARY CORE AND CONCENTRATIONS

The major consists of a minimum of 49 semester hours which is composed of an interdisciplinary core of a minimum of 19 semester hours and two concentrations with a minimum of 30 semester hours which are specific to the concentrations. Each concentration must have a minimum of 15 semester hours above the general education.

Interdisciplinary Core: A total of 19 semester hours must be completed to satisfy this requirement. A minimum of 3 semester hours must be completed in each of five areas. Students should confer with their academic advisor prior to enrolling in courses to be used to satisfy these requirements.

VPA - DNCE 445 (Dance for Children) is recommended
MATH - MATH 315 (Introduction to Number Systems) is required
Social Science - PSYC 317 (Child Psychology) is required
Humanities - ENGL 424 (Children's Literature) is required
Science - PHSC 350 (Physical Science) is recommended
EDSP 360 is required to complete the IDS Core

Concentrations: The Interdisciplinary Studies degree (IDS degree) was planned to provide you with both breadth and depth in subject area preparation. Concentrations are in human development and special education. Students will work with infants and toddlers, preschoolers and primary age children with and without disabilities. The concentrations are designed to develop competencies in:

- C child development and learning
- C guiding behavior
- C reading
- C professionalism
- C program management
- C legal mandates
- C assessment and evaluation
- C teamwork and collaboration
- C characteristics of young children with disabilities
- C curriculum development and implementation
- C family-centered and culturally competent service delivery

The demand for qualified early childhood personnel is growing. Public schools value teachers prepared to meet the basic needs of typically developing young children as well as those with special needs. National and state statistics document the need for early childhood special educators and early intervention providers.

Through the concentrations, students receive the experience and gain the knowledge needed to meet the challenges of working with young children and with young exceptional children.

The Human Development Concentration:

HUMD 200 Foundations and Trends in Early Childhood Education
HUMD 215 Guiding Young Children
HUMD 321 Early Development and Learning: Infants and Toddlers
HUMD 322 Early Development and Learning: Preschool through Primary Grades
HUMD 323 Language Arts and Literature for Young Children

The Special Education Concentration:

EDSP 437 Assessment, Diagnosis and Evaluation in Early Childhood Special Education
EDSP 438 Program Management in Early Childhood Special Education
EDSP 439 Medical and Neurodevelopmental Aspects of Teaching Young Children with Disabilities
EDSP 445 Adaptive Strategies in Arithmetic
EDSP/COSD 225 Communication Processes, Development and Disorders

PROFESSIONAL EDUCATION

Prior to taking the professional education requirements, students must document 50 clock hours of experience in structured settings with or observation of young or exceptional students. Students may complete this requirement by working in a day care center, being a camp counselor, working with Special Olympics, substitute teaching, volunteering in the public schools, working with 4-H clubs, working in recreation centers as a coach, life guard and swim instructor, and many other ways. Babysitting and church nursery will not allow you to meet this requirement. Students may obtain a documentation form in the Center for Advising and Licensure (a copy is enclosed in the appendices).

Students completing the early childhood/early childhood special education program will complete the program in cohorts.

The professional requirements for the special education program are as follows:

EDUC 320 Education in the United States - 3 semester hours (To take this course, you must (1) have a 2.5 grade point average, and (2) be admitted to the Teacher Education Program or have junior or senior status.)

COHORT REQUIREMENTS To enroll in the professional education courses a student must have been admitted to the Teacher Education Program and have a 2.50 grade point average on all college work attempted and at Radford University.

Professional education courses are offered only on a yearly schedule. To be selected for a cohort, a student must meet requirements for admission to the teacher education program. Professional education courses are distributed over a four semester period. Only students who have requested and been granted a cohort assignment are allowed to enroll in the professional education courses.

EDET 402 Introduction to Educational Media and Technology (2 Hrs.)

EDRD 413 Reading: Teaching and Remediation (4 Hrs.)

EDEC/HUMD 416 Home-School Collaborative Relationships (3 Hrs.) NOTE: This is taken with student teaching.

EDEC 425 Curriculum and Instruction for Young Children and Adapting for Children with Exceptional Needs (3 Hrs.)

EDEC 430 Field experiences in Preshcool, Prekindergarten, Kindergarten, and Primary Education with Special Needs and Regular Children (4 Hrs.)

Student Teaching: A student must have been admitted to the Teacher Education Program, have a 2.50 grade point average on all college work attempted and at Radford University; an application for a placement in this experience must be filed one semester prior to the actual experience. Students must have successfully completed the required professional education courses prior to enrolling in student teaching. Remember, all students must have passing scores on the PRAXIS I examination in order to enroll in the student teaching experience (offered spring only).

EDEC/EDSP 450 Student Teaching - 12 semester hours

THE TEACHER EDUCATION PROGRAM

Through programs emphasizing academic excellence, the College is committed to developing professional educators who are knowledgeable, thoughtful, and skillful -- educators who think critically and who can synthesize experiences as responsible persons in a free society, as professional technicians and as effective leaders, change agents, and innovators. Recognizing the multiethnic, multifaceted nature of American society, the College affirms that programs that prepare professional educators must emphasize cultural variety and diversity.

The overall mission of teacher education at Radford University is towards developing professional educators who are:

Knowledgeable: Programs and experiences are designed to provide students with a liberal education in the breadth and depth of human knowledge, values, and behavior.

Thoughtful: Programs and experiences are designed to enable each learner to think reflectively and examine self as a professional educator.

Skillful: Programs and experiences are designed to enable potential professionals to become competent practitioners through instruction and through experiences in classroom and clinical settings.

All students completing a program leading to teacher licensure, must apply for formal admission into the Radford University Teacher Education Program. Students should apply no later than the second semester of their sophomore year.

Eligibility

Students seeking admission into the Teacher Education Program must have:

- C acceptable scores on the PRAXIS I examination;
- C 52 semester hours of work completed;
- C at least a 2.50 grade point average on all college work completed; and
- C a 2.50 grade point average at RU.

Transfer students seeking admission to the Teacher Education Program must meet the for requirements listed above and a 2.50 grade point average at Radford University. Transfer students must submit a copy of their transfer transcript(s) at the time of application.

In addition to meeting the above requirements, students pursuing Interdisciplinary Studies (Professional Education option) must be able to document 50 hours of observation and/or experience in an educational setting prior to admission into the Teacher Education Program.

Admission Procedures

Eligible students must complete an application form which may be obtained in the Field Experience Programs Office, Russell Hall, Room 130. Applications are due by the end of the first four weeks of each academic semester (fall and spring). Applications received after the due date will be processed during the following academic semester.

The Professional Education Committee will review the application and the student's grade record to assure that he/she meets the grade point average requirements and has completed at least 52 semester hours of credit.

In addition to these requirements, the acceptance process requires:

- C Demonstrated competency in written and oral communication skills (to be accomplished through a written exercise and an interview with a committee composed of faculty from the student's major);
- C A positive **written recommendation** from each applicant's department/program area **as a result of the admission screening process**; and
- C Documentation of 50 clock hours of experience in structured situations if the student is elementary, middle, or special education licensure.

Individual departments may establish additional requirements for admission. A student who is denied admission may reapply at a later date or follow the procedure for appealing the decision of the committee.

The student will be informed of the Committee's action by letter from the Chairperson of the Admissions Subcommittee within 30 days after the date of the letter of notification from the Teacher Education Committee. The student's letter requesting an appeal must include sufficient documentation to warrant an exception to the decision.

Retention Procedure

After admission to the Teacher Education Program, a student's progress will be under continuing review. All members of the instructional staff may report in writing those students with questionable potential to the chairperson of the Professional Education Committee for possible action by that committee.

To continue in the cohort assignment, a student must have:

- C Applied for and been accepted to the Teacher Education Program;
- C Earned a 2.5 grade point average in total hours attempted at Radford University (if transfer or graduate student, demonstrated a minimum of 2.5 grade point average for hours attempted elsewhere).

To be eligible for student teaching, the student must have:

- C Passing scores on the PRAXIS I examination;
- C A completed student teaching application on file (applications are due no later than the end of the first month of the academic year semester preceding the semester in which a student plans to student teach);

- C Earned 92 semester hours of credit and met course work prerequisites for student teaching;
- C Be accepted to the Teacher Education Program;
- C Earned a 2.5 grade point average in total hours attempted at Radford University; and
- C Successfully completed the professional education requirements.

STUDENT TEACHING PLACEMENTS for special education/early childhood-early childhood special education

- C Floyd County Schools
- C Giles County Schools
- C Montgomery County Schools
- C Pulaski County Schools
- C Radford City Schools
- C Roanoke City Schools
- C Roanoke County Schools
- C Salem City Schools
- C Wythe County Schools

Placements are contingent upon numbers and faculty availability.

To assist each student progress through their program of studies and to help ensure students can do so with the least resistance, Radford University has developed a strong support system through academic advising that provides students with an opportunity to meet with faculty and trained academic advisors in academic advising centers in each college. A special center exists for those students who have not yet declared a major (the Pre-major Advising Center).

RECIPROcity WITH OTHER STATES

VIRGINIA Interstate Agreement Contract States: Virginia has entered into reciprocity agreements with the states that are listed below. These states recognize the Virginia license. Check with the state where you wish to teach (other than Virginia) to determine deficiencies, if any, that you will need to complete for the license in that state.

OCTOBER 1, 1995 through September 30, 2000:

TEACHERS

Alabama	Indiana	Ohio
Arkansas	Kentucky	Oklahoma
Arizona	Maine	Oregon
California	Maryland	Pennsylvania
Colorado	Massachusetts	Rhode Island
Connecticut	Michigan	South Carolina
Delaware	Mississippi	Tennessee
District of Columbia	Montana	Texas
Florida	Nevada	Utah
Georgia	New Hampshire	Vermont
Hawaii	New Jersey	Washington
Idaho	New York	West Virginia
Illinois	North Carolina	

DOCUMENTATION FORM

Early Field Experiences

Revised 5/00

All students who are pursuing teacher licensure in elementary (K-5), middle (5-8), or special education (MR, K-12) are required to have completed a minimum of 50 clock hours in experiences involving children in structured educational settings. This requirement must be completed prior to admission to the Teacher Education Program. Examples of experiences which meet this requirement include: observing in school classrooms, assisting teachers, substitute teaching, teaching in day care or in Sunday school settings, planning and implementing activities in summer camps, teaching Red Cross swimming, etc. "Baby-sitting" types of activities would not meet the requirements.

This form is to be completed by the student and the supervisor under whom the student completed the experience. Return the form to the College of Education and Human Development, Center for Advising and Licensure (Russell 130), Radford University, P.O. Box 6960, Radford, VA 24142.

To be completed by the student:

Student's Name _____ SSN _____

Address _____

Major (Be specific) _____ ID # _____

Class Level (Check One) ___ FR ___ SO ___ JR ___ SR ___ GRAD

Certification: ___ Elem. (K-5) ___ Middle (5-8) ___ Special Ed. (MR K-12)

To be completed by the supervisor:

1. Dates of observation/activities _____.
2. The above named student spent _____ clock hours under my supervision.
3. Please provide examples and a brief description of student's responsibilities (include age/grade levels).

Supervisor's Name (Please print or type) _____

Supervisor's Title _____ Date _____

School/Organization _____

Address _____

Telephone # _____ Supervisor's Signature _____

TO WHOM IT MAY CONCERN:

Please accept this letter of introduction for _____ who is intending to apply to the Teacher Education Program at Radford University. Prior to application, students must document a minimum of fifty (50) clock hours of experiences with children in structured learning situations.

If you can assist this student, please accept our appreciation. In the event that you will not be able to assist the student in completing this requirement, we will certainly understand.

Please do not hesitate to contact me if I may assist in any manner.

Sincerely,

**Dr. Patricia Shoemaker, Assistant Dean
Field Experience Programs
College of Education and
Human Development**