

RU

College of Education
and
Human Development

Program of Studies

Physical and Health Education

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 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 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
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:

- 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.**](http://www.runet.edu/~gened)

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 203, GEOG 280, GEOG 302, GEOG 305, GEOG 322, GEOG 340, GEOG 481, POSC 110, POSC 120, POSC 130, POSC 140, PSYC 121, PSYC 317, PSYC 318, PSYC 343, PSYC 361, PSYC 381, PSYC 382, PSYC 391, SOCY 110, SOCY 210, SOCY 250, SOCY 331, SOCY 334, SOCY 446

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

ACADEMIC ADVISING

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

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

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

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

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

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

Your Academic Adviser

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

You, the Advisee

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

Some Advice

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

- 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.

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 be 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 3.0 and obtain some volunteer experience prior to graduation.

Students interested in athletic training seek positions with colleges, clinics, health care agencies, secondary schools, etc. Students 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 in 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.)

EDUC 416 Content Reading and Literacy – 3 semester hours (Student must have a 2.5 grade point average to enroll in this course.)

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:

- 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.

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:

- 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;** 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 following the procedure for appealing the decision. (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, Director of Field Experience Programs.

STUDENT TEACHING PLACEMENTS are typically made in the following locations, contingent upon resources for supervision.

- Carroll County Schools
- Floyd County Schools
- Galax City 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

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

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

Academic Year 2001 - 2002
 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 2001 - 2002
 Revised 5/01

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

PHYSICAL AND HEALTH EDUCATION-Teaching Concentration (130 Semester Hours)
PROGRAM OF STUDIES (Progress Sheet) STUDENT: _____ ID: _____

GENERAL EDUCATION
Required Courses (50 Semester Hours)

Area 1: Communication (9 hrs)

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

Area 4: Humanities (6 hrs)

ENGL _____ 3
 _____ 3

Area 7: Physical and Natural Sciences (8 hrs)

BIOL 101 _____ 4
 CHEM 101 _____ 4

Area 2: Fine Arts (3 hrs)

_____ 3

Philosophy or Religion (3 Hrs)

_____ 3

Area 5: International and Intercultural Studies (3 hrs)

_____ 3

Area 8: Social and Behavior Sciences (12 hrs)

HIST _____ 3
 _____ 3
 _____ 3
 _____ 3

Area 3: Health and Wellness (3 hrs)

HLTH 200 _____ 3

Area 6: Mathematical Sciences (6 hrs)

STAT 205/8/11 _____ 3

PHYSICAL AND HEALTH EDUCATION

Required Courses (80 Semester Hours)

PHED FOUNDATIONS (18 Hrs.)

PHED 391 _____(4)
 PHED 395 _____(4)
 HLTH 320 _____(4)
 BIOL 322 OR 310/311 _____(6)

Exercise Science Foundations F
 Motor Behavior Foundations S
 Health and Safety Foundations S
 Human Anatomy and Physiology FS

PRAXIS I Scores

Reading _____

Writing _____

PHED GENERAL CONTENT (10 Hrs.)

PHED 210 _____(2)
 RCPT 317 _____(2)
 Cognate Coursework (6)*

Introduction to the Teaching Profession F
 Adventure Programming F

Math _____

*cognate electives must be in related content area and approved by advisor

HEALTH CONCENTRATION (12 Hrs.)

HLTH 380 _____(3)
 HLTH 384 _____(3)
 HLTH 451 _____(3)
 HLTH 458 _____(3)

Methods of Teaching Secondary Health S
 Methods of Teaching Elementary Health F
 Drug Use and Drug Abuse Education S
 Nutrition and Disease Prevention S

PHYSICAL EDUCATION CONCENTRATION (19 Hrs.)

PHED 294 _____(2)
 PHED 380 _____(3)
 PHED 384 _____(3)
 PHED 385 _____(2)
 PHED 475 _____(3)
 PHED 301 _____(2)
 PHED 302 _____(2)
 PHED 304 _____(2)

Motor Development S
 Methods of Teaching Secondary PE S
 Methods of Teaching Elementary PE F
 Teaching PE for Inclusion F
 Applied Physical Education Assessment F
 T&P Fitness/Wellness F
 T&P Individual/Dual Activities F
 T&P Team Sport Activities S

PROFESSIONAL EDUCATION CONCENTRATION (21 Hrs.)

EDUC 309 _____(3)
 EDUC 320 _____(3)
 EDRD 416 _____(3)
 PHED 453 _____(12)

The School and the Student FS
 Education in the United States FS
 Content Reading and Literacy FS
 Student Teaching in PE K-12 FS

Option: Driver's Education

HLTH 410 _____(3)
 HLTH 412 _____(3)

**Physical and Health Education/Teaching Concentration
Tentative Sequence
130 Credit Hours**

<i>Fall Semester</i>		<i>Spring Semester</i>	
Freshman Year (32 Hours)	Cr.		Cr.
ENGL 101 (area 1)	3	ENGL 102 (area 1)	3
COMM 114 (area 1)	3	ENGL _____ (area 4)	3
_____ (area 4)	3	_____ (area 5)	3
_____ (area 8)	3	CHEM 10 1 (area 7)	4
B IOL 101 (area 7)	4	_____ (area 6)	3
	Total 16		Total 16
<i>Fall Semester</i>		<i>Spring Semester</i>	
Sophomore Year (32 Hours)	Cr.		Cr.
HLTH 200 (area 3) (F/S)	3	HLTH 320: Health & Safety (S)	4
PHED 210: Intro. to Teaching (F)	2	PHED 294: Motor Development (S)	2
BIOL 322: Anatomy & Phys. (F/S)	6	_____ (area 8)	3
_____ (area 2)	3	STAT 205 (area 6)	3
_____ (area 8)	3	_____ (area 8)	3
	Total 17		Total 15
<i>Fall Semester</i>		<i>Spring Semester</i>	
Junior Year (36 Hours)	Cr.		Cr.
PHED 391: Exercise Science Foundations (F)	4	PHED 395: Motor Behavior Foundations (S)	4
PHED 384. Ele. Phy. Ed. Methods (F)	3	PHED 380: Sec. Phy. Ed. Methods (S)	3
HLTH 384: Ele. Health Ed. Methods (F)	3	HLTH 380: Sec. Health Ed. Methods (S)	3
PHED 302: T & P Ind./Dual Sports (F)	2	PHED 304: T & P Team Sports (S)	2
EDUC 309: School & Student (F/S)	3	EDUC 320: Ed. In US (F/S)	3
Cognate Area (F/S)	3	HLTH 451: Drug Use/Abuse (S)	3
	Total 18		Total 18
<i>Fall Semester</i>		<i>Spring Semester</i>	
Senior Year (30 Hours)	Cr.		Cr.
PHED 301:T & P Wellness/Fitness (F)	2	PHED 453: Student Teaching (F/S)	12
PHED 385: Tch Phy. Ed. Inclusion (F)	2		
PHED 475: App. Phy. Ed. Assess. (F)	3		
RCPT 317: Adventure Programming (F)	2		
Cognate Area (F/S)	3		
EDRD 416: Content Reading (F/S)	3		
HLTH 458: Nutrition/Disease (F)	3		
	Total 18		Total 12

RU Interested in ...

COMMERCIAL FITNESS

AT A GLANCE ...

Department at RU:	Physical and Health Education
Office Location:	Davis 54
Telephone:	(540) 831-5305
Faculty Liaison:	Dr. Jerry Beasley (Commercial) Dr. Bill Zuti (Community/Corporate)
College at RU:	College of Education and Human Development
Degree Type:	Bachelor of Arts, Bachelor of Science

CAREER ABSTRACT

The Commercial Fitness option in Physical Education is designed for students intending to pursue careers in the fields of commercial, community, or corporate fitness. Employment in these areas of professional activity continues to improve, with strong career development opportunities possible. By completing the BS in Physical Education, the student may elect to enter the work force or continue graduate study toward the master's degree.

At this time some positions in both community and corporate fitness encourage attainment of the master's degree.

QUESTIONS STUDENTS OFTEN ASK

What can I do with a degree in Commercial 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. Additionally, graduates may enter employment in fitness/wellness centers, health/athletic clubs, and corporate fitness programs. Students may also advance to the graduate programs in health related fields.

What academic skills and strengths should I possess to be successful in commercial fitness?

A strong background in biological science and business marketing methods will aid the student in completing career goals in the commercial fitness field. 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 intern program in which the student will gain valuable employment experience in the field of commercial/community/ corporate fitness.

What are the academic requirements, such as grade point average or minimums to take fieldwork?

The minimum grade point average required to enter fieldwork (internship) is a 2.10 overall and 2.50 in the major. Students intending to seek an intern experience at a distance greater than 50 miles from the RU campus (including potential sites near the student's home) must have earned an overall grade point average of 2.50 and a major grade point average of 3.00 or higher.

What courses may enhance my career opportunities in commercial fitness?

The commercial fitness curriculum is designed to adequately prepare the student in the areas of fitness, human performance, and marketing, yet, affords the opportunity to experience information in other fields such as psychology or recreation. Extra curricular work at health/fitness facilities on/off campus and the development of a fit appearance and wellness lifestyle may increase employment opportunities in an image conscious industry such as commercial fitness. Opportunities for fitness certification have at times been made available on campus.

Where can I obtain more information about careers in commercial/community/corporate fitness?

- ❖ Association for Work Site Health Promotion
- ❖ RU Department of Physical and Health Education
- ❖ Dr. Jerry Beasley 831-5713
- ❖ Dr. Bill Zuti 831-5479
- ❖ RU Career Services Center
- ❖ RU McConnell Library
- ❖ RU Center for Counseling and Student Development
- ❖ RU Academic Advising Centers

**For an application to Radford University
contact the RU Admissions Office**



Radford University Office of Admissions
209 Martin Hall
PO Box 6903
Radford University
Radford, VA 24142

Phone: (540) 831-5371 or (800) 890-4265
Fax: (540) 831-5318
e-mail: pwhite@radford.edu

RU Interested in ...

SPORTS MEDICINE

AT A GLANCE ...

Department at RU:	Physical and Health Education
Office Location:	Davis 54
Telephone:	(540) 831-5305
Faculty Liaison:	Dr. Steve Ames
College at RU:	College of Education and Human Development
Degree Type:	Bachelor of Arts, Bachelor of Science

CAREER ABSTRACT

The Sports Medicine option in Physical Education is designed to prepare students to enter disciplines such as athletic training, occupational therapy, physical therapy, exercise physiology or cardiac rehabilitation. Most positions in these areas of specialization require advanced degrees. Graduate study is very competitive; therefore, students are encouraged to maintain a grade point average of at least 3.20 and obtain some volunteer experience prior to graduation.

QUESTIONS STUDENTS OFTEN ASK

What can I do with a degree in Sports Medicine?

Some students in this program with an interest in Athletic Training seek positions with colleges, clinics, health care agencies, secondary schools, etc. as athletic trainers.

Students 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. Some students work in the clinical setting prior to obtaining the

advanced degree. Other students work in related health agencies, hospital, health and fitness facilities, rehabilitation centers, etc.

Cardiac rehabilitation is often related to exercise physiology. Postgraduate schooling is required and work is usually in the hospital setting after the masters degree.

What academic skills and strengths should I possess to be successful in sports medicine?

Strong science background along with math and statistics. The curriculum requires one year of biology, chemistry, and physics, plus other related courses such as psychology, nutrition, and business writing.

What are the academic requirements, such as grade point average or minimums to take field work?

The minimum grade point average required to enter fieldwork (internship) is a 2.10 overall and 2.50 in the major. Students intending to seek an intern experience at a distance greater than 50 miles from the RU campus (including potential sites near the student's home) must have earned an overall grade point average of 2.50 and a major grade point average of 3.00 or higher.

What courses may enhance my career opportunities in sports medicine?

Any electives in biology, chemistry, physics, math, computer science, psychology, and English would be helpful. Students are encouraged to check with graduate schools for specific requirements.

Where can I obtain more information about careers in sports medicine?

- * Athletic Training:
National Athletic Training Assoc.
2952 Stemmons Freeway
Dallas, TX 75247
- * Physical Therapy:
American Physical Therapy Assoc.
1111 N. Fairfax Street
Alexandria, VA 22314
- * Exercise Physiology/ Cardiac
Rehabilitation
American College of Sports Medicine
- * RU Department of Physical and Health
Education
- * RU Career Services Center
- * RU McConnell Library
- * RU Center for Counseling and Student
Development
- * RU Academic Advising Centers

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Fax: (540)-831-5318
e-mail: pwhite@radford.edu

RU Interested in ...

TEACHING PHYSICAL AND HEALTH EDUCATION

AT A GLANCE ...

Department at RU: Physical and Health Education
Office Location: Davis 54
Telephone: (540) 831-5305
Faculty Liaison: Dr. Gib Darden
College at RU: College of Education and Human Development
Degree Type: Bachelor of Arts, Bachelor of Science

CAREER ABSTRACT

The teaching option with the Physical and Health Education major is designed to prepare men and women to teach Physical Education to young people in grades K-12. Students in the Teacher Education program may earn a Bachelor of Science degree and become licensed by the Commonwealth of Virginia.

QUESTIONS STUDENTS OFTEN ASK

▪ **What can I do with a degree in teaching Physical and Health Education?**

Graduates obtain positions as teachers of Physical and Health Education, coaches of athletic teams, Driver Education Instructors, and Directors of intramural activities.

▪ **What academic skills and strengths should I possess to be successful in Teaching?**

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. All teachers should enjoy working with children.

▪ **What are the academic requirements such as grade point average or minimums to take fieldwork?**

A minimum GPA of 2.5 on all college work is required for admission to the Teacher Education Program and for graduation. Other requirements for admission to the teacher Education Program include:

- ❖ Completion of 52 semester hours
- ❖ Successful completion of EDUC 309
- ❖ Successful completion of departmental screening
- ❖ Submission of passing scores on the Praxis I exam

▪ **What courses may enhance my career opportunities in teaching Health and Physical Education?**

Students are strongly encouraged to complete endorsements in Health Education (15 hours) and Driver Education (6 hours). Most school systems tend to hire persons to teach both Health and Physical Education.

▪ **Where can I obtain more information about teaching Health and Physical Education?**

- ❖ RU Department of Physical and Health Education
- ❖ RU McConnell Library
- ❖ RU Center for Counseling and Student Development
- ❖ Advising Centers

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Fax: (540)-831-5318
e-mail: pwhite@radford.edu

STUDY TIPS

DEVELOP PERSONAL EFFICIENCY

- Develop a schedule for studying; make revisions to your schedule only when absolutely necessary.
- Review class notes immediately upon returning to your room from class.
- Study for a period of about one hour, take a **short** break, and return to your studying.
- Find a good place to study—quiet, comfortable temperature, good lighting.
- Be sure all books and equipment you might need are at hand.
- Stay physically fit—eat regular meals, get enough sleep, wait for the weekend for partying.

THE JOB OF LEARNING

- Learning means work.
- Being a “good” student is no easy job.
- Three hours in class means at least 6 hours work out of class.
- College work is no “snap,” but it should stimulate and broaden the mind. It should make you see and appreciate more of life.
- No one should be bored in college.

WHAT TO DO

- Get organized.
- Study hard.
- Find some interest in each subject.
- Do your studying, and then fool around.
- Don't try to do all your studying in one night—the night just before a test.
- Never take it for granted that you have it made.
- Combine information from your textbook, lectures, and your own research.
- Participate in class discussion.
- Accept responsibility.
- Study your hardest subject when you are most alert.
- Remember—there are no dumb questions except the ones not asked.

LESSON TIME

- Read the lesson before it is discussed in class so you will have a better idea of what the instructor is talking about.
- Listen to what is being said.
- Think about what you hear.
- Try to evaluate what the instructor says – think critically.
- Take systematic notes.
- Re-read text and study notes – do some independent research.

TEST AND EXAM TIME

- Look over the entire test.
- **READ AND FOLLOW THE TEST OR EXAM DIRECTIONS.** You may save yourself a lot of time
- Do the easy questions first.
- If you have a choice of questions, try to do the ones that count the most.
- **Essay questions** should contain the facts, show their relationship to one another and

support your conclusions from your own readings and thoughts.

- **Objective Tests:**

Answer all questions you are sure about first.

Place a small mark beside the ones that give you trouble.

If you guess, put down the first answer that occurs to you.

Your first answer is usually the best answer. Change an answer only if you are sure your original answer is incorrect.

Study Tips is a cooperative effort from the Radford University Counseling Center (basement Tyler Hall) and the College of Education and Human Development Academic Advising Center.

Notes from *Successful Study* by James C. Coleman and Frieda Libaw with personal considerations by E.L. Burns, and from *How to Study* by James Deese and Ellin K. Deese.

Essay Learn it Right! Reading, Studying and Note-Taking Skills

ON TAKING NOTES FROM READINGS:

- The purpose of reading textbooks and assigned material is to generate notes for later study.
- Don't rely on highlighting and/or underlining to learn information. The more passive you are when reading, the more material you forget right after you read it.

LEARN THE SQ3R METHOD FOR READING:

- **SKIM**—get a brief overview of the material, its important topics or issues; pay attention to the organization of the chapter, such as headings; if the chapter has a summary, read it.
- **QUESTION**—in your notes, write down some key questions which the reading material will be able to answer; e.g., “What are the causes of..?” “What are the major kinds of..?” “What is the author's views of..?” “How is X related to Y?”
- **READ**—Read the material.
- **REPHRASE**—when you find answers to your prepared questions, or other important information, write it down in your notes **in your own words**; it is important that you use your words as much as possible except for key terms; don't copy sentences from the book; the more you use **your** words to rephrase ideas from the book, the better you will remember the material.
- **REVIEW**—finally, when studying, review your prepared notes.

LEARN THE “CORNELL METHOD” FOR LECTURE NOTES:

- When you take notes, don't write on the entire page.
- Leave at least three inches of space on the lefthand margin; some students draw a line while others fold
- After the lecture, use the wider lefthand margin to help clarify, emphasize, and revise your notes (include subject headings, definitions of terms, mathematical formulas, questions you have about the material, and diagrams).
- Some students combine lecture notes and notes from readings using a similar method of dividing the page.

OTHER STUDY TIPS:

- Review (and edit) your lecture notes as soon after class as possible, when the information is still fresh.
- Use flash cards (3 x 5 index cards) to help you rehearse detailed information, such as terminology, concepts and definitions, historical figures and dates, formulas, and facts.
- Find good places to study: Go to the library, especially between classes (rather than going to your room and wasting time). Make use of the study lounges in residence halls and Heth Hall. Study in empty classrooms; for difficult classes, it is especially useful to study in the same room in which your class is held. When you study in your room, keep distractions (e.g., TV, friends, and noise) to a minimum.
- Take mini-study breaks to keep your mind and attention fresh.
- Don't procrastinate and avoid last minute cramming! Plan ahead by making a calendar of every assignment, exam, and paper due and schedule times for studying.

MEMORY TECHNIQUES: HOW NOT TO CRAM

No technique works for everyone: find the one that works best for you.

Why Re-reading your Notes is NOT enough—Tips about Memory

TIP #1: There are two kinds of memory—RECALL and RECOGNITION.

RECOGNITION is the kind of memory where you know something when you see it. True/False test which give you an answer and say “is this it or not?” and multiple choice tests which give you possible answers and ask you to pick the right one assess this kind of memory.

RECALL is the kind of memory where you need to generate the correct answer yourself. Short answer, fill-in-the-blank, identification, and essay questions assess this kind of memory.

- If all you do is re-read your notes, everything will tend to look familiar to you. That means your recognition memory is functioning well. However, you will not have improved your recall memory, and recall is more powerful and useful for a test than recognition.
- The best way to increase your recall memory is to practice recalling the information. Here are some ways to practice: 1) use flash cards; 2) have someone else quiz you; 3) take a practice exam or try to answer items from a copy of a test in an exam file.

TIP #2: There are two kinds of rehearsal—REPETITION and ELABORATION.

REPETITION (also called “rote” memory) involves repeating the information to yourself over and over again and is the kind of rehearsal most students mean when they say they are trying to memorize something. Repetition helps you know the words but not what the words mean. It is a very superficial, passive kind of learning and you quickly forget the information after the test.

ELABORATION involves an active processing of information, of changing the information and molding it into a form that your mind can remember for a long time. Some kinds of elaborative rehearsal involve memory techniques; other kinds involve actively using the material, such as writing sample essay responses, relating the information to other things you know, and discussing the material with others.

TIP #3: It is easier for the mind to remember short lists of information than long lists.

- Most people can remember a seven-item list (like a phone number) fairly well for a short period of time, say 5-20 minutes. Psychologists talk about a short-term memory capacity of 7 ± 2 “bits” or units of information.
- The mind tries to “chunk” information as much as possible. Chunking involves organizing large lists of information into a set of smaller lists. For example, instead of trying to memorize all of the US presidents in order, “chunk” them by grouping them into historical periods.

TIP#4: There are different kinds of memory, just as there are different kinds of intelligence and different ways the mind receives information from the environment.

- Some students say that they can’t recall the answer but they know exactly where on their page of notes the answer is. These students may have a very good memory for pictures and visual displays, rather than outlines and lists of information. If you have a strong visual memory, 1) turn your notes into pictures using MIND MAPS, and 2) study in the room where you take your test, write essential information on the board and visualize it.
- Some students remember something better when they hear it as opposed to reading it; they have better *auditory* memory. If this sounds like you, then read your textbooks and notes out loud and discuss the material with others. Some students tape record important information and play the tapes instead of music when they walk around campus, do laundry, drive, etc.

HOW TO TURN THE GRADES YOU HAVE INTO THE GRADES YOU WANT

TALK TO YOUR PROFESSORS ABOUT YOUR GRADES.

Only they know why they gave you the grade they did, only they know what that grade means—so ask them.

Ask them how well you are doing in their courses **NOW** (things may have changed since the last time you were told your grade).

Ask them how you can improve your grades in their courses.

Get extra advice from them about (a) improving you papers and tests; (b) the kinds of notes you take from lectures and readings.

REVIEW YOUR SYLLIBUS (IF YOU LOST YOUR COPY, GET A NEW ONE).

How will your final grade be determined?

How many assignments are left for what percentage of your grade?

How much weight does the final exam have?

IDENTIFY AND ELIMINATE YOUR ACADEMIC WEAKNESSES.

Why haven't you been making higher grades so far?

Realize that you have created where you are and you can be creative in getting out of the situation.

Assess your study habits—not just **more** time but **better** time.

Monitor how much time you waste when you could be studying.

Do you give yourself enough time to work on assignments, or do you suffer from procrastination?

Look at specific academic skills such as reading comprehension, writing, and mathematics.

TRY TO IMPROVE EVERY GRADE.

Don't be complacent; don't be satisfied with the grades you receive in any class.

Many times professors grade on improvement, so if you work harder they may give you the benefit of the doubt.

If professors grade on a curve and you don't improve, some other student's hard work at the end of the semester may lower your grade.

CREATE A FINAL 3-WEEK (OR MORE) STUDY SCHEDULE.

Chart when your finals will be held.

Back task! Chart specifically when you will study each day for these tests.

Break your study times down so that you don't cram finals week!!

Chart any assignments that will be due between now and then and back task how much you will do each day to successfully get an "A" on these assignments.

Don't give up!! Remember the majority of your final grade may rest in the last few weeks. You can make a difference in you final grades if you start **TONIGHT**.

TIME SCHEDULE WORK SHEET

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

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

NOTES...