

College of Education
and
Human Development

Program of Studies

Physical and Health Education

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:

- 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 which 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 which influence health behavior decisions.
- Make educated health-related choices which 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 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:

- 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 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:

- 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 ourselves and our world.

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
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>.

PHYSICAL EDUCATION – Commercial Fitness

Revised 5/00

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 114 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)

* _____ 3

_____ 3

Area 6: Mathematical Sciences

(6 hours)

* _____ STAT 205/208/211 3

* _____ INSY 181/CPSC 106 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)

* _____ 3

_____ 3

Other Social and Behavioral Sciences (9-12 hours)

* _____ PSYC 121 3

* _____ 3

* _____ 3

_____ 3

Required Courses = (50)

+Optional Courses = (0) = 50 Hrs

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

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 114 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)

* _____ 3

_____3

Area 6: Mathematical Sciences

(6 hours)

* _____ STAT 205/208/211 3

* _____ INSY 181/CPSC 106 3

Area 7: Physical and Natural Sciences

(8 hours)

* _____ CHEM 101 4

* _____ CHEM 102/103 4

Area 8: Social and Behavioral Sciences

(12-15 hours)

History (3-6 hours)

* _____ 3

_____3

Other Social and Behavioral Sciences (9-12 hours)

* _____ PSYC 121 3

* _____ 3

* _____ 3

_____ 3

Required Courses = (50)

+Optional Courses = (0) = 50 Hrs

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

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 114 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)

* _____ 3

_____3

Area 6: Mathematical Sciences

(6 hours)

* _____ STAT 205/208/211 3

* _____ 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)

* _____ 3

_____3

Other Social and Behavioral Sciences (9-12 hours)

* _____ PSYC 121 3

* _____ 3

* _____ 3

_____ 3

Required Courses = (50)

+Optional Courses = (0) = 50 Hrs

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

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 **B** 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 **B** 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 **A**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 **B** plan your time wisely.
- C Attend all classes **B** 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 **B** 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 **B** 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 **B** this will be a rewarding experience for you and your adviser.

PROGRAM STUDY
HEALTH AND PHYSICAL EDUCATION
(Commercial Fitness / Sports Medicine / Teaching)

Introduction

Physical education majors receive preparation for such positions as public school teachers,, athletic directors, coaches, and physical fitness specialists for martial arts schools, health spas, corporate programs, and exercise clinics. In addition to doing course work, students enroll in fieldwork and/ or student teaching.

The Physical Education Department offers a Bachelor of Science degree with a major in physical education. All majors must complete a concentration in commercial fitness, sports medicine, or teaching.

Teacher licensure programs in health education and in physical education are separate. Students planning dual careers as health and physical education teachers must major in physical education and take special licensure classes to licensed in health.

PROGRAM REQUIREMENTS:

Requirements are organized into four sections:

- General Education Requirements
- Core Requirements
- Concentration Courses
- Other Required or Electives Courses

CONCENTRATIONS:

Commercial Fitness:

The Commercial Fitness program is designed for students intending to pursue careers in the fields of commercial, community, or corporate fitness. Graduates of the commercial fitness program have pursued employment in the specific areas of health promotion as personal trainers, martial arts instructors, and in community fitness, YMCA/YWCA/JCC programs. Graduates may enter employment in fitness/wellness centers, health/athletic clubs, and corporate fitness programs. Students may also advance to graduate programs in health related fields.

The curriculum in commercial fitness prepares the student through course work in the areas of anatomy and physiology, kinesiology, exercise testing, program development, sales and marketing, leadership, organization and administration of fitness programs.

Each student will complete an internship in which the student will gain valuable employment experience in the field of commercial/community/corporate fitness. Internship placements are usually close to Radford University campus. Students intending to seek an internship placement at a distance greater than 50 miles from campus, must have earned an overall grade point average of 2.50 and a major grade

point average of 3.00 or higher. The grade point average requirement for the commercial fitness program is a 2.10 overall and a 2.50 in the major. These grade point average requirements must be met in order for a student to be allowed to enroll in the internship.

Sports Medicine:

This program prepares students to enter disciplines such as athletic training, occupational therapy, physical therapy, exercise physiology, or cardiac rehabilitation. Most positions in these fields require advanced degrees. Graduate study is very competitive; therefore, students should maintain an average of 3.20 and obtain some volunteer experience prior to graduation.

Students interested in athletic training seek positions with colleges, clinics, health care agencies, secondary schools, etc. Student interested in becoming exercise physiologists work as college professors, researchers, fitness instructors, health club consultants and rehabilitation specialists. A degree in exercise physiology requires at least six years of college, usually in schools of basic science, health education or physical education.

Students who are interested in physical therapy or occupational therapy must seek an advanced degree at other related schools.

Cardiac rehabilitation is often related to exercise physiology and postgraduate schooling is required. Individuals tend to work a hospital setting after the masters degree.

Students are encouraged to contact graduate schools to secure information about specific requirements for entrance into a program and for the program.

Each student will complete an internship in which the student will gain valuable employment experience in the field of commercial/community/corporate fitness. Internship placements are usually close to Radford University campus. Students intending to seek an internship placement at a distance greater than 50 miles from campus must have earned an overall grade point average of 2.50 and a major grade point average of 3.00 or higher. The grade point average requirement for the commercial fitness program is 2.10 overall and a 2.50 in the major. These grade point average requirements must be met in order for a student to be allowed to enroll in the internship.

Teaching:

This concentration prepares men and women to teach physical education to young people in grades K through 12. Students in the teacher education program will earn a Bachelor of Science degree and receive a recommendation for a teaching license that is to be issued by the Commonwealth of Virginia. Graduates obtain positions as teachers of physical and health education, coaches of athletic teams, driver education instructors, and directors of intramural activities. While not expected to be superior performers in all physical education activities, students are expected to develop considerable skills and teaching abilities in several areas. Students pursuing this program should enjoy working with children and adolescents.

Students are encouraged not only to complete the requirements for physical education and health

education teaching endorsements but the drivers education endorsement as well to increase their employability.

The following information will provide details about the Radford University teacher preparation program and the requirements for admission and to student teach. It is important to remember that a few of the physical education courses required in this program have a grade point average prerequisite of a 2.50 for enrollment.

The professional requirements for the physical and health 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.)

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 junior clinical prior to enrolling in student teaching.

PHED 453 Student Teaching – 12 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.

Eligibility (for physical and health education)

Students seeking admission into the Teacher Education Program must have:

- C 52 semester hours of work completed;
- C at least a 2.50 grade point average on all college work completed;
- C a 2.50 grade point average at RU;
- C 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.

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.**

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

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.

STUDENT TEACHING PLACEMENTS

- C Carroll County Schools
- C Fairfax County Schools
- C Floyd County Schools
- C Galax City 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

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	

PROGRAM OF STUDIES (Progress Sheet)
HEALTH AND PHYSICAL EDUCATION - Commercial Fitness

Academic Year 2000 - 2001
 Revised 5/00

NAME _____ ID # _____

GENERAL EDUCATION - 50 Semester Hours (· Indicates required courses)

Area 1: Communication (9 Hrs)

- ENGL 101 _____ 3
- ENGL 102 _____ 3
- COMM 114 _____ 3

Area 2: Fine Arts (3 Hrs)

· _____ 3

Area 3: Health & Wellness (3 Hrs)

· HLTH 200 _____ 3

Area 4: Humanities (6 Hrs)
Literature (3 Hrs)

· _____ 3

Area 4: Humanities Continued

Philosophy or Religion (3 Hrs)

· _____ 3

Area 5: International & Intercultural Studies (3 Hrs)

· _____ 3

Area 6: Mathematical Sciences (6 Hrs)

· STAT 205/208/211 _____ 3

· INSY 181/CPSC _____ 3

Area 7: Physical & Natural Sciences (8 Hrs)

· BIOL 101 _____ 4

· _____ 4

Area: 8 Social and Behavioral Sciences (12 Hrs)

History (3 Hrs)

· _____ 3

Other Social and Behavioral Sciences (9 Hrs)

· PSYC 121 _____ 3

· _____ 3

· _____ 3

A complete list of the specific courses that may count in General Education can be found in the 1999-2000 catalog.

PHYSICAL EDUCATION: PHED CORE (25/27 Hrs)

PHED 220 _____ 3 FS

PHED 233 _____ 1 FS

* PHED 390 _____ 3 FS

*PHED 392 _____ 3 FS

*PHED 394 _____ 3 FS

HLTH 321 _____ 3 FS

* HLTH 465 _____ 3 FS

+BIOL 322 _____ 6 FS

+BIOL 310 & 311 may be taken in place of BIOL 322

BIOL 310 _____ 4 F

BIOL 311 _____ 4 S

MAJOR REQUIREMENTS

CONCENTRATION: (39-42 Hrs)

* ENGL 306/307 _____ 3 FS

PHED I/D _____ 1 FS

PHED TEAM _____ 1 FS

*PHED 303 M _____ 1 FS

*PHED 322 _____ 3 FS

PHED 358 _____ 3 F

PHED 360 _____ 3 F

*PHED 363 _____ 1 FS

*PHED 396 _____ 2 S

PHED 397 _____ 3 S

*PHED 460 _____ 3 F

*PHED 461 _____ 3 S

*PHED 463 _____ 6-9 FS

* PSYC _____ 3 FS

(MUST BE 300 LEVEL PSYC)

* PSYC _____ 3 FS

(MUST BE 300/400 LEVEL PSYC)

ELECTIVES (1-6 Hrs)

*This class has a prerequisite.

Remember: This degree requires a minimum of 120 hours to graduate.

PROGRAM OF STUDIES (Progress Sheet)
HEALTH AND PHYSICAL EDUCATION – Sports Medicine

Academic Year 2000 - 2001
 Revised 5/00

NAME _____ ID # _____

GENERAL EDUCATION - 50 Semester Hours (· Indicates required courses)

Area 1: Communication (9 Hrs)

- ENGL 101 _____ 3
- ENGL 102 _____ 3
- COMM 114 _____ 3

Area 2: Fine Arts (3 Hrs)

- _____ 3

Area 3: Health & Wellness (3 Hrs)

- HLTH 200 _____ 3

Area 4: Humanities (6 Hrs)
Literature (3 Hrs)

- _____ 3

Area 4: Humanities Continued

Philosophy or Religion (3 Hrs)

- _____ 3

Area 5: International & Intercultural Studies (3 Hrs)

- _____ 3

Area 6: Mathematical Sciences (6 Hrs)

- STAT 205/208/211 _____ 3
- INSY 181/CPSC _____ 3

Area 7: Physical & Natural Sciences (8 Hrs)

- CHEM 101 _____ 4
- CHEM 102/103 _____ 4

Area: 8 Social and Behavioral Sciences (12 Hrs)

History (3 Hrs)

- _____ 3

Other Social and Behavioral Sciences (9 Hrs)

- PSYC 121 _____ 3
- _____ 3
- _____ 3

A complete list of the specific courses that may count in General Education can be found in the 1999-2000 catalog.

PHYSICAL EDUCATION:

PHED CORE (25/27 Hrs)

- PHED 220 _____ 3 FS
- PHED 233 _____ 1 FS
- * PHED 390 _____ 3 FS
- * PHED 392 _____ 3 FS
- * PHED 394 _____ 3 FS
- HLTH 321 _____ 3 FS
- * HLTH 465 _____ 3 FS
- BIOL 310 _____ 4 F
- BIOL 311 _____ 4 S

MAJOR REQUIREMENTS

CONCENTRATION: (39-42 Hrs)

- BIOL 101 _____ 4 FS
- ENGL 306/307 _____ 3 FS
- PHED ID _____ 1 FS
- PHED TEAM _____ 1 FS
- * PHED 303M _____ 1 FS
- * PHED 322 _____ 3 FS
- * PHED 363 _____ 1 F
- * PHED 463 _____ 6-9 FS
- PHYS 111 _____ 4 FS
- PHYS 112 _____ 4 FS
- * PSYC _____ 3 FS
 (MUST BE 300 LEVEL PSYC)
- * PSYC _____ 3 FS
 (MUST BE 300/400 LEVEL PSYC)

ELECTIVES (9-12 Hrs)

RECOMMENDED FOR PT :

- BIOL 102 _____ 4 FS
- *BIOL 334 _____ 4 FS
- *BIOL 341 _____ 4 FS
- *BIOL 353 _____ 3 S
- *MATH 138/140 _____ 3 FS

*This class has a prerequisite.

Remember: This degree requires a minimum of 120 hours to graduate

PROGRAM OF STUDIES (Progress Sheet)
HEALTH AND PHYSICAL EDUCATION – Teaching

Academic Year 2000 - 2001
 Revised 5/00

NAME _____ ID # _____

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

Area 1: Communication (9 Hrs)

- ENGL 101 _____ 3
- ENGL 102 _____ 3
- COMM 114 _____ 3

Area 2: Fine Arts (3 Hrs)

- _____ 3

Area 3: Health & Wellness (3 Hrs)

- HLTH 200 _____ 3

Area 4: Humanities (6 Hrs)
Literature (3 Hrs)

- _____ 3

Area 4: Humanities Continued

- Philosophy or Religion (3 Hrs)**
- _____ 3

Area 5: International & Intercultural Studies (3 Hrs)

- _____ 3

Area 6: Mathematical Sciences (6 Hrs)

- STAT 205/208/211 _____ 3
- _____ 3

Area 7: Physical & Natural Sciences (8 Hrs)

- BIOL 101 _____ 4
- _____ 4

Area: 8 Social and Behavioral Sciences (12 Hrs)

- History (3 Hrs)**
- _____ 3

Other Social and Behavioral Sciences (9 Hrs)

- PSYC 121 _____ 3
- _____ 3
- _____ 3

A complete list of the specific courses that may count in General Education can be found in the 1999-2000 catalog.

PHYSICAL EDUCATION:
PHED CORE (25/27 Hrs)

- PHED 220 _____ 3 FS
- PHED 233 _____ 1 FS
- * PHED 390 _____ 3 FS
- *PHED 392 _____ 3 FS
- *PHED 394 _____ 3 FS
- HLTH 321 _____ 3 FS
- * HLTH 465 _____ 3 FS
- +BIOL 322 _____ 3 FS
- +BIOL 310 & 311 may be taken in place of BIOL 322
- BIOL 110 _____ 4 F
- BIOL 111 _____ 4 S

MAJOR REQUIREMENTS
CONCENTRATION: (39-42 Hrs)

- PHED 220 M _____ 1 F
- PHED 265 _____ 1 F
- PHED 294 _____ 3 S
- PHED 295 _____ 2 S
- *PHED 375 _____ 3 F
- PHED 383 _____ 2 S
- PHED 385 _____ 3 F
- *PHED 388 _____ 3 S
- PHED 475 _____ 3 S
- *HLTH 423 _____ 3 F

HEALTH ENDORSEMENT: (15 Hrs) Optional

- HLTH 411 _____ 3 S
- HLTH 451 _____ 3 S
- * HLTH 452 _____ 3 F
- * HLTH 455 _____ 3 S
- HLTH 460 _____ 3 F

DRIVER'S EDUC (6 Hrs) Optional

- HLTH 410 _____ 3 S
- HLTH 412 _____ 3

ELECTIVES

EDUCATION

- *EDUC 309 _____ 3 FS
- *EDUC 320 _____ 3 FS
- *PHED 453 _____ 12 FS

SELECT 3 T & P CLASSES:

- PHED 231 _____ 1 F
- PHED 234 _____ 1 S
- PHED 235 _____ 1 F
- PHED 236 _____ 1 S

Students must have completed 60 semester hours at RU to graduate with honors

*This class has a prerequisite.