

# RU

College of Education  
and  
Human Development

Program of Studies

Interdisciplinary Studies/  
Special Education  
Mental Retardation / K - 12

2001 - 2002

# **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:

- Think critically and creatively about ideas, issues, problems, and texts both within and across academic disciplines.
- Construct logical and persuasive arguments.
- Employ a variety of research methods and styles of inquiry.
- Use appropriate computer technologies to gather and organize information, to solve problems, and to communicate ideas.
- Work with others in a shared process of inquiry and problem-solving.
- 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 that takes into account a range of audiences, purposes, and contexts.
- Listen attentively and participate effectively in oral discussion.
- 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.
- Understand the arts as a means of communication across cultures and as a link with past cultures.
- 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.
- Identify formal characteristics of artworks.
- Identify the emotional and intellectual content of artworks.
- 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:**

- Identify the factors that influence health behavior decisions.
- Make educated health-related choices that promote personal well-being and enhance the overall quality of life.
- Analyze the relations among factors such as nutrition, stress, and leisure as they influence personal wellness.
- 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 a 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:**

- Demonstrate a basic knowledge of the nature and methods of inquiry in the humanities.
- Demonstrate an understanding of the importance of the human quest for meaning, value, and order in life.
- Analyze and evaluate different views of the meaning, value, and purpose of human life.
- Interpret and critically evaluate classical and contemporary works of literature as diverse expressions of the human condition.
- 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 21<sup>st</sup> 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:**

- Demonstrate an awareness of the diversity of cultures both within and beyond the United States.
- Analyze similarities and differences between their own and other cultures that affect perceptions, beliefs, and behaviors.
- Demonstrate an understanding of the central place of language in shaping thinking, values, and other aspects of culture.
- 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:**

- Understand and express relationships among numeric, symbolic, and graphical information.
- Demonstrate problem-solving techniques involving pattern recognition, models and the construction of logical mathematical arguments.
- 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:**

- Comprehend the empirical nature of science.
- Identify scientific problems and apply scientific methods.
- Extend scientific problem-solving skills to a variety of situations.
- Relate the basic principles of science to the world at large.
- 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 our world and ourselves.

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

- Demonstrate an understanding of how social scientists go about raising questions, formulating theories, and solving problems.
- Demonstrate an understanding of the psychological, social, and cultural factors that shape ideas and behavior.
- Demonstrate an understanding of the diverse ways in which human relations have been structured across time and cultures.
- 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
<b>Total Credit Hours Required</b>		<b>50 credit hours</b>

### **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:

- Each course is designed to help students achieve the learning goals established for a particular Knowledge Area of the program.
- Each course is designed to help students develop the intellectual skills, abilities, and competencies identified by the broad goals of the program.
- Each course is designed to incorporate multiple methods of instruction in order to engage students actively in the learning process.
- 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.
- 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>.

**INTERDISCIPLINARY STUDIES - SPECIAL EDUCATION (MR/K-12)**

Revised 5/01

Student Name \_\_\_\_\_ Date \_\_\_\_\_

I.D. Number \_\_\_\_\_

**GENERAL EDUCATION PROGRAM (50 HOURS)  
2001 - 2002 ACADEMIC YEAR  
(\*denotes required courses)**

**Area 1: Communication** (6-9 hours)  
Grade  
\* \_\_\_\_\_ ENGL 101 3  
\* \_\_\_\_\_ ENGL 102 3 \_\_\_\_\_ 3

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

**Area 3: Health and Wellness** (3 hours)  
\* \_\_\_\_\_ 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)  
\* \_\_\_\_\_ 3 \_\_\_\_\_ 3

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

**Area 7: Physical and Natural Sciences** (8 hours)  
\* \_\_\_\_\_ 4  
\* \_\_\_\_\_ 4

**Area 8: Social and Behavioral Sciences** (12-15 hours)  
History (3-6 hours)  
\* \_\_\_\_\_ 3 \_\_\_\_\_ 3

Other Social and Behavioral Sciences (9-12 hours)  
\* \_\_\_\_\_ 3 \_\_\_\_\_ 3  
\* \_\_\_\_\_ 3  
\* \_\_\_\_\_ 3

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**Required Courses = (47) +Optional Courses = (3) = 50 Hrs**

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

## COURSES APPROVED FOR GENERAL EDUCATION CREDIT\*

Revised 5/01

### 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, GEOG 280, 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 280, 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 run more smoothly and be more informative and rewarding if you follow some simple tips:

- keep your advising manual up to date; bring it to each advising sessions so you can compare notes with your advisor
- have a list of questions you want to ask or concerns you would like to have addressed
- remind your advisor of the issues you discussed during your last appointment
- 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:”

- Talk to your professors and advisors about ways your course work is relevant to your needs, interests, and goals.
- 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.
- 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.
- Learn about the student support services that are available on campus, where they are located, and make good use of them.
- Set up a daily schedule and stick to it.
- Don't procrastinate; plan your time wisely.
- Attend all classes; you can't help but learn something just from being in class every meeting.
- Know about the services your University library offers; know how to make the most of the library.
- Take your health seriously; eat appropriately, exercise, and get plenty of rest.
- If you can't avoid stress, learn techniques to deal with it.
- 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**  
Mental Retardation / K - 12

The following will provide an overview of the special education program with an emphasis on mental retardation. Students pursuing teacher licensure for special education (mental retardation, grades K-12) 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](mailto: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 PK-6), middle education (grades 6-8), 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.

**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 361 - Current Trends in Education of Exceptional Individuals

**CONCENTRATIONS** - 24 semester hours specific to the concentration area; must be selected from the approved list; courses completed in the concentrations when added to the interdisciplinary core courses (see above) will provide an appropriate concentration of 15 semester hours of course work in two areas. The concentration areas must be from the arts and sciences. Students pursuing the special education (mental retardation/K-12) option will choose one liberal arts concentration. The second concentration will be special education courses which have been pre-selected and designed by the special education department.

In addition to the special education concentration, students pursuing teacher licensure in **SPECIAL EDUCATION** choose one of the following:

- English
- Foreign Language
- Mathematics/Computer Science/Statistics
- Social Science
- Science

**PROFESSIONAL EDUCATION** - professional education courses including field experiences (Junior Clinical "Block" Experience and student teaching) 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 junior clinical program in the fall and student teach in the spring.

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

## SPECIAL EDUCATION - PROGRAM DETAILS

### 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 exception:

#### Area 6: Mathematics/Statistics/Computer Science

##### Required:

**MATH 103**

**MATH 109**

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 43 semester hours which is composed of an interdisciplinary core of a minimum of 19 semester hours and two concentrations with a minimum of 24 semester hours which are specific to the concentrations. Each concentration must have a minimum of 15 semester hours above the general education. Six semester hours used to meet the interdisciplinary core requirements may be used to count toward the concentration requirements. For example: If a student chooses to complete an English concentration, 12 semester hours of English will be taken and be counted toward the 24 semester hours required in the concentration total. In the interdisciplinary core humanities requirement, an English course will be taken and will count toward the 15-semester hour requirement for the English concentration. See your academic advisor for more details and an extended explanation if you do not understand this requirement.

**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 - Visual and Performing Arts - this course may be selected from art, music, dance, and theater.

MATH - **MATH 315 is required and is a prerequisite to EDSP 445**, a required course in the special education concentration.

Social Science - History, Geography, or Political Science may be taken to satisfy this requirement.

Humanities - English, Philosophy, Speech, or Foreign Language can be used to satisfy this requirement.

Science - Any natural science may be used to satisfy this requirement; PHSC 350 is strongly recommended.

EDSP 361 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. The degree includes specific requirements in each of the areas listed above, but it also provides you with a number of choices. Because of this, you should schedule regular meetings with your advisor to plan a program that meets your needs, strengths, and interests and which also will prepare you well for teaching exceptional children.

Students must complete two concentrations with a minimum of 15 semester hours in each. Twenty-four semester hours must be specific to the concentrations and six hours may be counted from the Interdisciplinary Core to meet this 15-hour requirement. The following will provide detail information concerning courses that may be taken to satisfy concentration requirements. Students pursuing a special education (mental retardation/K-12) option will complete one concentration in special education and choose one additional concentration from English, Foreign Language, Math/STAT/CPSC, Natural Science or Social Science.

Several factors can help guide your selection of concentrations. Reflect upon your interests and strengths in these areas as you take the general education courses. Each of the concentrations will give you particular strengths for teaching special education. For example, many schools are emphasizing science and mathematics and are appointing "lead" teachers to oversee programs in those areas. Literature-based programs that integrate writing, reading and listening and speaking into all aspects of the elementary curriculum are also becoming established. Schools are also moving toward integrating curriculum. In addition to the fact that the degree is an interdisciplinary degree, each of the concentrations is an integrated concentration. For example, the science concentration must include a variety of physical and natural science courses. Districts in various parts of the country prefer to hire teachers who speak a second language.

Each of the concentrations also provides you with unique background and skills. Concentrations can be planned to emphasize a particular thread, such as environmental studies, global issues, understanding communities or social groups, writing, and so on.

You will select some of the courses within each of the concentrations. Some of the considerations that can guide you in selecting courses as well as concentrations include:

- Courses can provide increased understanding of subject matter (e.g., Appalachian history, geography of Virginia, etc.) or can actively engage the student in the methods of the discipline (e.g., scientific inquiry, historical research methods, techniques of geographers, etc.).
- Elementary curriculum programs frequently include units of study on particular topics that are addressed within courses, such as studies of Native Americans, environmental problems, colonial America, poetry writing, map reading, Virginia geography, and so on.

In addition, you should consider constraints such as: when courses are generally offered, how many sections are available to meet student demand, prerequisites for admission to the course. Because your degree is truly a liberal arts degree that is shared across several colleges and departments, it demands much more planning effort. In return, we believe you have the unique opportunity to create a program of studies that capitalizes upon your interests and strengths.

## **ENGLISH CONCENTRATION**

The concentration in English consists of 15 semester hours above the general education requirements in English. It is in the student's best interest to include at least 12 hours at the 300 and 400 level.

### **Recommended courses for this concentration include:**

- ENGL 301 Advanced Composition,
- ENGL 309 Fiction Writing,
- ENGL 310 Poetry Writing,
- ENGL 321 The Study of Fiction,
- ENGL 322 The Study of Poetry,
- ENGL 324 The Study of the Essay,
- ENGL 402 Teaching Writing: Theories and Practices,
- ENGL 424 The Study of Children's Literature,
- ENGL 442 Early American Literature,
- ENGL 445 Modern American Literature,
- ENGL 446 Appalachian Folklore,
- ENGL 447 Appalachian Literature,
- ENGL 449 African American Literature,
- ENGL 450 Native American Literature,
- ENGL 463 Grammar and Language for Teachers.

Check the English courses listed in your University catalog to see other selections.

## **FOREIGN LANGUAGES CONCENTRATION**

Courses recommended for the concentration will depend upon the level at which the student enters the program and the language being pursued. Students are to work closely with their advisor and with the Foreign Languages department in developing the concentration.

## **MATHEMATICS/COMPUTER SCIENCE/STATISTICS CONCENTRATION**

Students may concentrate in mathematics alone or include computer science and statistics in the concentration. Remember that the special education concentration requires MATH 103 Finite Mathematics and MATH 109 Introduction to Geometry in general education. The Interdisciplinary Core will require MATH 315 Introduction to Number Systems. The concentration must include 15 semester hours beyond general education courses. MATH 315 can be counted within those 15 hours. Students must then choose at least 12 additional hours.

### **Recommended courses for the concentration include:**

- Computer Science (CPSC) 106 Introduction to Computers,
- Information Systems (INSY) 181 Business Applications of Microcomputers,
- MATH 104 College Algebra,
- MATH 138 Precalculus Function Analysis,
- MATH 140 Trigonometry and Analytic Geometry,
- Statistics (STAT) 208 Statistics for the Social Sciences.

## **SCIENCE CONCENTRATION**

Students completing a science concentration will complete 23 hours in science over the entire four-year program (8 hours for general education, 4 hours for the Interdisciplinary Core, and 12 or more additional hours for the concentration area). The 4 hours from the Interdisciplinary Core and the 12 or more additional hours constitute the 15 or more hours required for the concentration. Students should select courses to represent the life sciences (biology, botany, zoology, ecology, etc.); the physical sciences (physics, chemistry, etc.); and the earth sciences (geology, astronomy, meteorology, oceanography, etc.). Students may want to use this concentration to provide depth in at least one area (life sciences, earth sciences, or physical sciences).

Recommendations for this concentration include: (Remember some of these courses may have been taken in the general education program and cannot double count in the concentration.)

- ASTR 111 General Astronomy
- ASTR 112 General Astronomy (has prerequisite of ASTR 111)
- BIOL 101 Principles of Biology
- BIOL 102 Principles of Biology (has prerequisite of BIOL 101)
- BIOL 215 General Botany
- BIOL 216 General Zoology
- CHEM 101 General Chemistry
- CHEM 102 or 103 (has prerequisite of CHEM 101)
- GEOL 101 Exploring Earth
- GEOL 102 The Earth Through Time (has prerequisite of GEOL 101)
- GEOL 103 Environmental Geology (has prerequisite of GEOL 101)
- GEOL 212 Mineralogy (has prerequisite of GEOL 102 or 103)
- GEOL 335 General Paleontology (has prerequisite of GEOL 102)
- PHSC 121 Physical Science Processes
- PHSC 122 Physical Science Processes (has prerequisite of PHSC 121)
- PHSC 350 Physical Science (strongly recommended)
- PHYS 111 General Physics
- PHYS 112 General Physics (has prerequisite of PHYS 112)

## **SOCIAL SCIENCE CONCENTRATION**

The concentration in social sciences is based upon guidelines from the Association for Childhood Education International, the National Council for the Accreditation of Teacher Education, and the National Council for the Social Studies. These guidelines describe the preparation of teachers in social sciences as being broad, interdisciplinary, and encompassing the major areas within the social sciences. Students must select courses from history, geography, and political science for this concentration. Students should take American history and world history if these courses were not taken as part of the general education program.

Recommendations include: (Remember some of these courses may have been taken in the general education program and cannot double count in the concentration.)

- GEOG 100 Physical Geography (Cannot count in general education)
- GEOG 101 Europe and the Americas
- GEOG 102 Africa and Asia
- GEOG 103 Introduction to Human Geography
- GEOG 140 Introduction to Environmental Studies
- GEOG 201 North America
- GEOG 202 The Commonwealth of Virginia

- GEOG 203 Appalachian Geography
- GEOG 206 South America
- GEOG 208 Europe
- GEOG 210 The Former USSR
- HIST 101 World History to 1650
- HIST 102 World History after 1650
- HIST 111 U. S. History to 1877
- HIST 112 U. S. History since 1877
- HIST 302 War in the Modern World
- HIST 310 Appalachian History
- HIST 319 The Middle East
- HIST 320 The Vietnam War
- HIST 322 Virginia History
- HIST 330 African American History to 1865
- HIST 331 African American History from 1865
- HIST 346 Soviet Russia
- HIST 365 Civil War and Reconstruction
- HIST 377 African Civilizations
- HIST 401 The 20<sup>th</sup> Century World
- HIST 405 Selected Topics in Appalachian History
- POSC 110 Introduction to Politics
- POSC 120 Introduction to American Government
- POSC 130 Introduction to Comparative Government
- POSC 140 Introduction to International Relations
- POSC 320 Congress (has prerequisite of POSC 120)
- POSC 321 The American Presidency (has prerequisite of POSC 120)
- POSC 333 State and Local Government (has prerequisite of POSC 120)

**Special Education Concentration: Mental Retardation / K-12**

Special Education is a concentration within the B.S. Degree in Interdisciplinary Studies (IDS). Two options are available in this concentration. Option #1 leads to licensure with an endorsement in mental retardation (K-12) and Option #2 has been designed for the regular classroom teacher at the elementary level and does not lead to an endorsement in Special Education, but offers the prerequisites for graduate work in Special Education. The MR endorsement (Option #1) requires four semesters to complete. Complete details of this concentration are listed below.

Students should plan the sequence of courses early in their four years. EDSP 361 (a course in the Interdisciplinary Core) is required and should be taken in the sophomore year as an introduction and to help the student determine if this concentration is a good selection for him or her. This course should be taken with EDUC 309. A 2.5 GPA is a required prerequisite for all special education courses, and EDSP 361 is a prerequisite for all other special education courses. Some courses have additional prerequisites.

EDSP 445 Adaptive Strategies in Arithmetic	3 Hrs.
EDSP 447 Adaptive Strategies in Language Arts and Children's Literature	3 Hrs.
EDSP 451 Collaborative Consultation Skills	3 Hrs.
EDSP 462 Behavior Management for Exceptional Individuals	2 Hrs.
EDSP 464 Introduction to Mental Retardation	3 Hrs.
EDSP 469 Evaluative Techniques	3 Hrs.
<b>Total specific to concentration</b>	<b>17 Hrs.</b>

A teacher of exceptional children must have skills in:

- IEP development and implementation
- problem-solving
- teaming
- collaborative consultation
- group dynamics
- implementation of curriculum and instructional modifications
- special behavior management strategies
- interagency collaboration
- use and interpretation of diagnostics and prescriptive instruments

In addition to preparing teachers to work with special needs children, the concentration also helps develop an awareness of cultural differences and helps teachers develop the skills to meet the learning needs of a diverse student population. With current demographic studies indicating a rise in the number of minority students, the skills and knowledge gained through this concentration could be of assistance to teachers over the years to come.

## **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 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 or 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).

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

**EDUC 309** The School and the Student - 3 semester hours (Students must have a 2.50 grade point average to enroll in this course.)

**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.)

**NOTE:** Be sure to get information on the requirements for admission to the Teacher Education program from the Field Experiences Office in the College of Education and Human Development.

**Junior Clinical Experience:** To enroll in the Junior Clinical Experience 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 and in the major and passing scores on basic proficiency exams required for licensure. An application for a placement in this experience must be filed one semester prior to the actual experience.

EDET 402 Introduction to Educational Media and Technology	1 Hr.
EDRD 414 Reading: Teaching and Remediation	3 Hrs.
EDSP 466 Curriculum and Methods for Mental Retardation	3 Hrs.
EDSP 447 Adaptive Strategies in Language Arts and Children's Literature	3 Hrs.
EDSP 430 Teacher Assistant Program	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 and must have passing scores on the basic proficiency exams required for licensure. An application for a placement in this experience must be filed one semester prior to the actual experience. Students must have successfully completed the junior clinical experience and have passed the basic proficiency licensure exams prior to admission to student teaching prior to enrolling in student teaching.

EDSP 453 Student Teaching - 12 semester hours

Please see your academic advisor often – if you are not sure about a requirement, ask questions!

## 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. At this same time, an application for the junior clinical experience should also be completed.

### Eligibility

Students seeking admission into the Teacher Education Program must have:

- acceptable scores on the PRAXIS I examination;
- 52 semester hours of work completed;
- at least a 2.50 grade point average on all college work completed;
- a 2.50 grade point average at RU;
- successfully completed EDUC 309 (usually taken during the second semester of the sophomore year or the junior year).

Transfer students seeking admission to the Teacher Education Program must meet the 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.

In addition to these requirements, the acceptance process requires:

- Successful completion of departmental screening process;
- a positive **written recommendation** from each applicant's department/program area **as a result of the admission screening process**;
- documentation of 50 clock hours of experience in structured situations if the student is elementary, middle, or special education licensure; and
- completion of speech/language hearing screening.

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. (See "Policies and Procedures Governing Admission and Retention in the Teacher Education Program).

## **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 Assistant Dean.

### **To be eligible for the Junior Clinical "Block" Experience, the student must have:**

- A completed application for the Junior Clinical "Block" Experience on file (applications are due **no later** than the end of the first month of the semester preceding the semester in which a student plans to "Block");
- applied for and been accepted to the Teacher Education Program;
- 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); and
- submit passing or provisional scores on the basic licensure exam for Virginia.

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

- Passing scores on the basic licensure exam for Virginia;
- A completed student teaching application on file (applications are due **no later** than the end of the first month of the semester preceding the semester in which a student plans to student teach);
- Earned 92 semester hours of credit and met course work prerequisites for student teaching;
- Be accepted to the Teacher Education Program;
- Earned a 2.5 grade point average in total hours attempted at Radford University; and
- Successfully completed the Junior Clinical "Block" Experience.

**STUDENT TEACHING PLACEMENTS** for special education/mental retardation/K-12 are typically made in the following locations, contingent upon resources for supervision:

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

**Note: Student teaching placements are made in Fairfax County only in fall semester.**

### **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	

**The State Department of Education will continue to honor these contract states for the foreseeable future and will update this information when a new contract is finalized.**

**January 2001**

NAME \_\_\_\_\_ ID # \_\_\_\_\_

**GENERAL EDUCATION - 50 Semester Hours** (• Indicates required courses)

<p><b>Area 1: Communication ( 6-9 Hrs)</b></p> <ul style="list-style-type: none"> <li>• ENGL 101 _____ 3</li> <li>• ENGL 102 _____ 3</li> <li>_____ 3</li> </ul> <p><b>Area 2: Fine Arts (3-6 Hrs)</b></p> <ul style="list-style-type: none"> <li>• _____ 3</li> <li>_____ 3</li> </ul> <p><b>Area 3: Health &amp; Wellness (3 Hrs)</b></p> <ul style="list-style-type: none"> <li>• _____ 3</li> </ul> <p><b>Area 4: Humanities (6-9 Hrs) Literature (3-6 Hrs)</b></p> <ul style="list-style-type: none"> <li>• _____ 3</li> <li>_____ 3</li> </ul>	<p><b>Area 4: Humanities Continued</b></p> <p><b>Philosophy or Religion (3-6 Hrs)</b></p> <ul style="list-style-type: none"> <li>• _____ 3</li> <li>_____ 3</li> </ul> <p><b>Area 5: International &amp; Intercultural Studies (3-6 Hrs)</b></p> <ul style="list-style-type: none"> <li>• _____ 3</li> <li>_____ 3</li> </ul> <p><b>Area 6: Mathematical Sciences (6 Hrs) (Math 103 &amp; 109 for special educ)</b></p> <ul style="list-style-type: none"> <li>• MATH 103 _____ 3</li> <li>• MATH 109 _____ 3</li> </ul> <p><b>Area 7: Physical &amp; Natural Sciences (8 Hrs)</b></p> <ul style="list-style-type: none"> <li>• _____ 4</li> <li>• _____ 4</li> </ul>	<p><b>Area: 8 Social and Behavioral Sciences (12-15 Hrs)</b></p> <p><b>History (3-6 Hrs)</b></p> <ul style="list-style-type: none"> <li>• _____ 3</li> <li>_____ 3</li> </ul> <p><b>Other Social and Behavioral Sciences (9-12 Hrs)</b></p> <ul style="list-style-type: none"> <li>• _____ 3</li> <li>• _____ 3</li> <li>• _____ 3</li> <li>_____ 3</li> </ul> <p><b>A complete list of the specific courses that may count in General Education can be found in the 2000-2001 catalog.</b></p>
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**SPECIAL EDUCATION MAJOR - 43 Semester Hours**

**INTERDISCIPLINARY CORE** - 19 Sem. Hrs - must have a minimum of 3 sem. hrs. in each area

**2 CONCENTRATIONS** - 24 Sem. Hrs. Each concentration requires 15 sem. hours above general education including 3 sem. hours from the IDS Core

VPA _____ 3	#1 _____ (15 hrs)	#2 Spec. Educ (15 hrs)
MATH MATH 315 _____ 3	_____	EDSP 445 _____ 3
HUMANITIES _____ 3	_____	EDSP 447 _____ 3
SOCIAL SCIENCE _____ 3	_____	EDSP 451 _____ 3
SCIENCE _____	_____	EDSP 462 _____ 2
EDSP 361 _____ 3	_____	EDSP 464 _____ 3
_____	_____	EDSP 469 _____ 3
	Core: _____	Core: _____
Total Hrs. In IDS Core _____	Total Hrs. #1 _____	Total Hrs. #2 _____

**PROFESSIONAL EDUCATION** - The following courses require a minimum of 2.50 grade point average (Students are encouraged to complete 50 clock hours by end of third semester of enrollment)

Documentation of 50 clock hours of early field experience _____ (Sem.)	BLOCK: (EDSP 447 is taken w/Block)	<b>STUDENT TEACHING:</b>
EDUC 309 _____ 3	EDET 402 _____ 1	EDUC 453 _____ 12
	EDRD 414 _____ 3	Reminder: This program requires 126 semester hours to graduate.
	EDSP 430 _____ 4	<b>Students must have completed 60 semester hours at RU to graduate with honors.</b>
EDUC 320 _____ 3	EDSP 447 _____ 3	
	EDSP 466 _____ 3	

**Note:** If social science is selected as concentration, courses must be history, geography, and political science

# 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.

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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. (PK-6)  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.

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 \_\_\_\_\_

*College of Education and Human Development  
Assistant Dean  
Field Experience Programs*

**RU**  
RADFORD  
UNIVERSITY

*P.O. Box 6960  
Radford, VA 24142  
(540) 831-5277  
(540) 831-5128 TDD  
(540) 831-6053 FAX*

**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**

# TIME SCHEDULE WORK SHEET

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

<b>8:00 - 8:50</b>	<b>8:00 - 9:15</b>			
<b>9:00 - 9:50</b>	<b>9:30 - 10:45</b>			
<b>10:00 - 10:50</b>				
<b>11:00 - 11:50</b>	<b>11:00 - 12:15</b>			
<b>12:00 - 12:50</b>	<b>12:30 - 1:45</b>			
<b>1:00 - 1:50</b>				
<b>2:00 - 2:50</b>	<b>2:00 - 3:15</b>			
<b>3:00 - 3:50</b>				
<b>4:00 - 4:50</b>	<b>3:30 - 4:45</b>			
<b>Evening Classes</b>				

NOTES...