

# College of Education and Human Services

Deneese L. Jones, PhD, *Dean*

Wayne K. White, *Associate Dean*

Peggy Ward, *Executive Secretary to the Dean*

Margie Godfrey, *Executive Secretary to the Assistant Dean*

MISSION: To educate leaders committed to the advancement of the organizations and individuals they serve, competent in the skills and knowledge required to serve people in a diverse society, and caring in the way that their commitments to others are pursued.

FIELD PLACEMENT REGULATION: Any student participating in a Longwood College of Education and Human Services course- or program-related extended field placement shall present evidence prior to placement that a criminal record background check has been completed in accordance to the requirements of the agency where the student is placed. Students should confer with their specific program faculty to understand the placing agency's requirements and the procedures they should follow to comply with these requirements.

Department of Education and Special Education

Department of Social Work and Communication Disorders

Department of Health, Recreation, and Kinesiology

# Department of Education and Special Education

Peggy L. Tarpley, *Chair*  
Bonnie Campbell, *Administrative Assistant*

## EDUCATION PROGRAM

### Faculty

Gretchen Braun, PhD, *Associate Professor and Elementary Education Coordinator-Graduate*  
Audrey Church, PhD, *Assistant Professor and School Library Media Coordinator-Graduate*  
Don Fleming, PhD, *Assistant Professor*  
Frank Howe, PhD, *Professor and Guidance and Counseling Coordinator-Graduate*  
Susan Jones, EdD, *Assistant Professor*  
Stephen Keith, EdD, *Assistant Professor*  
David Locascio, PhD, *Assistant Professor and Middle School Education Coordinator-Undergraduate*  
Susan McGowan, EdD, *Assistant Professor*  
Marilyn Osborn, EdS, *Assistant Professor and Elementary Education Coordinator-Undergraduate*  
Jeannine Perry, PhD, *Assistant Professor and Literacy and Culture Coordinator-Graduate*  
Nancy Powers, PhD, *Assistant Professor*  
Frances Reeve, MSLS, *Associate Professor*  
James Riley, PhD, *Associate Professor*  
Gerry Sokol, EdD, *Assistant Professor and Educational Leadership Coordinator-Graduate*  
John Sturtz, MEd, *Assistant Professor*  
Peggy Tarpley, PhD, *Associate Professor*  
Wayne K. White, EdD, *Associate Professor*  
Barbara Williams, PhD, *Assistant Professor*  
Katherine Weisendanger, PhD, *Professor*

The Department of Education and Special Education offer the following programs of study:

1. **Liberal Studies Elementary Education.** In collaboration with the Liberal Studies program, this Department offers the education coursework and field experiences for students who wish to be elementary education (PK – 6) teachers. Students are Liberal Studies Elementary majors.
2. **Liberal Studies Middle School Education.** In collaboration with the Liberal Studies program, this Department offers the education coursework and field experiences for students who wish to be middle education teachers (6 – 8). Students are Liberal Studies Middle School majors.
3. **Liberal Studies Special Education.** In collaboration with the Liberal Studies program, this department offers a five-year program in special education with licensure in learning disabilities, emotional/behavioral disorders, and mild-moderate mental retardation K-12. Students are Liberal Studies majors with a concentration in special education. Students who complete the undergraduate program will receive a bachelor's degree in Liberal Studies and upon the completion of the fifth year will receive a Master's degree and licensure in special education. Students must complete the fifth year to be endorsed to teach special education.
4. **Master of Science in Education degree.** The department offers the following graduate programs: Literacy and Culture, Guidance and Counseling, Educational Leadership, Elementary Education, Special Education, and School Library Media. Information on these programs is found in the Graduate Catalog.

## OFFICE OF PROFESSIONAL SERVICES

Dr. Connie H. Ballard, *Director*

Donna L. Bayly, *Assistant Director*

Judy M. Allen, *Administrative Assistant*

The Office of Professional Services (OPS) coordinates the application process for teacher preparation and all field and clinical experiences that prepare the teacher candidate to enter the field of education with an initial license. Field experiences, practicum I and II, represent a variety of early and ongoing school-based opportunities in which the teacher candidate may observe, assist, tutor, plan and present instruction. The clinical experience is student teaching. It provides the teacher candidate with experiences that allow for full immersion in a school setting so that s/he is able to demonstrate proficiencies in the professional roles for which s/he is preparing.

Prior to the first field placement the university student, at her/his expense, is asked to present evidence of a criminal background check, tuberculosis test results, and an automobile insurance form. In addition to Longwood requirements, school districts may have their own forms to complete and procedures to follow. This information is usually found on the school district's website. It is the university student's responsibility to access this information.

Subsequent placements will require a review of these records by the OPS. The university student may be asked to submit an update on previously submitted forms. All forms can be found on the OPS website.

It is the responsibility of the university student to access the OPS website on a regular basis for updates regarding requirements, meeting dates, applications for placement and other essential information.

### Field Placements

Practicum I (EDUC 265): The first field experience is an in-depth observation and analysis of the school classroom. The university student is placed in a public school setting for at least 90 hours. The university supervisor is assigned to observe and provide feedback. It is recommended that the university student complete practicum I after her/his first year of enrollment. Since practicum I is not required for all program areas, the university student should consult with her/his advisor.

Practicum II (EDUC 370 or SPED 327): The second 90 hour field experience continues to be one of observation and analysis of the public school classroom. In addition, the teacher candidate plans and teaches at least one lesson. The university supervisor observes and provides feedback. In order to register for practicum II, the university student must be admitted to the Teacher Preparation Program.

The teacher candidate must notify the OPS, if assigned to a school where s/he attended as a student or where a family member attends or is employed. Failure to notify the OPS of such may result in a cancellation of the practicum placement and/or receiving a grade of incomplete.

### Admission to Teacher Preparation

Requirements for admission to the Teacher Preparation Program are indicated below.

Prior to completing the online application, the following requirements must be met:

1. Passing scores on one of the following tests:
  - A composite SAT score of 1100, 530 or higher on both the math and verbal sections of the test or
  - ACT composite score of 24, math minimum 22, reading and English total 46 or
  - Praxis I: composite score of 532

2. Two positive faculty recommendations (online faculty access only). One may be required from the program coordinator or program coordinator's designee.
3. Must meet the minimum grade requirements (C or better) in the introductory education courses associated with the university student's program area.
  - For majors in PK-6, 6-8, Secondary 6-12—EDUC 245 and EDUC 260
  - For majors in Physical and Health Education—KINS 280 or KINS 175 or KINS 275
  - For majors in Special Education—SPED 202 and SPED 305
  - For majors in Music Education—MUSC 145 and EDUC 245
4. ENGL 150 with a grade of C or better
5. Have an overall GPA of 2.5

The elementary, middle, secondary and PK-12 university student will not be allowed to enroll in 300 - 400 level EDUC courses until all requirements above have been met and the application has been submitted and the university student admitted into the Teacher Preparation Program. The Special Education university student will not be allowed to enroll in SPED 321 or SPED/EDUC courses above this level unless s/he has been admitted to the Teacher Preparation Program.

The transfer student must meet the above requirements and apply for admission to the Teacher Preparation Program by March 1 or October 1 of her/his second semester at Longwood. One faculty recommendation may be accepted from an instructor at the transferring college/university, but the other one must come from a Longwood instructor of choice. Additionally, the transfer student may use her/his overall 2.5 (or higher) GPA from the transferring institution to meet one of the admission requirements.

The licensure only student must apply for admission and be admitted to the Teacher Preparation Program by the end of her/his first semester of course work at Longwood. The university student must hold a baccalaureate degree from an accredited institution and meet the required criteria listed above. Two letters of recommendation from a licensed teacher or school administrator or from a previous college level instructor are also required.

### **Admission to Student Teaching**

Requirements for admission to student teaching are indicated below:

Prior to completing the online application, the following requirements must be met:

1. Overall **and** Major GPA of 2.5 or higher
2. Two positive faculty recommendations (online faculty access only)

All requirements must be submitted and met by March 1 for a fall placement and October 1 for a spring placement.

Clinical experience placement requests will be sent to school districts only for the teacher candidate who meets all requirements. Any teacher candidate denied admission to student teaching may reapply upon meeting requirements.

The teacher candidate must notify OPS if assigned to a school where s/he attended as a student or where a family member attends or is employed. Failure to notify the OPS of such may result in a cancellation of the clinical experience placement and/or receiving a grade of incomplete. This could delay expected graduation date.

## Teacher Assessments for Initial License

The teacher candidate seeking initial licensure in Virginia is required to take and submit passing scores on all required licensure tests.

### Academic Skills Assessments:

#### VCLA      **Virginia Communications and Literacy Assessment**

Passing Scores:

|           |     |
|-----------|-----|
| Writing   | 235 |
| Reading   | 235 |
| Composite | 470 |

#### VRA      **Virginia Reading Assessment for licensure in the following areas:**

Elementary Education PK-6  
Special Education: ED, SLD, MR, HI, VI  
Reading Specialist endorsement

Score Requirements effective July 1, 2006

|                    |     |
|--------------------|-----|
| Teacher            | 235 |
| Reading Specialist | 245 |

### Praxis II

The teacher candidate may be required to take specific content area tests if specified for her/his endorsement area.

## LIBERAL STUDIES ELEMENTARY AND MIDDLE SCHOOL EDUCATION PROGRAM

Students completing these programs will be licensed to teach in Virginia with an endorsement in kindergarten through sixth grade (pre-K-6) and/or sixth through eighth grade (6-8). Because most of the Liberal Studies major and the Education course sequence are required for both elementary and middle school endorsement, students are encouraged to consider seeking endorsement for both areas.

The Liberal Studies major has been designed specifically for students seeking licensure to teach with an Elementary or Middle School Endorsement and is required. Requirements for the BA or BS Degree in Liberal Studies are listed in the Catalog. With careful scheduling and attention to the requirements for admission to the teacher preparation program, a student can complete all degree and program requirements in four years. After completing the degree and program requirements, students receive a BA or BS Degree in Liberal Studies and a license to teach with an endorsement in PK-6, 6-8; or both.

Students seeking teacher licensure and majoring in Liberal Studies will be assigned an academic advisor in Liberal Studies or Education. Such students declare Liberal Studies as their major by the end of the sophomore year and inform the Office of Registration that they will be majoring in Liberal Studies and seeking teacher licensure with an Elementary School Endorsement, a Middle School Endorsement or both.

Dr. Enza McCauley is the Director of the Liberal Studies program.

### Liberal Studies Elementary Education/40 credits

The 40-credit Liberal Studies Elementary program consists of the following education courses:

|          |                                                                              |
|----------|------------------------------------------------------------------------------|
| EDUC 245 | Human Growth and Development/3 credits                                       |
| EDUC 260 | Introduction to the Teaching Profession/2 credits                            |
| EDUC 425 | Teaching Reading and Language Arts in the Elementary School/2 credits        |
| EDUC 426 | Teaching Reading and Language Arts in the Elementary Grades (PK-6)/2 credits |
| EDUC 380 | Classroom Assessment/2 credits                                               |
| EDUC 381 | Media and Technology/1 credit                                                |
| EDUC 450 | Principles of Instruction (PK-8)/2 credits                                   |
| EDUC 451 | Curriculum in the Elementary School (PK-6)/2 credits                         |
| EDUC 487 | Classroom Management and System Issues/3 credits                             |
| EDUC 489 | Survey of Exceptional Children/3 credits                                     |

**Practica:** Two practica are required: one on the lower primary level and one on the upper primary level.

|          |                                                                                                                                                                          |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EDUC 265 | Practicum I - Lower Primary or Upper Primary level/3 credits<br>(Take in first session of summer school at end of freshman or sophomore year)                            |
| EDUC 370 | Practicum II – Lower Primary or Upper Primary Level/3 credits<br>(Prerequisite: EDUC 265)<br>(Take in first session of summer school at end of sophomore or junior year) |

(All of the above will be taken prior to enrolling in the Student Teaching semester. See office of professional services section for requirements for admission to Teacher Preparation and Student Teaching. A minimum cumulative 2.5 GPA is required. See undergraduate catalog for other requirements.)

\* Student must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

### **Partnership Program**

Elementary and middle education teacher candidates participate each week in a semester of Partnership Program courses (requiring EDUC 425, 426/427, 450, 451/452 for licensure in either or both elementary and middle school licensure). The program consists of four days of on-site methodological preparation in reading/language arts, mathematics, science and social science; one-half of each of the four days is spent in the classrooms working with the children. Teacher candidates return each Friday to the campus for courses that focus upon exceptional learners and classroom management. Special education teacher candidates follow a modified form of this program. (*See Liberal Studies - Special Education Program*)

### **Student Teaching:**

|                                                                            |
|----------------------------------------------------------------------------|
| EDUC 400 Directed Teaching in the Elementary and Middle School /11 credits |
| <b>or</b>                                                                  |
| EDUC 401 Directed Teaching in the Elementary School / 11 credits           |
| <b>or</b>                                                                  |
| EDUC 405 Direct Teaching in the Middle School/11 credits                   |
| <b>and</b>                                                                 |
| EDUC 488 Education Seminar/1credit                                         |

### **Liberal Studies Middle School Education**

Students wishing to teach at the middle school level, grades 6 - 8, have three options:

1. They may pursue middle school only endorsement by completing a Liberal Studies program with two areas of concentration, by completing the middle school education courses (EDUC 427 and 452) and by choosing EDUC 405 for student teaching. They complete practica at the middle school level in the selected areas of concentration.

2. They may add middle grades (6-8) endorsement to the elementary endorsement (pre-K-6) by completing all Liberal Studies and Education requirements for elementary endorsement and adding specified courses in two subject concentrations as well as two middle school education courses, EDUC 427 and 452. These students should select EDUC 401 for student teaching. They complete One practica at the primary level and one at the middle school level.
3. If they wish to teach a single subject, they may major in that subject and seek 6-12 endorsement in it. (See below.) They complete one practica at the middle level and one at the secondary level.

### SECONDARY EDUCATION PROGRAMS 6-12/38 credits

| <b>Teaching Area</b>           | <b>Department</b>                                                                                    |
|--------------------------------|------------------------------------------------------------------------------------------------------|
| Biology                        | Biological and Environmental Sciences                                                                |
| Business Education             | Management, Marketing, Retailing,<br>Computer Information Management Systems, and Business Education |
| Chemistry                      | Chemistry and Physics                                                                                |
| Physics                        |                                                                                                      |
| English                        | English and Modern Languages                                                                         |
| History                        | History, Political Science, and Philosophy                                                           |
| History and Social Science     |                                                                                                      |
| Political Science (Government) |                                                                                                      |
| Mathematics                    | Mathematics and Computer Science                                                                     |

To teach on the secondary level, a student must have an advisor in one of the departments listed above. Further information on course requirements can be found in the section of this catalog related to that particular major. With careful scheduling, a student can complete all degree and program requirements in four years.

#### Professional Studies/20 credits

|          |                                                   |
|----------|---------------------------------------------------|
| EDUC 245 | Human Growth and Development/3 credits            |
| EDUC 260 | Introduction to the Teaching Profession/2 credits |
| EDUC 380 | Classroom Assessment/2 credits                    |
| EDUC 381 | Media and Technology/1 credit                     |
| EDUC 430 | Teaching Reading in the Content Area/2 credits    |
| EDUC 455 | Principles of Secondary Education/1 credit        |
| EDUC 487 | Classroom Management & Systems/3 credits          |
| SPED 489 | Survey of Exceptional Children/3 credits          |

Methods course in the student's major/3 credits (Please see undergraduate catalog for course number and title)

- Student must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

#### Practicum: Practica/6 credits

Take in First Summer School session at end of freshman or sophomore year:

EDUC 265 Practicum I (middle school or secondary level)/3 credits

Take in First Summer School Session at end of sophomore or junior year:

EDUC 370 Practicum II (middle school or secondary level)/3 credits

(All courses listed above will be taken prior to enrolling in Student Teaching  
A minimum Cumulative 2.5 GPA is required. See Office of Professional Services section.)

#### Professional Semester/12 credits

\*EDUC 402 Directed Teaching in the Secondary School/11 credits  
EDUC 488 Education Seminar/1 credit

\*English majors take ENGL 482 instead of EDUC 402

\*Mathematics and computer science majors take MATH 482 instead of EDUC 402

## TEACHER EDUCATION PROGRAM Pre-K-12

| Teaching Area                                                                 | Department                                                               |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Art                                                                           | Art                                                                      |
| Modern Languages:<br>French, German, Spanish,<br>English as a Second Language | English and Modern Languages                                             |
| Instrumental Music<br>Vocal/Choral Music                                      | Music                                                                    |
| Physical and Health Education<br>Theatre Arts                                 | Health, Recreation, and Kinesiology<br>Communication Studies and Theatre |

For students who want to teach art, modern languages (French, German, and Spanish), music, or physical education on the PK-12 level, please review the information under that department for the courses that need to be taken. An academic/professional advisor will be assigned by that department. With careful scheduling, a student can complete all degree and program requirements in four years.

### ADD-ON ENDORSEMENTS

It may be possible for some teacher education students to add a second endorsement to a teaching license while completing degree and teacher education requirements. To receive an add-on endorsement, a student must minor in one of the disciplines listed below. Students must have the written permission of the chair of that department prior to declaring a minor. With careful scheduling, it may be possible for a student to complete degree requirements, teacher education program requirements, and an add-on endorsement, in four years.

#### Add-On Endorsements for Grades 6-12:

Algebra I: for secondary majors

Biology: for science majors only

Chemistry: for science majors only

Driver Education: for secondary majors

Physics: for science majors only

### EDUCATION COURSE DESCRIPTIONS (EDUC)

Writing Intensive Courses WR

Speaking Intensive Courses SP

A special fee is charged for all practicum and student teaching courses. †

**EDUC 205.** *Life and Career Preparation.* This course is the design and management of the Longwood educational experience to establish vision, direction, and strategies for gaining knowledge, skills, and attitudes for life and career preparation. It is designed to challenge and support Sophomore Participants who are working with Senior Mentors in the Project Success Program. 1 credit.

**EDUC 245.** *Human Growth and Development.* A survey of physical, cognitive, and social-emotional development of human beings. Heredity and environmental influences will be stressed in the life-span study with specific emphasis upon prenatal through adolescent development. 3 credits.

**EDUC 260.** *Introduction to the Teaching Profession.* An overview of teaching and schooling that addresses the foundations of education and the professional aspects of teaching. Emphasis on the history and philosophy of education; school organization; governance; legal and financial issues; teacher preparation; professional development; practicum preparation; and lesson planning. 2 credits.

**EDUC 265. *Education Practicum I.*** An in-depth observation and participation practicum. Placed in public school settings for at least 60 hours under supervision of Longwood. In addition, instruction and follow-up will occur. 3 credits. †

**EDUC 275. *Educational Leadership I.*** Course is for Orientation Leaders who assist with the Longwood Seminar. Designed to prepare these leaders to work with professors and their first-year students in the Seminar. Prerequisite: Open to Student Orientation Leaders only and permission of instructor. 1 credit.

**EDUC 295. *Special Topics.*** Selected topics in Education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

**EDUC 311-312. *Studies Abroad.*** Primarily intended for transfer of credit earned abroad in courses in education. Prerequisite: 1-18 credits.

**EDUC 370. *Practicum II.*** Additional participation and micro-teaching processes in public school settings for at least 60 hours under Longwood supervision. In addition, instruction and follow-up will occur. Prerequisite: EDUC 265 and admission to the Teacher Preparation Program. 3 credits. †

**EDUC 375. *Intro to Residence Life.*** The Spring RA Class focuses on general areas related to understanding the mission and goals of residence life (the organization), as well as understanding theoretical perspectives related to student development. The course will utilize the process of experiential learning with emphasis placed on structured group exercises and experience, out-of-class observations, readings and group discussion. Prerequisite: Admission to the Teacher Preparation Program. 1 credit.

**EDUC 380. *Classroom Assessment.*** Theory and practice in construction of teacher-made evaluation instruments with heavy emphasis upon test construction and alternative assessment. Includes study of standardized testing and an in-depth study of the Virginia Assessment program. Prerequisite: Admission to the Teacher Preparation Program. 2 credits.

**EDUC 381. *Media and Technology.*** A laboratory course concerned with the utilization of instructional media and computer technology in the learning process. Prerequisite: Admission to the Teacher Preparation Program. 1 credit.

**EDUC 400. *Elementary Middle Directed Teaching.*** Required of all students in seeking elementary and middle school endorsement. Required of all students seeking licensure in grades PK-8. See prerequisites for student teaching. 11 credits SP

**EDUC 401. *Elementary Directed Teaching.*** Required of all students seeking licensure to teach elementary school (grades PK-6). See prerequisites for student teaching. 11 credits SP

**EDUC 405. *Middle Directed Teaching.*** Required of all students seeking licensure to teach middle school (grades 6-8). See prerequisites for student teaching. 11 credits SP

**EDUC 415 (Economics 415). *Educator Oriented Course.*** Applying economics to environmental issues such as resource scarcity, pollution, property rights, garbage and recycling, oil spills, and endangered species. Students will learn how markets and prices can be used to help solve environmental problems. Course cannot be used toward credit towards economics major or minor in economics. Students cannot receive credit for both EDUC 415/ECON 415 and ECON 500 or both ECON 415/EDUC 415 and ECON 314. Prerequisite: Admission to the Teacher Preparation Program. 3 credits.

**EDUC 425. *Introduction to Teaching Reading and Language Arts in the Elementary and Middle School (PK-8).*** Reading, both fiction and nonfiction, vocabulary, comprehension, speaking and listening skills, and study skills will be emphasized. Required for those seeking licensure at the elementary and/or middle school levels. Prerequisite: EDUC 380, EDUC 381. 2 credits. WR

**EDUC 426.** *Teaching Reading and Language Arts in the Elementary School (PK-6).* Adaptive rates of reading for emergent and early literacy development will be emphasized as well as word recognition, and skills for content fields such as comprehension, word study, vocabulary, phonics, process writing and handwriting (manuscript). Literature based and basal reading instruction techniques will be included. Required for those seeking licensure at the elementary levels. Prerequisite: Admission to the Teacher Preparation Program, EDUC 380, EDUC 381, ENGL 380. 2 credits. WR

**EDUC 427.** *Teaching Reading and Language Arts in the Middle School Grades (6-8).* This course will focus on reading and writing processes of early adolescents while addressing the language arts of speaking, listening, viewing, and visual representation. Special attention will be given to effective methods for teaching reading to learn, vocabulary, comprehension, and the writing process in order to meet the Virginia Standards of Learning in grades 6 -8 for the English/Language Arts. In addition, a variety of middle level literacy assessments will be examined to address the needs of diverse learners. Prerequisite: Admission to the Teacher Preparation Program, EDUC 380, EDUC 381. 2 credits. WR

**EDUC 430.** *Teaching Reading in the Content Area.* An analysis of skills and practices required in the content areas required for reading comprehension in middle and secondary grades 6-12, including question strategies in literal, interpretive, critical, evaluative comprehension, and techniques for fostering an appreciation of a variety of literature and independent reading. Prerequisite: Admission to the Teacher Preparation Program. 2 credits.

**EDUC 450.** *Principles of Instruction. (PK-8).* Methods of instruction in the elementary and middle school. The class will focus on generic teaching strategies, time utilization, teaching effectiveness research, and professional responsibilities. Required for those seeking licensure to teach at the elementary and/or middle school levels. Prerequisite: Admission to the Teacher Preparation Program, EDUC 380, EDUC 381. 2 credits.

**EDUC 451.** *Curriculum in the Elementary School (PK-6).* This course will focus on mathematics, science, and social studies. Interdisciplinary units and content appropriate pedagogical approaches will be utilized to meet the Virginia standards of learning in grades PK-6. Required for those seeking a teaching license with an endorsement to teach at the elementary level. Prerequisite: Admission to the Teacher Preparation Program, EDUC 380, EDUC 381. 2 credits.

**EDUC 452.** *Curriculum in the Middle School (6-8).* This course will focus on mathematics, science, and social studies as they are taught within the structure and philosophy of the middle school. An examination of team planning, teacher-based guidance, the needs of young adolescents, and flexible scheduling as well as interdisciplinary units and content appropriate pedagogy will be used to meet the Virginia standards of learning in grades 6 -8. Required for all those seeking a teaching license with an endorsement to teach at the middle school level. Prerequisite: Admission to the Teacher Preparation Program, EDUC 380, EDUC 381. 2 credits.

**EDUC 455.** *Principles of Secondary Education.* Principles and methods of curriculum and instruction in the secondary school with an emphasis on Virginia SOLs. Required of all majors seeking licensure at the secondary level. Prerequisites: Admission to the Teacher Preparation Program. 1 credit.

**EDUC 470.** *Mentoring Skills for Academic and Career Planning.* This course is an exploration of the fundamental mentoring and guidance skills needed to promote effective academic and career planning. It is especially designed to prepare Senior Mentors to work with sophomore participants in the Project Success Program. 1 credit.

**EDUC 473.** *Inquiry into the Classroom Community.* Prospective teachers will examine the principles of content planning (curriculum), effective methods for teaching content that reflects best practices (instruction), and demonstrate the alignment of curriculum with assessment. Participants will complete a Teacher Work Sample in a 75 hr minimum supervised field placement prior to the Professional Internship. Research that informs best practices for grades 6-12 student learning will be examined. Prerequisites: EDUC 380 and EDUC 381. 3 credits. WR

**EDUC 475.** *Educational Leadership II.* Course is for Orientation Leaders who assist with the Longwood Seminar for the second time. Designed to provide additional experiences for Orientation Leaders who work with professors and their first-year students. Prerequisite: EDUC 275 and permission of instructor. 1 credit.

**EDUC 487.** *Classroom Management and System Issues.* An examination of classroom management techniques and the development of skills necessary to foster a supportive learning environment as well as examination of system problems and solutions within traditional education settings N, K-12. Prerequisite: 3 credits.

**EDUC 488.** *Education Seminar.* A series of discussions concerned with orientation to the teaching profession, the American school system, trends and innovations in education, and current research. See prerequisites for student teaching. 1 credit.

**EDUC 495.** *Special Topics. Selected topics in Education.* The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite: Admission to the Teacher Preparation Program. 1-3 credits.

**EDUC 498.** *Honors Research in Education.* Students conduct research in education under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. Prerequisite: Admission to the Teacher Preparation Program. 3 credits.

## LIBERAL STUDIES-SPECIAL EDUCATION PROGRAM

### Faculty

Christopher Jones, PhD, *Associate Professor of Special Education*

Rachel Mathews, EdD, *Professor of Special Education*

Ruth L. Meese, PhD, *Professor of Special Education*

Peggy L. Tarpley, PhD, *Associate Professor of Special Education*

Longwood offers a five-year Liberal Studies-Special Education Program leading to a Master's Degree with a concentration in Special Education (graduate courses will need to be taken in the summer). This program is designed for students who want to become Special Education teachers. Liberal Studies is the major for teacher education. (See the Liberal Studies section of this Catalog.) Students graduate with a Bachelor's Degree in Liberal Studies Special Education in four years. Those who choose not to complete the fifth year of the program will not be licensed to teach in Special Education.

### Course Sequence - Special Education

#### YEAR 1

|          |                                             |
|----------|---------------------------------------------|
| SPED 202 | Introduction to Special Education/3 credits |
| SPED 245 | Human Growth and Development/3 credits      |

#### YEAR 2

|          |                                           |
|----------|-------------------------------------------|
| SPED 305 | Behavior Management/3 credits             |
| SPED 316 | Practicum in Behavior Management/1 credit |

\* SPED 305 and 316 must be taken concurrently.

\*\* Students must be admitted to the Teacher Preparation Program before they will be permitted to enroll in SPED 321 or SPED/EDUC courses above this level. Information on meeting the requirement is available at the Office of Professional Services web site.

[http://www.longwood.edu/cehs/Office%20of%20professional\\_services/index.htm](http://www.longwood.edu/cehs/Office%20of%20professional_services/index.htm)

#### YEAR 3

|                                                          |                                                                        |
|----------------------------------------------------------|------------------------------------------------------------------------|
| SPED 321                                                 | Reading and Language Arts for Students with LD, E/BD, and MR/3 credits |
| SPED 323                                                 | Practicum in Reading Assessment and Tutoring/2 credits                 |
| SPED 325                                                 | Introduction to Assessment/3 credits                                   |
| ***SPED 321, 323, and 325 must be taken concurrently.*** |                                                                        |
| SPED 322                                                 | Mathematics, Science, and Social Studies                               |
|                                                          | Adaptations for Students with LD, E/BD, and MR/3 credits               |
| SPED 327                                                 | Practicum II/3 credits                                                 |

#### YEAR 4

|          |                                                                                                                  |
|----------|------------------------------------------------------------------------------------------------------------------|
| SPED 375 | Language and Language Disorders/3 credits                                                                        |
| SPED 482 | Collaboration and Effective Communication Among School Personnel, Families, and Community Organizations/1 credit |
| EDUC 381 | Media and Computer Technology/1 credit                                                                           |
| EDUC 406 | Directed Teaching in LD, E/BD, and MR/11 credits ***                                                             |
| EDUC 488 | Education Seminar/1 credit                                                                                       |

#### YEAR 5

|          |                                                                       |
|----------|-----------------------------------------------------------------------|
| EDUC 502 | Research Design/3 credits                                             |
| SPED 519 | Instructional Phonics/3 Credits                                       |
| SPED 525 | Evidence Based Language Arts Instruction/3 Credits                    |
| EDUC 620 | School of Law/3 credits                                               |
| SPED 516 | Medical and Neurological Problems of Exceptional Students/3 credits   |
| SPED 530 | Characteristics and Needs of Students With LD, E/BD, and MR/3 credits |
| SPED 545 | Psychoeducational Assessment/3 credits                                |
| SPED 575 | Career and Life Planning for Individuals With Disabilities/3 credits  |
| SPED 600 | Thesis Research/3 credits                                             |
| OR       |                                                                       |
| SPED 601 | Collaborative Special Education Research/3 credits                    |
| OR       |                                                                       |
| EDUC 699 | Comprehensive Examination Option/0 credits***                         |
| SPED 689 | Seminar of Current Issues in Special Education/3 credits              |
| SPED 690 | Internship/3 credits                                                  |

\*\*\* Students selecting the Comprehensive Examination option must complete a three-credit class in lieu of SPED 600 or SPED 601 and register for the comprehensive examination. (See Graduate Catalog). Suggested three-credit classes for the comprehensive examination option include: EDUC 549, EDUC 571, EDUC 524, EDUC 527, EDUC 530, SPED 550, SPED 555, SPED 560.

The course selected must not have been taken during the undergraduate years

#### MINOR IN SPECIAL EDUCATION

A special education minor may be pursued by students in any other major. Students who wish to minor take the following sequence of courses: 19 credits

##### *Required Courses/16 credits*

|                                                    |                                                                  |
|----------------------------------------------------|------------------------------------------------------------------|
| SPED 489                                           | Survey of Exceptional Children /3 credits                        |
| SPED 305                                           | Behavior Management/3 credits                                    |
| SPED 316                                           | Practicum in Behavior Management/1 credit                        |
| *SPED 305 and SPED 316 must be taken concurrently. |                                                                  |
| SPED 322                                           | Methods/3 credits                                                |
| SPED 325                                           | Introduction to Assessment/3 credits                             |
| SPED 375                                           | Language and Language Disorders/3 credits (except CSDS students) |

##### *3 Credits from the following:*

|          |                                         |
|----------|-----------------------------------------|
| CSDS 206 | Introduction to Sign Language/3 credits |
| EDUC 245 | Human Growth and Development/3 credits  |
| PSYC 101 | Introduction to Psychology/3 credits    |
| PSYC 356 | Abnormal Psychology/3 credits           |
| PSYC 357 | Psychopathology of Childhood/3 credits  |

## SPECIAL EDUCATION COURSE DESCRIPTIONS (SPED)

A special fee is charged for all practicum, student teaching, internship, and assessment courses. †

Writing Intensive Courses WR

Speaking Intensive Courses SP

**SPED 202.** *Introduction to Special Education.* Introduction to all exceptionalities included in special education; the psychology of exceptional learners and legislation pertaining to the education of students with disabilities. 3 credits.

**SPED 295.** *Special Topics.* Selected topics in Special Education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

**SPED 305.** *Behavior Management.* Strategies for developing positive behavior intervention plans and supports from behavioral, cognitive, ecological, psychoeducational, and psychodynamic theories. 3 credits. Must be taken concurrently with SPED 316.

**SPED 311-312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in special education. 1-18 credits.

**SPED 316.** *Practicum in Behavior Management.* A field experience to observe behaviors exhibited by students who are at risk, or who are diagnosed as having learning disabilities, emotional/behavioral disorders, or mild-moderate mental retardation. This course must be taken concurrently with SPED 305. 1 credit. †

**SPED 321.** *Reading and Language Arts for Students with LD, E/BD, and MR.* Research-based strategies for teaching reading and Language Arts to Students with Learning Disabilities, Emotional/Behavioral Disorders, or Mild-Moderate Mental Retardation. Emphasis on teacher-directed instruction and direct instructional teaching models. 3 credits. Must be taken concurrently with SPED 323. Prerequisites: SPED 202 and admission to the Teacher Preparation Program.

**SPED 322.** *Mathematics, Science, and Social Studies Adaptations for Students with LD, E/BD, and MR.* Emphasis on strategies, accommodations, modifications, and collaboration for content areas such as mathematics, social studies, and science. Prerequisites: SPED 202. 3 credits.

**SPED 323.** *Practicum in Reading Assessment and Tutoring.* A field experience tutoring students with learning disabilities, emotional/behavioral disorders, or mild-moderate mental retardation in reading. Prerequisite: SPED 202 and admission to the Teacher Preparation Program. 2 credits. Must be taken concurrently with SPED 321 and SPED 325. †

**SPED 325.** *Introduction to Assessment.* This course is designed to introduce students to the assessment process in special education by addressing foundational knowledge and issues surrounding the construction of IEP's, curriculum-based measurement and assessment (CBM and CBA), and teacher-made tests. In addition, state assessments, such as SOL's, will be discussed as they relate to special education students. 3 credits. WR Prerequisites: SPED 202. Must be taken concurrently with SPED 321 and SPED 323.

**SPED 327.** *Practicum II.* Advanced teaching experience with students having mild/moderate learning and behavioral problems. Prerequisites: SPED 305, 306. 3 credits. †

**SPED 375.** *Language and Language Disorders.* A study of normal development of language and delayed language acquisition resulting from environmental and organic causes. 3 credits.

**SPED 450.** *Non-Violent Crisis Intervention.* Safe methods to help human services workers provide care for violent individuals, non-verbal and verbal techniques to reduce anxiety, principles of personal safety, and physical restraint and control procedures. Prerequisites: Junior Level or above and permission of instructor. 1 credit.

**SPED 482.** *Collaboration and Effective Communication Among School Personnel, Families, and Community Organizations.* This course is designed to investigate the interaction and communication techniques necessary for teachers to support a student with disabilities in the least restrictive environment. The focus is on a collaborative/consultation model to be used in consultations with parents, teachers, administrators, and community agencies involved in the education of students with disabilities. 1 credit. Prerequisites: SPED 202, 305, 306, 321, 322.

**SPED 489.** *Survey of Exceptional Children.* An introduction to all disabilities in special education. Characteristics and needs of students with disabilities, legislation, litigation, inclusion, and the role of the classroom teacher as a member of the IEP team. 3 credits.

**SPED 495.** *Special Topics in Special Education.* Selected topics in special education. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**SPED 498.** *Honors Research in Special Education.* Students conduct research in special education under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

**SPED 516.** *Medical and Neurological Problems of Exceptional Students.* A comprehensive study of environmental/hereditary factors affecting the child with disabilities from the prenatal period through the school years. Educational strategies for accommodating medical and neurological conditions in the classroom. 3 credits.

**SPED 530.** *Characteristics of Students with Learning Disabilities, Emotional/Behavioral Disorders, or Mental Retardation.* Definitions, theories of etiology, characteristics, basis for various strategies and management, and criteria for placement of students with learning disabilities, emotional/behavioral disorders, and mental retardation. 3 credits.

**SPED 545.** *Psychoeducational Assessment.* Psychological and educational assessment, administration and interpretation of informal, curriculum-based, standardized, and criterion-referenced tests. Interpretation of test results as a basis for placement and instruction. 3 credits. Prerequisite: SPED 202 or SPED 489 or SPED 515 and SPED 375 or SPED 520. †

**SPED 575.** *Career and Life Planning for Individuals with Disabilities.* An in-depth study of preparatory skills for vocational opportunities for individuals with disabilities. An overview of social, leisure and recreational opportunities and assistive technology for individuals with disabilities. 3 credits.

**SPED 595.** *Special Topics in Special Education.* Selected topics in special education. The topics may vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**SPED 600.** *Thesis Research.* This credit is awarded for the successful completion of a proposal, data collection, final thesis paper, and thesis presentation. If a student fails to complete the thesis during the semester enrolled, he/she may take an incomplete; however, the thesis must be finished by the end of the next academic semester. 3 credits.

**SPED 601.** *Collaborative Special Education Research.* This credit is awarded for research conducted with a Longwood professor. A student will design, conduct, evaluate, discuss, and disseminate the results of his/her collaborative research project. The product of this research will be either an article submitted for possible publication in a professional journal or a product approved by the faculty committee. Prerequisite: SPED 689. 3 credits.

**SPED 689.** *Seminar of Current Issues in Special Education.* A discussion of current selected issues in special education such as litigation, legislation, personnel preparation and research. 3 credits.

**SPED 690.** *Graduate Internship.* A minimum of 200 clock hours in a public or private agency supervised by a faculty advisor in diagnosis, consultation, or research. Prerequisite: Professional semester. 3 credits. †

# Department of Social Work and Communication Disorders

Linwood Cousins, *Chair*

Peggy Turner, *Administrative Assistant*

## **SOCIAL WORK PROGRAM**

### **Faculty**

Theresa A. Clark, PhD, Associate Professor of Social Work and Area Coordinator

Linwood H. Cousins, PhD, Professor of Social Work

Kristen McAleavey, PhD, Associate Professor of Social Work

Mary Beth Stebbins, MSW, Lecturer and Director of Field Education

### **Mission Statement**

The mission of the Longwood University undergraduate Social Work Program is to prepare practitioners who have a foundation in social work knowledge, theory and research through a strong liberal arts based education; to prepare competent and effective generalist practitioners who become citizen leaders in their respective communities, while representing and empowering oppressed individuals, groups, and communities to improve the quality of life; to reduce the inequalities in society through the use of social justice strategies and effective practice; and to contribute to the knowledge base of practice, research, and theory regarding the needs of diverse populations served by professional social workers.

### **Goals**

1. Provide strong liberal arts based education that incorporates coursework from the natural sciences, humanities, social sciences, and mathematics and computer sciences.
2. Provide guided field instruction experiences that promote the delivery of effective services to diverse populations.
3. Provide social work curricula that build on the knowledge and skills acquired in the liberal arts education and that focuses on research, knowledge, theories and skills that develop effective generalists' social work practitioners.
4. Encourage understanding and respect for the person-in-environment conceptualization, diversity, inequalities and changing needs of a complex society and use this information to address social injustices.
5. Support faculty and student research and knowledge building to ensure excellence in learning and teaching.

### **Objectives**

Upon completion of the Social Work Program, social work students should be able to:

1. Communicate effectively, both orally and in writing, with diverse constituencies.
2. Think critically and apply analytic skills in understanding current issues and in providing effective services to diverse clientele.
3. Use current technology to locate and disseminate information.
4. Understand the biological and psychosocial developmental stages of individuals.
5. Recognize the importance of diversity and its implications for effective social work practice.

6. Understand the core values that form the basis of the profession of Social Work to include service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.
7. Integrate knowledge, skills and abilities to provide direct and indirect services in diverse practice settings.
8. Use information gained from continuous self-assessment to recognize when changes in behavior and practice are needed.
9. Enable faculty to engage in research, practice, and other knowledge building activities.
10. Synthesize and use various theoretical approaches in understanding the needs of clientele and in the provision of services to clientele at the micro, mid and macro levels of practice.
11. Conduct and understand the results of research projects and apply the information to practice settings of diverse sizes.
12. Present self in a professional manner.
13. Recognize the impact of oppression and discrimination on such groups as women, gays and lesbians, older Americans, disabled, African-Americans, Hispanics, Native Americans and other groups identified as being treated in an inequitable manner in society.
14. Use knowledge and skills to reduce inequalities and injustices in society.

### **Admissions Process**

Any student accepted to Longwood University may declare Social Work as a major. However, the student will be officially accepted to the Social Work Program at the conclusion of their sophomore year after established criteria have been met.

To be admitted to Longwood University Social Work Program, a student must:

1. Submit a completed application to the Social Work Program by the Friday before spring break of the sophomore year.
2. Provide two professional references with one from a Longwood Social Work professor.
3. Complete 55 earned credit hours, which must include successful completion of ENG 150, SOWK 200 and 201. Completion of SOCL 101, PSYC 101, MATH 171 and BIOL 101 is strongly recommended within the 55 credit hours. Transfer students who meet the above criteria upon entering Longwood must complete one semester at Longwood and provide a reference from one of Longwood's Social Work professors. (A recommended course of study is included in the student handbook that students declaring Social Work as their major receive.)
4. Have a 2.25 cumulative grade point average (which is the current GPA requirement to enter field instruction).
5. Earned no grade less than a C- in any Social Work course.
6. Complete a satisfactory interview with the Social Work Faculty.

The Program in Social Work provides an undergraduate course of study of unique and personalized instruction accredited by the Council on Social Work Education, leading to the Bachelor of Science or Bachelor of Arts in Social Work. The curriculum prepares graduates for first-level professional social work practice as practitioners utilizing the generalist perspective. Program graduates frequently pursue advanced study in graduate schools and may be eligible for admission into advanced standing one-year MSW degree programs. They may utilize their

professional credentials for careers as generalist-based, professional practitioners according to the standards of the National Association of Social Workers in such areas as:

- Addiction Treatment
- Adoption
- Case Management
- Child Protective Services
- Child Welfare
- Community Mental Health
- Criminal and Youth Court Services
- Crisis Intervention
- Disaster Relief
- Domestic Violence
- Employee Assistance Programming
- Family Planning
- Family Preservation
- Foster Care
- Geriatric Services
- Health Care
- Home Health Care
- Homelessness
- Hospice Care
- Hospital Social Work
- International Social Work
- Parenting Education
- Policy Advocacy
- Rural Social Work
- School Social Work
- Veterans Services

The faculty of the Social Work Program, reflecting the generalist orientation, provide an individualized focus on each student's professional growth and development. Specifically, the Program faculty, using academic and practice courses as well as internships in human service agencies, work strategically with each student to develop proficiency in professional knowledge and skills.

Junior Field Instruction consists of an agency placement or field practicum concurrent with integrative course work and involves 180 hours of instruction in a field setting. A grade point average of 2.25 both in the major and overall is required for placement in a field instruction setting. Students transferring into the program later in their academic pursuits are afforded the opportunity to enter the accelerated 9 1/2-week summer program. Senior Field Instruction usually occurs during the last semester and consists of 600 hours (15 weeks, 40 hours per week) of field instruction in an agency setting. Only those students who are social work degree candidates may be admitted to the field practicum experiences. Enrollment in social work practice courses (SOWK 330, 425, and 430) is restricted to social work majors only! Practicum experiences are readily available throughout the state, and many students choose to live at home during this experience, thus saving money and greatly enhancing their professional career entry. The Social Work Program, in compliance with CSWE accreditation standards, grants no academic credit for life experience and/or previous work experience in lieu of the field practicum or in lieu of courses in the professional foundation content areas.

## **SOCIAL WORK MAJOR, BA, BS DEGREE**

### **A. General Education Core Requirement/41 credits**

See General Education Requirements

**B. Additional Requirements for BA Degree/6 credits**  
**Additional Requirements for BS Degree/7 credits**

See Degree Requirements

**C. Major Requirements. 69 credits**

**Core Courses/54 credits**

|          |                                                                                                    |
|----------|----------------------------------------------------------------------------------------------------|
| SOWK 200 | Introduction to the Human Services/3 credits                                                       |
| SOWK 201 | Introduction to Social Work and Social Welfare/3 credits                                           |
| SOWK 300 | Social Problems and the Development of Social Policy/3 credits                                     |
| SOWK 301 | Human Behavior and the Social Environment I/3 credits                                              |
| SOWK 302 | Human Behavior and the Social Environment II/3 credits                                             |
| SOWK 320 | Introduction to Social Work Research                                                               |
| SOWK 325 | Human Diversity: Populations-at-Risk/3 credits                                                     |
| SOWK 330 | Methods: Practice I Individuals and Families/4 credits                                             |
| SOWK 392 | Junior Field Instruction Internship/6 credits                                                      |
| SOWK 425 | Methods: Practice II Social Work Practice with Groups/4 credits                                    |
| SOWK 430 | Methods: Practice III Communities and Organizations/4 credits                                      |
| SOWK 492 | Senior Field Instruction Internship/15 credits<br>(one credit satisfies General Education Goal 15) |

Social Work Electives/15 credits

**D. General Electives for BA Degree/5 credits**

**General Electives for BS Degree/4 credits**

**E. Total Credits Required for BA or BS in Social Work/120 credits**

**SOCIAL WORK COURSE DESCRIPTIONS (SOWK)**

General Education Course\*

Writing Intensive Course WR

Speaking Intensive Course SP

**SOWK 200.** *Introduction to the Human Services.* The course introduces the broad range of human service professions designed to provide a wide variety of services to individuals, groups, the community, and the larger society. Further, the course explores the relationship between social problems and human needs, and the development of human service agencies and institutions in response. 3 credit

**SOWK 201.** *Introduction to Social Work and Social Welfare.* This course is designed to introduce students seeking to become generalist social workers (entry-level practitioners) to the unique aspects of the social work profession. This includes historic development of social work and social welfare and the relationship to effective provision of intervention services, which are based on the profession's knowledge, skills, and values. 3 credit hours. Pre-requisite: SOWK 200

**SOWK 295.** *Special Topics. Selected topics in Social Work.* The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

**SOWK 300.** *Social Problems and the Development of Social Policy.* The development of social policies in response to social problems is examined with a special emphasis on the impact of social injustices. The history of the relationship between social work practice and social policy development is explored. Students are encouraged to view social policy practice as a viable and bona fide multi system social work practice intervention. Analytic skills, interactional skills, political skills, and value-clarifying skills are primary skill areas that students build on in preparation for policy analysis and development. 3 credit. Prerequisite: SOWK 201. SP

**SOWK 301.** *Human Behavior and the Social Environment I.* Part one of a two-part foundation course, using the general systems approach, the student will develop a multi-level perspective of human behavior in the areas of personality development and self-concept in the context of community and organizational systems, group

processes, personal change dynamics, family systems, and life cycles. Concurrent focus is placed on the relevancy of the theory base. . Integrated into this course as well is content on human diversity and populations at risk, a strengths perspective, and the values and ethics of social work practice. Prerequisites: SOCL 101. 3 credits.

**SOWK 302.** *Human Behavior and the Social Environment II.* The second of a two part course, which continues the application of a multidimensional perspective in an examination of human behavior across the life span and in terms of biological, social and psychological processes. This course primarily emphasizes models and theories of human behavior in families, groups, organizations, institutions and communities, all from an ecological and systems perspective. Integrated into this course as well is content on human diversity and populations at risk, a strengths perspective, and the values and ethics of social work practice. 3 credit. Prerequisite: SOCL 101 WR

**SOWK 305.** *Social Work with Older Americans.* This course will explore the diverse mandates for social welfare services and for the providers of these services, especially professional social workers. In addition, the course will provide an overview of the aging process and how it impacts the individual, family, and ultimately society. Further, the course will examine the interface between older Americans and social problems, social policies and the rights of older Americans. 3 credits. Prerequisite: Sociology 101.

**SOWK 309.** *Human Sexual Adjustment.* Socio-cultural influences on gender identity and sexual behavior will be analyzed and issues regarding sexual expression and sexual dysfunctioning will be explored. Methods of dealing with sexual adjustment difficulties at both the individual and community levels are presented including human service

**SOWK 311-312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in social work. 1-18 credits.

**SOWK 320.** *Introduction to Social Work Research.* Students will learn and apply the fundamental principles and practices of social science research in the context of the social work profession, social work policy and social work practice. Students will address issues and practices related to the development, production, consumption, and dissemination of research in terms empirically based knowledge and evidence-based interventions, social work ethics and values, and in consideration of human diversity and populations at risk. Prerequisite: MATH 171. 3 credits. WR

**SOWK 325.** *Human Diversity: Populations-at-Risk.* Conceptual frameworks for understanding human diversity with a special emphasis on understanding self will under gird the identification and study of populations-at-risk in society. The dynamics of social injustices and the impact on diverse groups in society are explored. Students will develop competent skills to provide services to diverse clientele at multilevel systems. 3 credit hours. Prerequisite: SOCL 101 SP

**SOWK 330.** *Methods: Practice I Individuals and Families.* A generalist model of practice is presented which emphasizes a problem-solving approach toward assisting clients/ consumers of social work services. The primary framework discussed in this course will be theories employing a generalist social work model. Content area required by CSWE is included and focuses on issues of diversity, populations-at-risk, social and economic justice, and social work values and ethics. Along with SOWK 425 and SOWK 430, this course builds theoretical and practice knowledge, skills, and values, which are used to assist individuals, families, groups, communities, and organizations in a wide range of social welfare/ human services settings. (4 credit course) Prerequisites: SOWK 301, 302 (4 credit course) Prerequisites: SOWK 301, 302

**SOWK 337.** *Family and Children's Services.* Major concepts of family and child welfare are presented and trends in relevant policy, services and practice skills related to supportive, supplemental and substitutive programs are analyzed. Prerequisite: SOWK 300 or permission of instructor. 3 credits.

**SOWK 390.** Directed or Independent Study. Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**SOWK 392.** *Junior Field Instruction Internship.* This is the first of two sequential courses. This course is open only to majors with junior status. Students will spend 14 hours per week in a local community agency under the supervision of an agency based field instructor. The purpose of this course is intended to begin the application of beginning level practice skills in working with individuals, families, groups, organizations, and communities from a generalist perspective. Reinforces students' identification with the purposes, values, and ethics of the Social Work profession. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program objectives. Semester Course: 6 credits. Prerequisite SOWK 330. !

**SOWK 425.** *Methods: Practice II Social Work Practice with Groups.* Students will develop theoretical and practice knowledge and skills regarding group practice in various human service settings and contexts. Students will integrate an eco-systems perspective, knowledge, and skills regarding social work ethics and values, principles of human diversity, social justice, populations at risk, and a strengths perspective. This course will review and apply different theoretical approaches and practice methods to social work with various kinds of small groups, including therapy or counseling groups, socialization and education groups, support and self-help groups, various task groups and social action groups. Emphasis is placed on the role of social work practice with groups in the promotion of well-being and optimal functioning. 4 credits. Prerequisites: SOWK 301 and SOWK 302.

**SOWK 430.** *Methods: Practice III Communities and Organizations.* This course introduces theories and concepts for socially and culturally competent social work practice in communities and organizations. Students examine the roles of communities and organizations within and beyond the context of traditional social work practice with individuals, families, small groups, organizations and large systems. Students will integrate social work's historical and contemporary emphasis on empowerment, a strengths perspective, human and cultural diversity, populations at risk, and the values and ethics of social work practice. Political action, advocacy, and related collaborative approaches for building and strengthening communities, neighborhoods, and organizations will be stressed. 4 credit hours. Prerequisite: SOWK 392.

**SOWK 461.** *Topical Seminar in Social Work.* A series of topical lectures, presentations and discussions concerning areas of current concern to practitioners in a variety of welfare settings. Emphasis is placed on practice related material and the involvement of practitioners from local agencies is encouraged. 1-3 credits.

**SOWK 462.** *Delivering Hospice Care.* A skills approach to the provision of hospice care to the terminally ill. Physical, psychological, social, and spiritual needs unique to this client population will be presented. 1 credit.

**SOWK 490.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

**SOWK 492.** *Senior Field Instruction Internship.* This course is open only to majors with senior status. Forty hours per week in a local community agency under the supervision of an agency based field instructor will be a major component to the course. The total hours of senior field instruction (SOWK 492) is 600 hours upon placement. SOWK 492 is intended to extrapolate and build from Junior Field Instruction beginning level practice skills with individuals, families, groups, organizations, and communities. The purpose of this course is to reinforce students' identification with the purpose, values, and ethics of the social work profession. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. SOWK 492 is a semester course of 15 credits. Prerequisite classes include: SOWK 330, 425, and 430 with a 2.25 G.P.A average overall. \* Fulfills General Education Goal 15. !

**SOWK 495.** *Special Topics. Selected topics in Social Work.* The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits. SP

**SOWK 498.** *Honors Research in Social Work.* Students conduct research in social work under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits.

## COMMUNICATION SCIENCES AND DISORDERS PROGRAM

### Faculty

Peggy Agee, SLPD, CCC-SLP, *Assistant Professor and Undergraduate Program Coordinator*

Gayle Daly, MS, CCC-SLP, *Instructor and Speech-Language Clinical Director*

Lissa Power-deFur, PhD, CCC-SLP, *Associate Professor and Graduate Program Coordinator*

Wendy Pulliam, MS, CCC-SLP, *Clinical Educator and Grant Coordinator*

Michele Norman, PhD, CCC-SLP, *Assistant Professor*

### Program Mission Statement

The Communication Sciences and Disorders (CSDS) Program is dedicated to providing a comprehensive education in human communication processes and in the prevention, assessment, and treatment of communication disorders across the lifespan. The program is committed to providing students in the undergraduate program with comprehensive pre-professional academic and observation experiences for entrance into a graduate program in speech language, pathology, audiology, deaf education, or related field.

### Undergraduate Program

The Bachelor of Science degree program in Communication Sciences and Disorders is a pre-professional program that provides academic training in the normal process of speech, language, hearing, and their associated pathologies. The coursework provides the foundation for pursuing a master's degree in speech-language pathology or audiology. The master's degree is the entry-level degree in the profession of speech-language pathology, while a clinical doctorate in audiology is required for entry into that profession. One of the objectives of the CSDS undergraduate program is to prepare students to apply to graduate school in Communication Sciences and Disorders.

### Admission to the Communication Sciences and Disorders Major

All students first entering the College of Education and Human Services (CEHS) who wish to pursue a bachelor's degree in Communication Sciences and Disorders must meet the following criteria prior to registration for CSDS courses at and beyond the 300 level:

- Completion of 45 credit hours
- minimum overall GPA of 2.75
- Demonstration of competency in written and oral English as evidenced by no less than a grade of "C" in English 150 or the equivalent course or courses from a community college or another university.
- An earned grade of no less than "B-" in Biology 101 or the equivalent course or courses from a community college or other university.

Students may enroll in a few selected courses required for the CSDS major while they are moving toward satisfying the above requirements. These courses include CSDS 201, CSDS 206, CSDS 207, CSDS 285, CSDS 290, CSDS 307, CSDS 313, COMM 101, and EDUC 245, ENGL 380, EDUC 381, SPED 305, and SPED 489. Each student will receive personalized academic counseling from full-time faculty in the Communication Sciences and Disorders Program.

Students transferring from other colleges and universities and entering Longwood University with junior level standing may register for CSDS courses from the 201 through 313 level. Student transfers will need to earn a 2.75 Longwood University GPA prior to registering for CSDS courses beyond the 314 level.

### COMMUNICATION SCIENCES AND DISORDERS MAJOR, BS Degree

#### A. General Education Core Requirements/41 credits

**Goal 12: Choose one of the following courses:**

**PSYC 371 or PSYC 373 or PSYC 375/3 credits.**

**Goal 13: Recommended choice: PHIL 315/3 credits**

- B. **Additional Degree Requirements/7 credits**  
**MATH 171 Statistical Decision Making/3 credits**  
**Natural Science/4 credits**

C. **Major Requirements/57 credits**

To satisfy major requirements for graduation, students majoring in Communication Sciences and Disorders must earn a grade of no less than C in all CSDS courses and an overall GPA of 2.75.

|          |                                                                                                       |
|----------|-------------------------------------------------------------------------------------------------------|
| CSDS 201 | Introduction to Communication Disorders/ 3 credits                                                    |
| CSDS 206 | Introduction to Sign Language and<br>Other Modes of Communication for the Hearing Impaired/ 3 credits |
| CSDS 207 | Sign Language/Hearing Impaired Communication/3 credits                                                |
| EDUC 245 | Human Growth and Development/ 3 credits                                                               |
| CSDS 285 | Language Development Across the Life Span/ 3 credits                                                  |
| CSDS 290 | Morphology and Syntax/1 credit                                                                        |
| CSDS 307 | Phonetics/ 3 credits                                                                                  |
| CSDS 313 | Anatomy & Physiology of Speech & Hearing Mechanisms/ 3 credits                                        |
| CSDS 314 | Phonology and Language Disorders/ 3 credits                                                           |
| CSDS 361 | Introduction to Audiology and Hearing Science/ 3 credits                                              |
| CSDS 430 | Language and Literacy/ 3 credits                                                                      |
| CSDS 450 | Speech Science/ 3 credits                                                                             |
| CSDS 455 | Neurology in Human Communication/ 3 credits                                                           |
| CSDS 489 | Introduction to Clinical Practice/2 credits                                                           |
| SPED 305 | Behavior Management, Part 1/ 3 credits                                                                |
| SPED 489 | Survey of Exceptional Children/ 3 credits                                                             |
| EDUC 381 | Media and Technology/1 credit                                                                         |
| COMM 101 | Public Speaking/ 3 credits                                                                            |
| ENGL 380 | Children's Literature/ 3 credits                                                                      |
| ENGL 470 | Professional Writing Skills/ 3 credits                                                                |

*Choose one of the following:*

|          |                                                 |
|----------|-------------------------------------------------|
| SOWK 325 | Human Diversity: Populations at Risk/ 3 credits |
| SOCL 233 | Race, Class, and Gender/ 3 credits              |
| PSYC 384 | Cross-Cultural Psychology/ 3 credits            |
| HLTH 210 | World Health Issues/ 3 credits                  |

D. **Electives:**

**Program Electives/6 credits**

A minimum of 6 credit hours must be selected from the following list:

|          |                                                                     |
|----------|---------------------------------------------------------------------|
| SOCL 102 | Contemporary Social Problems/ 3 credits                             |
| HLTH 275 | Medical Terminology/ 2 credits                                      |
| ENGL 382 | Traditional and Modern English Grammar/ 3 credits                   |
| SOCL 320 | Sociology of Education/ 3 credits. open to juniors and seniors only |
| PSYC 453 | Psycholinguistics/ 3 credits                                        |

*General Electives/9 credits*

E. **Total credits required for a BS in Communication Sciences and Disorders/120**

**COMMUNICATION SCIENCES AND DISORDERS COURSE DESCRIPTIONS (CSDS)**

Writing Intensive course WR  
Speaking intensive course SP

**CSDS 201.** *Introduction to Communication Disorders.* An overview of the field of communication disorders, including the professions of speech-language pathologist and audiologist. 3 credits.

**CSDS 206.** *Introduction to Sign Language and Other Modes of Communication for the Hearing Impaired.* To promote understanding of communication modalities used with Hearing Impaired persons, including cued language, speech reading, verbal communication, and to demonstrate proficiency in beginning sign language. 3 credits.

**CSDS 207.** *Sign Language/Hearing Impaired Communication.* This intermediate level course is intended to improve or advance the communication skills of those students whose core vocabulary of signed languages and knowledge of deafness has already been established. Active learning strategies are designed to move the students from entry level to a level of proficiency necessary to communicate with members of the Deaf community or with hearing-impaired individuals whose sign language parallels English. Prerequisite Communication Sciences and Disorders 207. 3 credits.

**CSDS 285.** *Language Development Across the Life Span.* An introduction to the normal acquisition of language, including the components of language, the physical, social, and cognitive bases for language, theories of language development, and how language evolves from infancy through adulthood to senescence. Cultural influences on language development will also be explored. 3 credits. WR

**CSDS 290.** *Morphology and Syntax.* This course is designed to acquaint students with the morphologic and syntactic terminology used in the analysis of language samples. 1 credit.

**CSDS 295.** *Special Topics.* Selected topics in Communication Disorders The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change 1-3 credits.

**CSDS 307.** *Phonetics.* The phonetic structure of the English Language, its dialects and derivations; clinical application of the International Phonetic Alphabet 3 credits.

**CSDS 313.** *Anatomy and Physiology of Speech and Hearing Mechanisms.* Anatomical structures of the human communication system and the physiology of inter-related movements. Prerequisite: Biology 101 or permission of instructor 3 credits.

**CSDS 314.** *Phonology and Language Disorders.* The identification and evaluation of phonological and language disorders in children and adolescents, etiological factors, and basic assessment and management procedures for a culturally and linguistically diverse populations. Prerequisites: Communication Sciences and Disorders 285 and 307 or permission of instructor. 3 credits.

**CSDS 361.** *Introduction to Audiology and Hearing Science.* Physics of sound; physiology of hearing; types and amounts of hearing loss; hearing evaluation: audiometry. Prerequisite: CSDS 313 or consent of instructor. 3 credits.

**CSDS 430.** *Language and Literacy.* Overview of the relationship between language and literacy Learning outcomes target the specific skills for professionals in communication disorders including: phonological and phonemic awareness, development of expressive language, and a focus on collaborative practice with classroom teachers. Therapeutic strategies, which integrate listening, thinking, speaking, reading and writing, are targeted for all children. 3 credits. SP

**CSDS 450.** *Speech Science.* An introduction to speech science theory, instrumentation, and measurement Emphasis on normal speech perception and production Prerequisites: Communication Sciences and Disorders 307 and 313. 3 credits.

**CSDS 455.** *Neurology in Human Communications.* An overview of neurology as it relates to communication and communication disorders. Prerequisite: Communication Sciences and Disorders 313. 3 credits.

**CSDS 489.** *Introduction to Clinical Practice.* Class instruction related to clinical methods and practicum experience plus 20 hours field experience with a Speech-Language Pathologist or Audiologist Prerequisites or co-requisites: CSDS 314 or consent of instructor 2 credits. WR and SP

**CSDS 495.** *Special Topics. Selected topics in Communication Disorders.* The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change  
Prerequisite: Communication Sciences and Disorders 314 1-3 credits.

# Department of Health, Recreation, and Kinesiology

J. Charles Blauvelt, *Chairperson*

Nancy E. Scruggs, *Administrative Assistant*

The Department offers two BS degree programs, one in therapeutic recreation and one in kinesiology with concentrations in either teaching physical and health education, exercise science or athletic training. The department also offers a teaching endorsement in driver education, and minor programs in health education, outdoor education and pre-professional clinical studies. A variety of activity classes, whose goal is to develop fitness and skills in life-time sport and recreation, are offered to all students. Health and activity classes are structured to provide students with knowledge about current health problems and to help them develop behaviors and attitudes that will aid in maintaining a state of optimal health and well-being throughout the life-span.

## Faculty

Sarah M. Bingham, PhD, *Professor of Physical Education*

J. Charles Blauvelt, PhD, *Chairperson and Associate Professor of Physical Education*

A. Vonnie Colvin, EdD, *Associate Professor of Physical Education*

Sharon J. Gaunt, PhD, *Lecturer in Physical Education*

Philip A. Gapinski, PhD, CHES, *Assistant Professor of Health Education*

Donald J. Herlan, MS, *Lecturer in Physical Education*

Rená A. Koesler, PhD, *Professor of Recreation*

Chrystyna Kosarchyn, PhD, CHES, *Professor of Health Education*

Matthew D. Lucas, EdD, *Assistant Professor of Physical and Health Education*

Susan E. Lynch, PhD, CTRS, *Associate Professor of Therapeutic Recreation*

Sharon M. Menegoni, MS, ATC, *Assistant Professor of Athletic Training*

Joanna Morrison, PhD, *Assistant Professor of Exercise Science*

Cathy J. Roy, PhD, *Associate Professor of Exercise Science*

Glenda P. Taylor, PhD, CTRS, *Professor of Therapeutic Recreation*

Margaret Frederick Thompson, EdD, ATC, *Assistant Professor of Athletic Training*

William C. Thomson, EdD, *Assistant Professor of Physical Education*

Rodney L. Williams, BA, *Artist-in-Residence, Dance*

## KINESIOLOGY PROGRAMS

The Kinesiology curriculum offers programs of study leading to a Bachelor of Science degree in kinesiology in three areas: Athletic Training, Exercise Science, and in teaching Physical and Health Education (PHETE). All majors must take a core of kinesiology theory and skill classes; then, depending upon interest and career goals, students will take course work in one of the following program concentrations: Athletic Training, Exercise Science, or in Physical and Health Education Teacher Education (PHETE).

## PHYSICAL AND HEALTH EDUCATION TEACHER EDUCATION PK-12 CONCENTRATION

### Faculty

Sarah M. Bingham, PhD, *Professor of Physical Education*

J. Charles Blauvelt, PhD, *Chairperson and Associate Professor of Physical Education*

A. Vonnie Colvin, EdD, *Program Coordinator, Associate Professor of Physical Education*

Matthew D. Lucas, EdD, *Assistant Professor of Physical and Health Education*

William C. Thompson, EdD, *Assistant Professor of Physical Education*

## PHYSICAL AND HEALTH EDUCATION TEACHER EDUCATION (PHETE)

The PHETE program prepares students to meet State licensure requirements to teach both health and physical education from pre-kindergarten through 12th grade. Students can also elect to become endorsed to teach Driver Education. Our program is a competency-based, fieldwork intensive curriculum that ensures students obtain teaching experiences throughout their academic career. As a result, graduates tend to enter the workforce confident in their ability to deal with the many challenges faced by public school teachers.

Admission to the teacher education program requires that by mid-point of fall semester of the sophomore year students complete an application which includes successful completion of Praxis I, demonstrate competency in written and oral English (earn a grade of “C” or better in ENGL 150), have satisfactory professional dispositions, successfully complete an interview with the Physical and Health Education Teacher Education faculty, and possess an overall grade point average of 2.50. All physical education majors must earn a minimum grade of “C” in the professional courses: KINS 350, 351, 352, 377, 378, and 382. Transfer students have two semesters to complete the above requirements. Additional policies and standards for physical education majors are in the Physical and Health Education Teacher Education Student Handbook.

### KINESIOLOGY, BS DEGREE

#### Physical and Health Teacher Education, PK-12

#### Physical and Health Education Licensure

##### A. General Education Core Requirement/41 credits

The department requires SOCL 320 to satisfy General Education Goal 12.

##### B. Additional Degree Requirements/7 credits

|             |                                          |
|-------------|------------------------------------------|
| BIOL 206    | Human Anatomy and Physiology I/4 credits |
| MATH 171    | Statistical Decision Making/3 credits    |
| or MATH 271 | Applied Statistics/3 credits             |

##### C. Major Requirements/78-81 credits (plus 1 credit included in General Education)

###### *Professional Core/11 credits*

|          |                                                       |
|----------|-------------------------------------------------------|
| KINS 275 | Foundations of Physical Education and Sport/3 credits |
| KINS 386 | Biomechanics/4 credits                                |
| KINS 387 | Physiology of Exercise/4 credits                      |

###### *Teaching Concentration Activity Requirements/11-12 credits*

|          |                                                                                                              |
|----------|--------------------------------------------------------------------------------------------------------------|
| KINS 150 | Fitness Education/1 credit                                                                                   |
| KINS 350 | Skill Acquisition and Analysis I: Team Sports/3 credits                                                      |
| KINS 351 | Skill Acquisition and Analysis II: Teaching Fundamental Movement Concepts, Skills Themes and Dance/3 credits |
| KINS 352 | Skill Acquisition and Analysis III: Lifetime Activities/3 credits                                            |

###### *Take 1-2 credits from the following:*

|          |                                                   |
|----------|---------------------------------------------------|
| PHED 111 | Beginning Swimming/1 credit                       |
| PHED 211 | Intermediate Swimming/1 credit                    |
| PHED 212 | Lifeguarding and Emergency Water Safety/2 credits |
| PHED 315 | Water Safety Instructor/2 credits                 |

###### *Teaching Concentration Requirements/57-59 credits (plus 1 credit included in General Education)*

|          |                                                                          |
|----------|--------------------------------------------------------------------------|
| BIOL 207 | Human Anatomy and Physiology II/4 credits                                |
| KINS 175 | Introduction to the Profession of Health and Physical Education/1 credit |
| KINS 280 | Motor Development/3 credits                                              |
| KINS 363 | Assessment and Evaluation in Health and Physical Education/3 credits     |
| KINS 364 | Adapted Physical Education/3 credits                                     |
| KINS 377 | Teaching Elementary Physical Education/4 credits                         |

|                    |                                                                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| KINS 378           | Teaching Middle School Physical Education/4 credits                                                                                     |
| KINS 382           | Teaching High School Physical Education/4 credits                                                                                       |
| KINS 482           | Directed Teaching in Elementary and Secondary Physical Education and Health/11 credits (one credit satisfies General Education Goal 15) |
| KINS 483           | Seminar in Teaching/2 credits                                                                                                           |
| RECR 338           | Outdoor Education in the Schools/2 credits                                                                                              |
| HLTH 205           | Health and Wellness/3 credits                                                                                                           |
| HLTH 212           | Human Sexuality/3 credits                                                                                                               |
| HLTH 260           | Emergency Care and First Aid/3 credits                                                                                                  |
| <b>OR</b> HLTH 160 | Basic Care and First Aid/1 credit                                                                                                       |
| HLTH 313           | Drugs and Human Behavior/3 credits                                                                                                      |
| HLTH 335           | Nutrition/3 credits                                                                                                                     |
| HLTH 465           | Comprehensive School Health Education/4 credits                                                                                         |
| EDUC 430           | Reading in the Content Area/2 credits                                                                                                   |

Total Credits Required for BS Degree with Physical and Health Education with Teacher Education PK-12 Concentration/129-132

#### **Driver Education Endorsement/6 credits**

Any student may elect to take the following sequence of courses and become endorsed to teach driver education in secondary schools.

|          |                                                                                          |
|----------|------------------------------------------------------------------------------------------|
| HLTH 301 | Foundations of Traffic Safety/3 credits                                                  |
| HLTH 302 | Instructional Principles and Methodologies of Classroom and In-Car Instruction/3 credits |

D. Total Credits Required for BS Degree with Physical and Health Education with Teacher Education PK-12 Concentration and Driver Education Concentration/135-138

#### **Non-Teaching Option**

#### **EXERCISE SCIENCE**

##### **Faculty**

Cathy J. Roy, PhD, *Program Coordinator, Associate Professor of Exercise Science*  
 Joanna Morrison, PhD, *Assistant Professor of Exercise Science*

The Exercise Science Concentration is designed to provide students with a foundation in the sciences with emphasis in exercise, health, and sport sciences. Students enrolled in this concentration are prepared for entrance into health-related fitness and sport science professions. Graduates of this program are eligible to sit for certification examinations offered by the American College of Sports Medicine and the National Strength and Conditioning Association, and to apply for advanced study in a variety of applied science and allied health programs.

#### **KINESIOLOGY MAJOR, BS DEGREE**

##### **Exercise Science Concentration**

- A. General Education Core Requirements/41 credits
- B. Additional Degree Requirements/ 7 credits
  - BIOL 206 Human Anatomy and Physiology I/4 credits
  - Take one of the following:*
  - MATH 171 Statistical Decision Making/3 credits
  - MATH 271 Applied Statistics/3 credits

**C. Major Requirements/80 credits.**

*Professional Core/17 Credits*

|          |                                                        |
|----------|--------------------------------------------------------|
| KINS 275 | Foundations of Physical Education and Sport/3 credits  |
| KINS 280 | Motor Development/3 credits                            |
| KINS 386 | Biomechanics/4 credits                                 |
| KINS 387 | Physiology of Exercise/4 credits**                     |
| KINS 462 | Administration of Exercise Science and Sport/3 credits |

*Activity Requirements*

|          |                                    |
|----------|------------------------------------|
| PHED 116 | Beginning Weight Training/1 credit |
| PHED 126 | Beginning Yoga/1 credit            |

*Take three credits from the following:*

|          |                                                   |
|----------|---------------------------------------------------|
| PHED 127 | Aerobic Dance/1 credit                            |
| PHED 104 | Beginning Tennis/1 credit                         |
| PHED 108 | Beginning Golf/1 credit                           |
| PHED 212 | Lifeguarding and Emergency Water Safety/2 credits |
| PHED 315 | Water Safety Instruction/2 credits                |
| KINS 150 | Fitness Education/1 credit                        |
| KINS 217 | Olympic Lifting Movements/1 credit                |
| KINS 227 | Methods/Group Ex Instruction/1 credit             |
| DANC 130 | Beginning Jazz/1 credit                           |
| DANC 131 | Beginning Modern Dance/1 credit                   |

*Fitness Concentration Requirements*

|             |                                                                                |
|-------------|--------------------------------------------------------------------------------|
| BIOL 207    | Human Anatomy and Physiology II/4 credits*                                     |
| CHEM 101    | General Chemistry/4 credits+                                                   |
| or CHEM 111 | Fundamentals of Chemistry/4 credits                                            |
| PHYS 101    | General Physics/4 credits+                                                     |
| KINS 205    | Introduction to Exercise Science/2 credits                                     |
| KINS 216    | Essentials of Strength Conditioning /3 credits                                 |
| KINS 375    | Exercise Science Seminar/3 credits*                                            |
| KINS 385    | Sport Psychology/3 credits                                                     |
| KINS 392    | Fitness Internship/8 credits (one credit satisfies General Education Goal 15)* |
| KINS 399    | Advanced Exercise Physiology/3 credits                                         |
| KINS 430    | Applied Exercise Physiology/3 credits*                                         |
| KINS 470    | Research Methods in Health, Recreation and Kinesiology/3 credits               |
| KINS 486    | Exercise Testing and Prescription/4 credits*                                   |
| KINS 488    | Exercise Intervention in Disease/3 credits*                                    |
| KINS 489    | Health Fitness Management/3 credits*                                           |
| HLTH 215    | Physical Activity and Health/3 credits                                         |
| HLTH 260    | Emergency Care and First Aid/3 credits                                         |
| HLTH 335    | Nutrition/3 credits                                                            |
| COMM 101    | Public Speaking/3 credits                                                      |

**D. Total Credits Required for BS Degree with Exercise Science Concentration/127**

One of the above courses will count as a general education course under Goal 6 and will be considered as 4 credits of the 41 total required credits. +

Courses in which students must have a grade of C- or higher.\*

Courses in which students must have a grade of C or higher.\*\*

## KINESIOLOGY MAJOR, BS DEGREE ATHLETIC TRAINING CONCENTRATION

### Faculty

Sharon M. Menegoni, MS, *Program Coordinator, Assistant Professor of Athletic Training*  
Margaret Frederick Thompson, EdD, *Clinical Coordinator, Assistant Professor of Athletic Training*

The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and is designed to prepare students for a career in the field of athletic training, or may serve as the pre-professional course of study for physical therapy and sports medicine. The course of study leading to the Bachelor of Science Degree includes one year of pre-athletic training, a selection process, and three years in the professional and clinical education phase of the program. Admission to the Athletic Training Education Program is competitive. Because of enrollment limitations, students who have completed the pre-athletic training year at Longwood cannot be assured admission to the professional and clinical education phase of the Athletic Training Education Program.

Admission to the athletic training program is contingent upon the student satisfactorily completing the following prerequisites:

- a. written application;
- b. 75 hours of athletic training directed observation/work experience at one of the program's clinical sites;
- c. 30 credit hours of college course work;
- d. a 2.25 overall grade point average (GPA) and a 2.5 GPA or better in all athletic training major courses and supporting courses are required at the time of application;
- e. courses ATTR 200, 210, BIOL 207 and BIOL 206;
- f. grades of C or better in ATTR 200, 210, BIOL 206 and BIOL 207;
- g. completion of all Level I Skill Competencies and Proficiencies, and
- h. demonstration of appropriate clinical performance and conduct as determined by clinical instructor evaluations of the directed-observation experience.

Admission to the Longwood University Athletic Training Education Program is a three stage process. In the first stage students must (a) meet a number of grade and grade point criteria, (b) file a formal written application for admission, (c) successfully complete prerequisite courses, and (d) complete a directed observation requirement.

Once those criteria are met the student will enter the second stage which includes (a) obtaining updated grade estimates and (b) participation in an admission interview. Assessments for each student are placed in rank order for each component of the application process. A final rank ordering is based on the total of all components of the application process. Preliminary admission decisions are made by the Athletic Training Review Committee based on collective results across all pre-admission categories. At the completion of stage two, students will be informed by the program director of denial of admission or the preliminary admission decision or denial.

Students granted preliminary admission enter stage three. In this stage, final semester grades are subject to the grade and grade point criteria. The program director verifies that the student's final semester grades meet the grade and grade point requirements. Final admission decisions are made following the verification of candidates' semester grades.

Students (freshmen) may apply for admission to the program after the completion of the first academic year or the first semester on campus (transfer students) providing that all prerequisite courses are completed. The admis-

sions process will be administered at the end of the spring semester. Students will be informed by the program director of exact dates.

Students who are accepted into the program are required to accumulate a minimum of 800 hours of supervised clinical experience with the Longwood intercollegiate athletic program or an affiliated site. Students will also complete an off campus clinical internship at a site of their choice during the final semester of the program. Graduates of this program are eligible to sit for the Board of Certification examination. The course of study for students planning to participate as a member of an intercollegiate athletic team is five years.

The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (CAATE). Technical standards for program admission are published in the Athletic Training Education Program Curriculum Handbook.

## **KINESIOLOGY MAJOR, BS DEGREE ATHLETIC TRAINING**

### **A. General Education Core Requirements/41 credits**

The program requires PSYC 330 for the satisfaction of Goal 12 and PHIL 315 for Goal 13, ATTR 492 for Goal 15.

### **B. Additional Degree Requirements/7 credits**

BIOL 206 Human Anatomy and Physiology I/4 credits

MATH 271 Applied Statistics/3 credits

### **C. Major Requirements/78 credits**

**(plus 5 credits included in General Education Supporting Courses/16 credits)**

KINS 386 Biomechanics/4 credits

KINS 387 Physiology of Exercise/4 credits

PHYS 101\*, 102 General Physics I and II/4 credits

BIOL 207 Human Anatomy and Physiology II/4 credits

### ***Major Requirements/62 credits***

#### ***Required Courses/41 credits***

HLTH 260 Emergency Care and First Aid/3 credits

HLTH 335 Nutrition/3 credits

ATTR 200 Introduction to Athletic Training/3 credits

ATTR 210 Basic Skills in Athletic Training/3 credits

ATTR 300 Injury Mechanism and Assessment I (Lower Extremity)/3 credits

ATTR 310 Injury Mechanism and Assessment II (Upper Extremity)/3 credits

ATTR 320 Therapeutic Modalities/2 credits

ATTR 325 Principles of Therapeutic Exercise/3 credits

ATTR 326 Applied Therapeutic Exercise/2 credits

ATTR 330 Injury Mechanism and Assessment III (Head, Neck and Spine)/3 credits

ATTR 410 Athletic Training Administration/3 credits

ATTR 420 Medical Aspects of Athletic Training/3 credits

KINS 470 Research in Health, Recreation and Kinesiology/3 credits

PHED 116 Beginning Weight Training/1 credit

KINS 216 Essentials of Strength and Conditioning/3 credits

*Clinical Requirements/21 credits (plus 1 credit included in General Education)*  
ATTR 371 Clinical Methods in Athletic Training I/2 credits  
ATTR 372 Clinical Methods in Athletic Training II/2 credits  
ATTR 471 Clinical Methods in Athletic Training III/2 credits  
ATTR 472 Clinical Methods in Athletic Training IV/2 credits  
ATTR 473 Clinical Methods in Athletic Training V/2 credits  
ATTR 492 Clinical Internship in Athletic Training/12 credits  
(one credit satisfies General Education Goal 15)

\*PHYS 101 may be used to fulfill General Education Goal 6

#### **D. Total Credits Required for BS Degree with Athletic Training Concentration/126**

### **THERAPEUTIC RECREATION PROGRAM**

#### **Faculty**

Rená A. Koesler, PhD, *Program Coordinator and Professor of Recreation*  
Susan E. Lynch, PhD, CTRS, *Associate Professor of Therapeutic Recreation*  
Glenda P. Taylor, PhD, CTRS, *Professor of Therapeutic Recreation*

The Bachelor of Science Therapeutic Recreation degree is an accredited program of the National Recreation and Park Association/American Association of Leisure and Recreation Council on Accreditation and reflects the National Council for Therapeutic Recreation Certification (NCTRC) competencies. The program exists within the framework of an allied health profession, and is a professional preparation program offering both didactic and experiential learning designed to prepare the student for basic-entry level practice in health and human service settings.

The application of therapeutic recreation principles and practices utilize a wide variety of interventions including leisure experiences to facilitate, promote and/or maintain client functioning, promoting healthy behaviors, assisting with habilitation/rehabilitation needs while enhancing quality of life; including the development of a personally meaningful leisure life-style. The context of therapeutic recreation service delivery is contained in: physical medicine and rehabilitation facilities, psychiatric and mental health facilities for children and adults; substance treatment programs; corrections and juvenile justice centers; wilderness therapy camps; long-term, sub-acute care; and adult day health and nursing homes; community service boards residences for individuals with developmental disabilities school settings, and community parks and recreation departments.

Longwood's nationally recognized Therapeutic Recreation program provides students with a comprehensive foundation of: liberal arts, biological and health sciences, social sciences, disability studies and leisure theory. The technical aspects of the Therapeutic Recreation profession are taught within specialty courses emphasizing professional and therapeutic communication, program planning, intervention techniques, clinical assessment and documentation, clinical reasoning, management and research.

#### **Outdoor Education Minor**

The outdoor education minor enhances the Therapeutic Recreation major, and is especially useful for those clinicians who will work with "at-risk-youth" in education, juvenile justice systems, and adventure therapy programs. Although not limited to these populations, outdoor education has a wide application to diverse population groups and is often used as a "modality" in the delivery of therapeutic recreation services.

The experiential nature of the course offerings in this minor provide the student with skill development, self-awareness, aesthetic appreciation, safe practice and risk management. The course offerings provide the foundation knowledge for future certifications in the outdoor experiential field.

## Sequence and Progression

The requirements of this professional preparation program are designed to academically prepare the student in a sequenced offering of coursework. The sequence and progression of the student in the curriculum will be determined and monitored by the therapeutic recreation faculty.

1. Critical to student learning is that all therapeutic recreation majors, or intending majors, must complete BIOL 206/207 (Anatomy and Physiology); HLTH 275 (Medical Terminology) or equivalencies by the second year of study.

A transfer student must show evidence of prior learning, or equivalencies in these courses to enable them to progress in the sequence as determined.

2. All upper level Therapeutic Recreation content courses are available only to Therapeutic Recreation majors, or permission by the Program Coordinator.

## Fieldwork and Internship Requirements

Successful completion of this degree program requires practical experience, beyond the classroom. The following progression and requirements are identified below:

1. **Preliminary Fieldwork**

All students must complete 120 hours of volunteer work in a recreation setting which can include persons with disabilities. The recording of these hours will be the responsibility of the student and the faculty advisor. All 120 hours must be completed by the end of December of the student's junior year.

2. **Junior Internship**

Eligibility for junior internship requires the successful completion of all courses at the 100, 200, and 300 level. The student must maintain a 2.50 GPA in all Therapeutic Recreation content coursework, and a 2.25 GPA overall. The junior internship reflects a minimum 400-hour, 10-12 week placement the summer after the junior year.

3. **Senior Internship**

Eligibility for senior internship requires the successful completion of all coursework in the curriculum. The student must maintain a 2.50 GPA in Therapeutic Recreation coursework, and a 2.25 GPA overall. The senior internship reflects a 560 hour, minimum of 14 weeks placement to be taken during Spring semester Senior year. Placement must be in an affiliated agency, and supervision carried out by a Certified Therapeutic Recreation Specialist (CTRS®). University and NCTRC standards will be adhered to throughout this experience.

Upon graduation, students become eligible to sit for the national certification examination through the National Council for Therapeutic Recreation Certification (NCTRC®). The processes for application are the responsibility of the graduate, and the university cannot enter into the process. Application is available at [www.nctrc.org](http://www.nctrc.org).

## THERAPEUTIC RECREATION MAJOR, BS DEGREE

**Students must have a "C-" or better in all major required recreation courses which also includes PSYC 330 and PSYC 356 .**

- A. **General Education Core Requirements/41 credits**

The department requires PSYC 356 for the satisfaction of General Education Goal 12 and CHEM 101 for the satisfaction of General Education Goal 6.

- B. **Additional Degree Requirements/7 credits**

BIOL 206 Human Anatomy and Physiology/4 credits  
MATH 171 Statistical Decision Making/3 credits  
or MATH 271 Applied Statistics/3 credits.

### C. Major Requirements/82 credits

|          |                                                                               |
|----------|-------------------------------------------------------------------------------|
| RECR 110 | Introduction to Therapeutic Recreation/3 credits                              |
| RECR 111 | Foundations of Leisure Services/3 credits                                     |
| RECR 120 | Therapeutic Recreation Professional Practice I/3 credits                      |
| RECR 205 | Recreation Leadership and Activity/3 credits                                  |
| RECR 210 | Plan and Design of Recreational Areas and Facilities/2 credits                |
| RECR 237 | Adventure Programming/3 credits                                               |
| RECR 250 | Leisure Education and Counseling/2 credits                                    |
| RECR 300 | Pre-Internship Seminar/1 credit                                               |
| RECR 301 | Therapeutic Recreation in Mental Health Settings/3 credits                    |
| RECR 303 | Therapeutic Recreation for Physical Disabilities/3 credits                    |
| RECR 304 | Leisure and Aging: Therapeutic Services/3 credits                             |
| RECR 320 | Facilitation Techniques in Therapeutic Recreation/3 credits                   |
| RECR 360 | Therapeutic Recreation: Children with Disabilities/3 credits                  |
| RECR 371 | Program Planning in Leisure Services/3 credits                                |
| RECR 392 | Junior Internship/6 credits                                                   |
| RECR 408 | Therapeutic Recreation Professional Practice II/3 credits                     |
| RECR 410 | Supervision and Administration of Leisure Services/3 credits                  |
| RECR 437 | Group Dynamics/3 credits                                                      |
| RECR 461 | Senior Seminar/3 credits                                                      |
| RECR 470 | Research in Health, Recreation and Kinesiology/3 credits                      |
| RECR 492 | Senior Internship/12 credits (one credit satisfies General Education Goal 15) |
| HLTH 160 | Basic Emergency Care and First Aid/1 credit                                   |
| HLTH 275 | Medical Terminology/2 credits                                                 |
| HLTH 340 | Pharmacology/2 credits                                                        |
| BIOL 207 | Human Anatomy and Physiology II/4 credits                                     |
| PSYC 330 | Life Span Developmental Psychology/3 credits                                  |

**Must have a 2.25 overall GPA and 2.50 GPA in major courses**

### D. Total Credits Required for BS Degree in Therapeutic Recreation/130

#### MINORS

The Health, Recreation and Kinesiology curricula offer minor programs in coaching, health education, outdoor education and pre-professional clinical studies.

#### COACHING MINOR/19 credits

Sarah Bingham, PhD, *Professor of Physical Education*

Students interested in the coaching minor must enroll in 19 hours of specialized professional courses in kinesiology and physical education. Any student may elect to take the following sequence of courses for a minor in coaching:

|             |                                                                  |
|-------------|------------------------------------------------------------------|
| PHED 116    | Beginning Weight Training/1 credit                               |
| KINS 216    | Essentials of Strength Training/3 credits                        |
| KINS 298    | Prevention and Care of Athletic Injuries/3 credits               |
| KINS 350    | Acquisition and Analysis: Team Sports/3 credits                  |
| OR KINS 352 | Acquisition and Analysis: Individual Sports/3 credits            |
| KINS 385    | Sport Psychology/3 credits                                       |
| KINS 491    | Coaching Practicum/3 credits                                     |
| KINS 496    | Coaching Interscholastic and Intercollegiate Athletics/3 credits |

## HEALTH EDUCATION MINOR/18 credits

Chrystyna Kosarchyn, PhD, CHES, *Program Coordinator, Professor of Health Education*  
Philip Gapinski, PhD, CHES, *Assistant Professor of Health Education*

The minor in Health Education is designed to provide students with information about current health issues and to help them develop attitudes and behaviors that will be helpful in attaining a state of optimal health throughout their lifetime. This minor is open to students in any major program other than those in the Physical and Health Education Teacher Education Program (PHETE) and is particularly complementary to degrees in the health and human services areas.

### Core/6 credits

|          |                               |
|----------|-------------------------------|
| HLTH 205 | Health and Wellness/3 credits |
| HLTH 325 | Human Diseases/3 credits      |

### Choose 4 courses/12 credits

|          |                                                 |
|----------|-------------------------------------------------|
| HLTH 212 | Human Sexuality/3 credits                       |
| HLTH 215 | Physical Activity and Health/3 credits          |
| HLTH 313 | Drugs and Human Behavior/3 credits              |
| HLTH 335 | Nutrition/3 credits                             |
| HLTH 400 | Environmental Health/3 credits                  |
| HLTH 430 | Women's Health and Health Care Issues/3 credits |

## OUTDOOR EDUCATION MINOR/19 credits

Rená A. Koesler, PhD, *Program Coordinator, Professor of Recreation*

The minor in Outdoor Education is open to those students interested in developing the skills, knowledge and experience in the outdoor education field. Students will gain the necessary skills and experience to teach, lead, and/or serve individuals who wish to use the natural environment as well as enhance their appreciation of it. Students who minor in Outdoor Education are required to take the following courses. Grades below "C-" will not apply toward the fulfillment of minor requirements.

|          |                                                                                               |
|----------|-----------------------------------------------------------------------------------------------|
| RECR 237 | Adventure Programming/3 credits                                                               |
| RECR 340 | Introduction to Outdoor Adventure Skills/3 credits<br>(canoeing, rock climbing, orienteering) |
| RECR 350 | Ropes Course and Initiative Dynamics/3 credits                                                |
| RECR 375 | Leadership Development Through Wilderness Pursuits/3 credits                                  |
| HLTH 260 | Emergency Care and First Aid/3 credits                                                        |
| RECR 420 | Environmental Education Resources/3 credits                                                   |
| RECR 487 | Practicum Experience in Outdoor Education/1-3 credits                                         |

## PRE-PROFESSIONAL CLINICAL STUDIES MINOR

Sharon M. Menegoni, MS, ATC, *Assistant Professor of Athletic Training*

The purpose of this minor is to provide the student with applied knowledge of athletic training clinical theory and skills. It is primarily designed for those students pursuing other medical and allied health fields or graduate education. It is an attractive and marketable combination with the following programs: pre-medicine, pre-physical therapy, pre-occupational therapy, and pre-nursing.

The minor in Pre-professional Clinical Studies does not meet NATA-BOC or Virginia licensure eligibility requirements, and therefore does not lead to certification as an Athletic Trainer.

ATTR 210 Basic Skills in Athletic Training/3 credits  
ATTR 300 Injury Mechanism and Assessment I (Lower Extremity)/3 credits  
ATTR 310 Injury Mechanism and Assessment II (Upper Extremity)/3 credits

*Select one of the following/2-3 credits*

ATTR 320 Therapeutic Modalities/2 credits

**OR**

KINS 330 Injury Mechanism and Assessment III (Head, Neck and Spine)/3 credits

*Select one of the following/2-3 credits*

ATTR 325 Principles of Therapeutic Exercise/3 credits

**OR**

ATTR 420 Medical Aspects in Athletic Training/3 credits

*Select one of the following/4 credits*

KINS 386 Biomechanics/4 credits

**OR**

KINS 387 Physiology of Exercise/4 credits

*\* a minimum of 18 credits is required.*

## HEALTH PROGRAM COURSE DESCRIPTIONS (HLTH)

General Education Course \*

Writing Intensive Course WR

Speaking Intensive Course SP

**HLTH 160.** *Basic Emergency Care and First Aid.* This course will enable the student to acquire the essential skills to perform basic first aid. Knowledge and skill gained will lead to certifications in first aid, cardiopulmonary resuscitation, and automatic external defibrillator. 1 credit.

**HLTH 205.** *Health and Wellness.* Focusing on the application of scientific facts and principles to current health issues, this course is designed to help foster intelligent decision-making in the areas of health needs and health behaviors. 3 credits.

**HLTH 210.** *World Health Issues.* An examination of the physical, psychological, social, and environmental dimensions of health as encountered in a variety of cultures with a particular emphasis on those in the non-Western world. 3 credits.

**HLTH 212.** *Human Sexuality.* An examination of the biological, psychological, cultural and behavioral aspects of sexuality with emphasis on providing the student with practical and meaningful information pertaining to human sexuality and family life while encouraging the development of responsible sexual behaviors and attitudes. 3 credits.

**HLTH 215.** *Physical Activity and Health.* This course examines the effect of physical activity on health and diseases. Patterns and trends in physical activity are also covered as well as understanding and promoting physical activity in a variety of populations/settings. Prerequisite: PHED 101. 3 credits.

**HLTH 260.** *Emergency Care and First Aid.* Emergency care procedures necessary to sustain life and maintain life support until the victims of an accident or sudden illness are cared for by more qualified medical personnel. Knowledge and skill gained will lead to certification in first aid and cardiopulmonary resuscitation. 3 credits.

**HLTH 275.** *Medical Terminology.* An on-line course designed to familiarize students entering the public health field with the fundamentals of medical terminology and to provide them with the skills to learn medical terminology easily and quickly. Prerequisite: internet access. 2 credits.

**HLTH 295.** *Special Topics.* Selected topics in health education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

**HLTH 301.** *Foundation of Traffic Safety.* Foundation of Traffic Safety is the first of two courses required by the Virginia Department of Education for an endorsement in driver education. The intent of this course is to develop a thorough understanding of the highway transportation system, the complexity of the driving task, factors contributing to the performance of highway users, and attitudes and skills necessary to develop competent drivers. It will also provide prospective teachers with the essential knowledge and skills to effectively deliver the course content as presented in the Administrative and Curriculum Guide for Driver Education for Virginia. 3 credits.

**HLTH 302.** *Instructional Principles and Methodologies of Classroom and In-Car Instruction.* Instructional Principles and Methodologies of Classroom and In-Car Instruction is the second of two courses required by the Commonwealth of Virginia for endorsement in driver education. This course provides students with an overview of teaching methods and effective practices for driver education instruction. Emphasis is placed on program organization and administration, classroom instruction, single car instruction, multiple-car range instruction, simulation and evaluation. Focus is also placed on teaching skills. The course includes a minimum of 14 hours of behind-the-wheel supervised teaching/observation experiences. Course content is derived from the Administrative and Curriculum Guide for Driver Education for Virginia. 3 credits.

**HLTH 311, 312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on health education per semester. 1-18 credits.

**HLTH 313.** *Drugs and Human Behavior.* An examination of drug use and abuse in today's society. Emphasis is placed on prevention and strategies for the learner while providing accurate, up-to-date information concerning human biology, sociological principles, and the pharmacological nature of drugs. 3 credits.

**HLTH 325.** *Human Diseases.* A study of communicable and chronic diseases with regards to disease description, etiology, signs and symptoms, diagnostic procedures, treatment, prognosis and prevention. Prerequisites: HLTH 205 or consent of instructor. 3 credits. \*\*\*

**HLTH 335.** *Nutrition.* This course examines the principles of normal human nutrition applied to various stages in life, especially as they relate to disease prevention, fitness, and weight control. Factors that influence human nutrition needs and eating patterns are also covered. Prerequisite: BIOL 206. 3 credits.

**HLTH 340.** *Pharmacology.* The emphasis of this course is on legal and illegal drug use in the world today. Topics will include indications, contraindications, and effects of commonly used non-prescription and prescription medicines, ergogenic aids and the use of illegal substances in athletics, and neurophysiology and pharmacology as it relates to the effects of drugs on the body. Prerequisites: BIOL 206 and CHEM 101 or 111. 2 credits.

**HLTH 345.** *Selected Health Topics.* An in-depth examination of timely health issues such as stress management, aging, and death and dying, which have physical, psychological and sociological implications for one's overall health status. 3 credits.

**HLTH 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**HLTH 400.** *Environmental Health.* The study of the environment as it relates to the total well being of the individual with special emphasis on the threats to human health posed by the degradation of the environment. Environmental diseases/illnesses attributed to toxic substances, metals, pesticides, food additives and contaminants, radiation, noise, and infectious agents will be addressed. 3 credits.

**HLTH 405.** *Practicum.* Supervised field experience in community health education setting. 1-3 credits.

**HLTH 430.** *Women's Health and Health Care Issues.* An examination of women's health problems, their prevention and treatment. 3 credits.

**HLTH 465.** *Comprehensive School Health Education.* A study of comprehensive school health education (CSHE) with a focus on the teaching of health, (N, K-12) including an examination of the components of CSHE, health education content, instructional methodology, resource materials (including audiovisual), evaluation of teaching, and computer assisted instruction. A supervised practicum experience is required. Prerequisites: HLTH 205, HLTH 212, HLTH 313. 4 credits.

**HLTH 490.** *Independent Study.* Individualized study. 1-18 credits.

**HLTH 492.** *Internship in Health Education.* A semester-long, on-the-job learning experience designed to apply the principles of health education. 1-18 credits.

**HLTH 495.** *Special Topics in Health.* Selected topics in health which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**HLTH 498.** *Honors Research in Health Education.* Students conduct research in health under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR

### DANCE COURSE DESCRIPTIONS (DANC)

**DANC 127 (PHED 127).** *Aerobic Dancing.* An aerobic activity which combines different styles of music with vigorous jazz and modern dance movements to increase cardio respiratory fitness. In addition to performing choreographed routines, students receive instruction in monitoring heart rate, injury prevention and a variety of other topics relevant to body/mind wellness. 1 credit.

**DANC 128 (PHED 128).** *Beginning Social and Recreation Dance.* Beginning instruction in the fundamental skills of square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. 1 credit.

**DANC 129 (PHED 129).** *Beginning Ballet.* Dance techniques that evolved over the past five centuries, combined with freer contemporary techniques. It includes barre work: plie, tendu, rond de jambe; center combinations: glissade, assemble; and combinations across the floor: saute and soutenu. 1 credit.

**DANC 130 (PHED 130).** *Beginning Jazz.* Dance style based on a combination of African and European influences which has developed into the dance form seen on Broadway, film and television. Basic skills include stretching exercises for strength and flexibility, isolations and syncopated movements such as rib isolation, kicks, jump turns, and jazz runs. 1 credit.

**DANC 131 (PHED 131).** *Beginning Modern Dance.* Instruction in creative or interpretive dance utilizing specific stretching exercises and movement such as leaps, walks, bends, and turns. Emphasis on performing short dances and creating dances which can be performed with or without music. 1 credit.

**DANC 132.** *Advanced Modern Dance.* High level of skill required in any one of three dance forms: ballet, jazz, or modern dance. Prerequisite: audition. 2 credits.

**DANC 133 (PHED 133).** *Ballroom and Social Dance.* Introduces the student to the steps, rhythms, and body positions that are fundamental to ballroom and social dances. Dances that will be taught include, but are not limited to the following: waltz, fox trot, cha-cha-cha, tango, rumba, shag, and electric slide. 1 credit.

**DANC 136 (PHED 136).** *International Folk Dance.* Performance of dances from selected countries and early American culture, and an examination of the influence of the culture upon a country's folk dance and costume. 1 credit.

**DANC 138.** *African Dance.* African dance is a movement and technique course designed to explore the dances, rhythms, and chants of Africa. It also focuses on cultural enrichment, history, language and customs of the people of African ancestry. 1 credit.

**DANC 228 (PHED 228).** *Intermediate Social and Recreation Dance.* Advanced instruction in square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. Prerequisite: permission of the instructor. 1 credit.

**DANC 229 (PHED 229).** *Intermediate Ballet.* Emphasis on improving ballet skills and on allowing further opportunities for creating and learning dances. 1 credit.

**DANC 230 (PHED 230).** *Intermediate Jazz.* Emphasis on improving jazz dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

**DANC 231 (PHED 231).** *Intermediate Modern Dance.* Emphasis on improving modern dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

**DANC 232.** *Advanced Modern Dance.* High level of skill required in any one of three dance forms: ballet, jazz, or modern dance. Prerequisite: audition. 2 credits.

### **ATHLETIC TRAINING PROGRAM COURSE DESCRIPTIONS (ATTR)**

Writing Intensive Courses WR

Speaking Intensive Courses SP

**ATTR 200.** *Introduction to Athletic Training.* A survey of the area of Athletic Training and Sports Medicine and their professional applications. The course is designed as an initial experience for students considering a career in athletic training or physical therapy. Open to non-majors. 3 credits.

**ATTR 210.** *Basic Skills in Athletic Training.* Practical study of procedures for the evaluation and treatment of injuries within the athletic environment which includes classroom instruction in selected basic skills. The course also involves a directed observation experience requirement and participation in the student athletic trainer mentor program. 3 credits.

**ATTR 300.** *Injury Mechanism and Assessment I (Lower Extremity).* An examination of the mechanism and pathology of injuries to the lower extremities. Detailed anatomy, biomechanics, evaluation, and immediate care are discussed. 3 credits. Prerequisites: ATTR 210, BIOL 207.

**ATTR 310.** *Injury Mechanism and Assessment II (Upper Extremity).* An examination of the mechanism and pathology of injuries to the upper extremities. Detailed anatomy, biomechanics, evaluation, and immediate care are discussed. 3 credits. Prerequisites: ATTR 210, BIOL 207.

**ATTR 320.** *Therapeutic Modalities.* The use of therapeutic modalities for the treatment of the injured athlete. The course includes an introduction to the physiological principles and operational procedures of contemporary therapeutic modalities as they relate to the care and treatment of athletic injuries. 2 credits. Prerequisite: ATTR 210. Co-requisite: PHYS 102.

**ATTR 325.** *Principles of Therapeutic Exercise.* An introduction to the concepts and principles of comprehensive rehabilitation programs including determination of therapeutic goals and objectives, selection of therapeutic exercises, methods of evaluating and recording rehabilitation progress, development of criteria for return to competition, and the physiological effects of tissue trauma/wound healing and inactivity/immobilization. 3 credits. Prerequisites: ATTR 210, 386, PHYS 101.

**ATTR 326.** *Applied Therapeutic Exercise.* This course emphasized the application of principles and theory of therapeutic exercise in order to develop proficiency in case management and advanced rehabilitation skills using critical thinking and problem solving proficiency. Content of this course includes skillful rehabilitation examination and the design and analysis of therapeutic exercise programs. Units include gait, training, swiss balls/foam rollers rehabilitation and the application of therapeutic techniques for specific musculoskeletal injuries and conditions. Prerequisite: ATTR 325. 2 credits.

**ATTR 330.** *Injury Mechanism and Assessment III (Head, Neck, and Spine).* An examination of the mechanism and pathology of injuries to the head, neck, and trunk. Detailed anatomy, biomechanics, evaluation, and immediate care are discussed. 3 credits. Prerequisites: ATTR 210, BIOL 207.

**ATTR 371.** *Clinical Methods in Athletic Training I.* Supervised application and mastery of basic clinical proficiencies in a clinical and laboratory setting. Focus is on evaluative methods including manual muscle testing, ROM, goniometry and palpation. 2 credits. Prerequisite: admission to the athletic training program.

**ATTR 372.** *Clinical Methods in Athletic Training II.* Continuation of proficiency mastery through clinical instruction in a laboratory setting as well as practical experience. Coursework relates to special testing, padding and bracing, protective equipment, and casting. 2 credits. Prerequisite: admission to the athletic training program.

**ATTR 410.** *Athletic Training Administration.* This course utilizes an experiential approach to examine the administration of athletic training programs. Content of this course includes professional communications, record keeping, financial and human resource management, insurance and legal liability issues, professionalism, public relations, and facility planning, design and operation. 3 credits. Prerequisite: ATTR 330. SP and WR.

**ATTR 420.** *Medical Aspects in Athletic Training.* The emphasis of this course is on general medical conditions prevalent in athletic populations. Focus is on the recognition, treatment and prognosis of skin conditions, congenital deformities, disease, special populations, and environmental factors. Epidemiology, counseling techniques, and current pharmacology concepts are discussed. 3 credits. Prerequisites: BIOL 206-207.

**ATTR 471.** *Clinical Methods in Athletic Training III.* Supervised application and mastery of advanced clinical proficiencies related to evaluation and management of athletic related injuries and conditions. Included coursework involves isokinetic testing skills. 2 credits. Prerequisite: admission to the athletic training program.

**ATTR 472.** *Clinical Methods in Athletic Training IV.* Continuation of advanced proficiency mastery in athletic clinical education and isokinetic evaluation and interpretation are covered. 2 credits. Prerequisite: admission to the athletic training program.

**ATTR 473.** *Clinical Methods in Athletic Training V.* Concentrated clinical experience in athletic training. Mastery of proficiencies related to assessment and rehabilitation of athletic injuries, as well as management and administration of the athletic training room. Includes certification examination review. 2 credits. Prerequisite: admission to the athletic training program.

**ATTR 492.** *Clinical Internship in Athletic Training.* Supervised off-campus on-the-job learning experience designed to give students an opportunity to gain practical experience in a private clinic, educational setting, or sports organization which is involved in athletic health care. 12 credits. Prerequisites: Completion of all required courses.

## GENERAL EDUCATION AND PHYSICAL ACTIVITY COURSE DESCRIPTIONS

General Education Courses \*  
Writing Intensive Courses WR  
Speaking Intensive Courses SP

**PHED 101.** *Fitness Concepts Through Exercise.* Examination of issues dealing with physical and mental well-being, and participation in physical activities that can improve physical and mental well-being. 2 credits. \*  
Fulfills General Education Goal 11.

*Choose one of the following sections:*

Fitness Concepts through Aerobic Exercise  
Fitness Concepts through Aerobic Dance  
Fitness Concepts through Cycling  
Fitness Concepts through Multiple Activities  
Fitness Concepts through Restricted Activity  
Fitness Concepts through Swimming  
Fitness Concepts through Water Aerobics  
Fitness Concepts through Weight Training

### PHYSICAL EDUCATION ACTIVITY CLASSES (PHED)

To enroll in the beginning level the student should have little or no prior experience in the sport. Enrollment in the intermediate and advanced levels requires successful completion of a beginning class or meeting the prerequisites listed. The instructor reserves the right to evaluate the level of skill and make assignments as to the appropriate level.

**PHED 102.** *Beginning Fencing.* Instruction in guard position, foot-work, basic defense and offensive skills. Emphasis on fencing with “foil” and an overview of epee. 1 credit.

**PHED 103.** *Beginning Gymnastics.* An introduction to beginning tumbling and apparatus skill. Emphasis is placed on correct technique and form. 1 credit.

**PHED 104.** *Beginning Tennis.* Beginning instruction in the fundamental skills of forehand, backhand, serve and volley. Competitive play in women’s and men’s singles and doubles. 1 credit.

**PHED 105.** *Beginning Lacrosse/Field Hockey.* Instruction in the basic lacrosse skills of throwing, cradling, stick handling, loose ball pick-up, checking and goal play, and the field hockey skills of passing, dribbling, scoring, tackling and strategies of offensive and defensive play and interpretation of rules. 1 credit.

**PHED 106.** *Downhill Skiing.* Instruction in the basic skills of traversing hill, snowplow, stopping and parallel turns. Fee charged. 1 credit.

**PHED 107.** *Beginning Bowling.* Beginning instruction in the fundamentals of approach, release, arm swing, picking up spares, methods in scoring, rules, and etiquette on the lanes. Interclass competition with handicaps. 1 credit.

**PHED 108.** *Beginning Golf.* Beginning instruction in techniques in putting, short approach shots, and the full swing with irons and woods. Course includes rules and etiquette of golf. Students play at the Longwood Golf Course. 1 credit.

**PHED 109.** *Beginning Volleyball.* Instruction in the basic skills of serving, bump, dig, set and spike. Team defensive and offensive strategies and rules are included. 1 credit.

**PHED 110.** *Non-Swimming.* Emphasis on physical and mental adjustment to the water through basic swimming and rescue skills. Prerequisites: uncomfortable in water and unable to swim one width of the pool. 1 credit.

**PHED 111.** *Beginning Swimming.* Development of the five (5) basic strokes and basic rescue skills. Prerequisites: able to swim a width of the pool on the front and back, but uncomfortable in deep water. 1 credit.

**PHED 112.** *Water Aerobics.* Exercising in the water to music for the purpose of improving muscular strength, flexibility, slimness and especially aerobic fitness as well as overall swimming ability. 1 credit.

**PHED 113.** *Beginning Synchronized Swimming.* Instruction in rhythmic swimming, figures and sculling techniques. Performance of basic routine to music. 1 credit.

**PHED 114.** *Beginning Scuba Diving.* Instruction in scuba diving skills in preparation for open water dives and certification. Fee charged. 1 credit.

**PHED 116.** *Beginning Weight Training.* An introductory course with emphasis on current issues dealing with weight training. The student will learn and workout with various weight training programs and apply the principles to his/her individual workouts. The course employs basic techniques in proper lifting with safety procedures involved. 1 credit.

**PHED 117.** *Beginning Canoeing.* Basic river paddling skills in canoeing culminating in river trip(s) in class I and class II white water. 1 credit.

**PHED 118.** *Cycling.* An introductory activity course with emphasis upon the history and development of the modern bicycle, selection and properly fitting the bicycle to the rider, development of good riding skills, maintenance of the bicycle and knowledge and adherence to correct safety procedures. The class emphasizes the fitness and leisure application of cycling. 1 credit.

**PHED 120.** *Beginning Racquetball.* Basic skills and rules of the sport applied to the games of singles, doubles, and 3 player racquetball. 1 credit.

**PHED 121.** *Beginning Archery.* Instruction in the basic skills of bracing and embracing the bow, stance, grip, bow arm, nocking, drawing and anchoring, and aiming. Emphasis on fundamental skills and shooting form. 1 credit.

**PHED 122.** *Basketball.* Instruction in the fundamentals of individual and team offensive and defensive skills and their applications to the game of basketball. The rules and basic officiating techniques are incorporated. 1 credit.

**PHED 123.** *Beginning Equitation.* Beginning instruction in balance seat (hands, seat, feet and leg position). Proper method of groom, saddle, bridle, mount and dismount. Fee charged: \$140.00. 1 credit.

**PHED 124.** *Camping Skills.* Instruction in the basic camping skills such as tent pitching, firebuilding, site selection, meal planning, and trip planning. Students will plan and participate in a weekend camping experience. 1 credit.

**PHED 125.** *Beginning Archery and Badminton.* Instruction of the basic skills relating to shooting the arrow and including good form. Instruction in the basic skills and techniques of badminton for singles, doubles and mixed doubles play. A semester course with half the semester in archery and half in badminton. 1 credit.

**PHED 126.** *Beginning Yoga.* Instruction in physical (Hatha) postures with the incorporation of breath control and conscious relaxation. Emphasis on stress management, increased vitality and physical well-being. 1 credit.

**PHED 127 (DANC 127).** *Aerobic Dancing.* An aerobic activity which combines different styles of music with vigorous jazz and modern dance movements to increase cardio respiratory fitness. In addition to performing choreographed routines, students receive instruction in monitoring heart rate, injury prevention and a variety of other topics relevant to body/mind wellness. 1 credit.

**PHED 128 (DANC 128).** *Beginning Social and Recreation Dance.* Beginning instruction in the fundamental skills of square dance, folk dance, novelty and contemporary rhythms and in the social dance steps, rhumba, tango, samba, Lindy and fox trot. 1 credit.

**PHED 129 (DANC 129).** *Beginning Ballet.* Dance techniques that evolved over the past five centuries, combined with freer contemporary techniques. It includes barre work: plie, tendu, rond de jambe; center combinations: glissade, assemble; and combinations across the floor: saute and soutenu. 1 credit.

**PHED 130 (DANC 130).** *Beginning Jazz.* Dance style based on a combination of African and European influences which has developed into the dance form seen on Broadway, film and television. Basic skills include stretching exercises for strength and flexibility, isolations and syncopated movements such as rib isolation, kicks, jump turns, and jazz runs. 1 credit.

**PHED 131 (DANC 131).** *Beginning Modern Dance.* Instruction in creative or interpretive dance utilizing specific stretching exercises and movement such as leaps, walks, bends, and turns. Emphasis on performing short dances and creating dances which can be performed with or without music. 1 credit.

**PHED 133 (DANC 133).** *Ballroom and Social Dance.* Introduces the student to the steps, rhythms, and body positions that are fundamental to ballroom and social dances. Dances that will be taught include, but are not limited to the following: waltz, fox trot, cha-cha-cha, tango, rumba, shag, and electric slide. 1 credit.

**PHED 134.** *Track and Field.* Instruction in basic track and field events, rules, workouts, and testing. 1 credit.

**PHED 136 (DANC 136).** *International Folk Dance.* Performance of dances from selected countries and early American culture, and an examination of the influence of the culture upon a country's folk dance and costume. 1 credit.

**PHED 137.** *Orienteering.* Fundamental skills for traveling outdoors by map, compass, and observation, and an introduction to orienteering as a competitive cross country sport. 1 credit.

**PHED 140.** *Windsurfing.* Introduction to windsurfing, including how to select equipment, rig and care for the board, points of sail, nomenclature and safety. Practical experience will include basic sailing skills-tacking, jibing, beating, reaching and running-and manipulating the rig in and out of water. Prerequisite: able to swim 100 yards. 1 credit.

**PHED 141.** *Aerobic Fitness and Weight Control.* Instruction and participation in aerobic exercises and their relationship to personal health, physical fitness and weight control. 1 credit.

**PHED 202.** *Intermediate Fencing.* Review of the basic skills. Emphasis on competitive fencing. 1 credit.

**PHED 204.** *Intermediate Tennis.* Instruction in spin serve, lob and advanced drive placement. Emphasis on singles and doubles playing strategies. 1 credit.

**PHED 207.** *Intermediate Bowling.* Emphasis on improving the basic skills and introduction of the hook delivery. Prerequisites: women-bowl an average of 120; men-bowl an average of 135. 1 credit.

**PHED 208.** *Intermediate Golf.* Advanced instruction and practice with the full swing, short game and putting. Emphasis on advanced techniques and strategies related to ball control, sand shots, course management and psychological aspects of the game. Prerequisites: score below 90 on regulation 18 hole golf course or permission of instructor. 1 credit.

**PHED 209.** *Intermediate Volleyball.* Review of the basic skills, offenses and defenses, strategies and rules. Instruction in intermediate to advance play and skills. 1 credit.

**PHED 211.** *Intermediate Swimming.* Instruction designed to improve skill in mastery of five basic strokes, water safety skills and diving. Prerequisite: able to swim the length of the pool using three (3) different strokes. 1 credit.

**PHED 212.** *Life-guarding and Emergency Water Safety.* Instruction in lifesaving, first aid, CPR and lifeguard techniques leading to certification by the American Red Cross. Prerequisite: pass screening test. 2 credits.

**PHED 213.** *Intermediate Synchronized Swimming.* Junior level synchronized swimming. Figures and choreography of a routine. Prerequisite: pass screening test. 1 credit.

**PHED 214.** *Advanced Open Scuba and Coral Reef Ecology.* Held on Atlantic coral reefs leading to certification in Advanced Open Water (PADI) and Reef Ecology (YMCA). Prerequisite: ten (10) logged dives. (Fee charge.) 2 credits.

**PHED 217.** *Intermediate Canoeing.* Development of river paddling skills such as peel out, surfing, ferring, and eddy turns on class II and class III white water. 1 credit.

**PHED 223.** *Intermediate Equestrian.* Instruction in the fundamentals of position and control with emphasis on security with the walk, trot, and canter. Basic hunter exercises of circles, turns, transition and cross-country riding. (Fee charge.) 1 credit.

**PHED 224.** *Outdoor Skills.* Develop the technical skills and knowledge necessary for participation in back country trips, backpacking, rappelling, rock climbing, orienteering, equipment, clothing and first aid. Prerequisite: PHED 117 or permission of instructor. 2 credits.

**PHED 228 (DANC 228).** *Intermediate Social and Recreation Dance.* Advanced instruction in square dance, folk dance, novelty and contemporary rhythms and in the social dance steps. Prerequisite: permission of the instructor. 1 credit.

**PHED 229 (DANC 229).** *Intermediate Ballet.* Emphasis on improving ballet skills and on allowing further opportunities for creating and learning dances. 1 credit.

**PHED 230 (DANC 230).** *Intermediate Jazz.* Emphasis on improving jazz dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

**PHED 231 (DANC 231).** *Intermediate Modern Dance.* Emphasis on improving modern dance skills and on allowing further opportunities for creating and learning dances. 1 credit.

**PHED 241.** *Advanced Aerobics.* Instruction and participation in aerobic activities for students with good cardiovascular endurance. The emphasis is on long distance training and its effect on the body systems. 1 credit.

**PHED 314.** *Fitness Swimming.* Emphasis on competitive stroke with workouts designed for endurance and speed. 1 credit.

**PHED 315.** *Water Safety Instructor.* Methods of teaching and in depth analysis of swimming and personal safety skills leading to American Red Cross certification as a swimming instructor. Prerequisite: pass screening test. 2 credits.

## **KINESIOLOGY ACTIVITY/THEORY COURSES (KINS)**

**KINS 150.** *Fitness Education.* Students in this course will examine issues relating to the teaching of physical fitness in the public schools and will participate in a wide range of fitness activities. These issues include the definition of physical fitness, fitness related to stages of development, and assessment of physical fitness. The main focus of the course, however, will be on the participation in fitness activities that are appropriate for use in educational settings, including aerobic dance. 1 credit.

**KINS 175.** *Introduction to the Profession of Health and Physical Education.* An introductory course designed to acquaint students with the health and physical education profession and allied fields. Students will be introduced to the health and physical education major at Longwood and address specific major requirements. 1 credit.

**KINS 205.** *Introduction to Exercise Science.* This course is designed to introduce majors to aspects of the content areas in the discipline, including technology, certifications, professional associations, and career opportunities. These initial lessons allow for examination of the philosophical, historical, and psycho-social origin of the fields of exercise science. Current issues and future directions will also be explored. 2 credits.

**KINS 216.** *Essentials of Strength Conditioning.* This course addresses the selection and implementation of advanced resistance training methods, focusing primarily on periodization programs. Components include discussions of physiological principles and strength assessment as they relate to resistance training. Prerequisites: PHED 116 and BIOL 207 or permission of the instructor. 3 credits.

**KINS 217.** *Olympic Lifting Movements.* A sequel to PHED 116, this course addresses the technique and theory of Olympic lifting movements, specifically the clean and jerk and the snatch, in addition to their assistance exercises, plyometrics and medicine ball training, as a means of training for explosive strength and power.

**KINS 275.** *Foundations of Physical Education And Sport.* Survey of the historical philosophical bases of health and physical education. 3 credits. WR

**KINS 280.** *Motor Development.* This course encompasses the sequential, age-related, and continuous processes whereby movement behavior changes across the life span. Attention is directed toward physical growth and aging as well as acquisition of basic skills, perceptual motor development, and fitness development. Implications for future exercise scientists and physical educators are emphasized. 3 credits

**KINS 292.** *Internship in Physical Education.* A semester-long, on-the-job learning experience designed to apply the principles of physical education. 1-18 credits.

**KINS 295.** *Special Topics in Physical Education.* Selected topics in physical education which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**KINS 299.** *Prevention and Care of Athletic Injuries.* A lecture course is designed to provide entry-level knowledge in the field of sports related injuries. Content areas include: basic anatomy of common injuries, emergency procedures, evaluation techniques, medical conditions affecting athletes and preventive measures to reduce the incidence of injuries. Standard treatment protocols and legal and ethical issues are also discussed. Course fees are listed in the current course schedule. Prerequisite: A current first aid certificate. 3 credits.

**KINS 311, 312.** *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses on physical education. 1-18 credits.

**KINS 350.** *Skill Acquisition and Analysis I: Team Sports.* The purpose of this course is to provide learning experiences that will lead to the development of basic skills in team sports. In addition to skill acquisition, the course will focus on how to plan the four stages of games skill development through the use of extending, refining, and application tasks. An emphasis will be placed on the use of the games stages and movement framework as a guide for designing a variety of sport games experiences for the grades 5-12 student. 3 credits.

**KINS 351.** *Skill Acquisition and Analysis II: Teaching Fundamental Movement Concepts, Skill Themes and Dance.* The purpose of this course is to provide learning experiences that will lead to the development of fundamental movement concepts, skill themes and dance skills. Topics include manipulative skills, locomotor patterns, transfer of weight, balance, and rhythmic activities. Co-requisite: KINS 377. 3 credits.

**KINS 352.** *Skill Acquisition and Analysis III: Lifetime Activities.* The purpose of this course is to provide learning experiences that will lead to the development of fundamental skills used in lifetime activities and expertise in teaching. The course will focus on how to plan for the four stages of game skill development. 3 credits.

**KINS 362.** *Administration in Exercise Science and Sport.* Practice and theory in organizing and administering intramurals. 3 credits.

**KINS 363.** *Assessment and Evaluation in Health and Physical Education.* Contemporary practice and theory in assessment of performance in health and physical education in the NK-12 setting. This includes strategies for selection, administration, and evaluation of assessment tools in health-related fitness, skill and motor performance, the cognitive domain, measuring affective behavior, as well as grading performances. 3 credits.

**KINS 364.** *Adapted Physical Education.* Symptoms, causes and implications of various types of disabilities in relation to programming. Techniques in individual educational planning, activity adaptation and classroom organization. 3 credits.

**KINS 377.** *Teaching Elementary Physical Education.* The first of three courses in the pedagogy sequence is designed to explore the teaching-learning process and develop teaching skills. This course focuses specifically on the planning and implementation of developmentally appropriate physical education programs in the elementary school. Issues such as diversity, curriculum development aligned with the Virginia Standards of Learning, interdisciplinary teaching through physical education, behavior management, teaching techniques with emphasis on the “Skill Themes” approach, and assessment of learning. PHETE candidates will have field teaching experiences with PK-4 students. Co-requisite: KINS 351. Pre-requisite: Admission to Teacher Preparation Program which includes passing Praxis I. 4 credits. SP

**KINS 378.** *Teaching Middle School Physical Education.* This is the second course in the pedagogy sequence and is designed to explore the teaching-learning process and develop teaching skills specifically for the middle school grades (grades 5-8). This course focuses specifically on the planning and implementation of a developmentally appropriate physical education program for the middle school (grades 5-8). Learning experiences are provided to address issues such as diversity, characteristics of children in the middle school years, curriculum development aligned with the Virginia Standards of Learning, behavior management, teaching techniques and assessment of learning. Teacher candidates will have an extensive field teaching experience at the middle school level. Co-requisite: KINS 350. Pre-requisite: KINS 377. 4 credits.

**KINS 382.** *Teaching High School Physical Education.* This is the third course in the pedagogy sequence and allows teacher candidates to refine their teaching skills prior to student teaching. The course focuses on the high school level of physical education (9-12). In high school physical education, students are to develop the skills necessary to become physically active for a lifetime. To accomplish that goal, this course covers such issues as characteristics of learners, curriculum development aligned with the Virginia Standards of Learning, behavior management, teaching techniques, and assessment of learning, with special emphasis on the “Sport Education” model of teaching physical education as students learn lifetime physical activities. Teacher candidates will have an extensive field teaching experience at the high school level. This course is designed as speaking intensive. Co-requisite: KINS 352. Pre-requisite: KINS 378. 4 credits. SP

**KINS 385.** *Sport Psychology.* An examination of the psychological dimensions which influence an athlete’s skill acquisition and performance in the competitive environment. 3 credits.

**KINS 386.** *Biomechanics.* The analysis of human movement with an emphasis on the knowledge and methods of mechanics applied to the structure and function of the human system. This course provides a knowledge base for a systematic analysis of motor skills and exercise regimes as well as practical experience in applying knowledge to the analysis of a performer and/or performance. Prerequisite: Biology 207 or permission from program coordinator. 4 credits. \*\*

**KINS 387.** *Physiology of Exercise.* Lecture and laboratory experiences in the physiological responses of the body to the physical activity in everyday life and in sports. Prerequisites: Biology 206 and Biology 207. 4 credits.

**KINS 389.** *Methods of Teaching Health and Physical Education for Elementary Classroom Teachers.* This course is designed to acquaint liberal studies majors with content information, organizational skills, and the methods of instruction needed to teach health education and physical education in the K-6 school. Prerequisite: EDUC 260 or SPED 202 and sophomore standing required. 3 credits.

**KINS 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**KINS 392.** *Fitness Internship.* An 8-10 week supervised field experience (minimum of 320 clock hours). The internship will take place during the summer between the junior and senior years. To be eligible for participation the student must be of junior standing, enrolled in the fitness specialist option and have an overall GPA of 2.0. Prerequisites: KINS 387, 486. 8 credits.

**KINS 393, 394, 395, 396.** *Principles and Techniques of Officiating.* The study of current roles and practices in the techniques of officiating. (393-Field Hockey; 394-Gymnastics; 395-Volleyball; 396-Basketball) 1 credit.

**KINS 397.** *Mechanical and Physiological Principles of Sport and Exercise.* The physiological responses of the body to exercise and the mechanical principles of human movement. Designed for students other than physical education majors; physical education majors may not take this course. 3 credits.

**KINS 398.** *Ethics in Sport and Physical Education.* An examination of the basic philosophic issues concerning ethics and moral reasoning and how these issues relate to sport. Students will be encouraged to develop their ability to make informed ethical choices and decisions relating both to sport and to their own personal and professional lives. This course is designed for all students of any major Junior or Senior Status. 3 credits. \* Fulfills General Education Goal 13.

**KINS 399.** *Advanced Exercise Physiology.* A study of the acute and chronic physiologic adaptations to anaerobic and aerobic energy metabolism, energy support systems, and adaptations to training. 3 credits.

**KINS 430.** *Applied Exercise Physiology.* The application of physiological principles of training for physical fitness and sport will be examined. Other topics include aspects of neuromuscular and cardiovascular exercise. A variety of applied activities will be investigated to assist the student in understanding principles fundamental to the professional field. Prerequisite: KINS 387. 3 credits.

**KINS 462.** *Administration of Exercise Science and Sport.* Administrative theory applicable to a variety of settings including education, industry, health clubs, Y's. 3 credits. WR

**KINS 470.** *Research in Health, Recreation and Kinesiology.* Methods, techniques, and application of the research process related to a variety of functions typically found in health, physical education, and recreation professions. Designed to acquaint students with practical and applicable tools emphasizing research methodology and elementary data treatment through practical experiences, including computer use. 3 credits. WR and SP

**KINS 482.** *Directed Teaching in Elementary and Secondary Physical Education and Health.* Students are placed in elementary and secondary schools where they are responsible for the planning and delivery of instruction in the areas of health and physical education. 50 percent of the experience is spent at the elementary level (K-6) and 50 percent at the secondary level (6-12). The experience is directed by a cooperating teacher(s) and a Longwood supervisor direct to the experience. 11 credits. \$300 fee.

**KINS 483.** *Seminar in Teaching.* This seminar provides an opportunity for teacher candidates during the student teaching experience to interact with peers, PK-12 teachers, and professors about teaching, ideas, and innovations. Reflection on the teaching experience is emphasized. Critical issues in teaching are discussed. Practical solutions to the teacher candidates' most pressing challenges are explored. The teacher candidate will prepare an interview/employment portfolio and complete a Teacher Work Sample. 2 credits.

**KINS 485.** *Motor Learning and Control.* Processes and conditions influencing the acquisition and performance of motor skills. 3 credits.

**KINS 486.** *Exercise Testing and Prescription.* This course is designed to provide students with an understanding of fundamental guidelines for exercise testing and prescription methodologies and clinical experiences in applying these methodologies while working under the guidance of an academic supervisor. Students will also gain knowledge relating to the administration of programs for special populations. Students will work in a minimum of one practicum setting during this course. Prerequisite: KINS 387 or permission of the Instructor. 3 credits.

**KINS 487.** *Clinical Exercise Physiology.* Designed to advance student's knowledge, skills, and abilities (KSA's) of exercise testing, prescription, metabolic assessment, and fitness program administration to assist both pre-professionals in the field and candidates for certification. Clinical experience is emphasized. Prerequisite: KINS 486. 3 credits. SP

**KINS 488.** *Exercise Intervention in Disease.* This course examines the impact of exercise on the disease process, focusing primarily on cardiovascular disease and diabetes, and to a lesser extent on pulmonary disease and osteoporosis. Emphasis is placed on a review of epidemiological research and exercise/diet intervention studies. Prerequisites: KINS 386, 387, 486 or permission of instructor. 3 credits. SP

**KINS 490.** *Independent Study.* Must be approved by the head of the department. May be repeated. 1-18 credits.

**KINS 491.** *Practicum in Coaching.* This course is designed to provide the future coach with the opportunity to apply the principles and practices of coaching youth sports. This entails supervised observation, lesson/practice development, and direct work with student athletes and coaches in a specific sport. This is a multicultural learning course and serves as part of your education that enhances your coaching experiences. Students are required to work collaboratively with a school or organization. Prerequisite: 9 credits in the minor. 3 credits.

**KINS 492.** *Internship.* A semester-long, on-the-job learning experience designed to apply the principles of physical education. 1-18 credits.

**KINS 495.** *Special Topics in Physical Education.* Selected topics in physical education which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits. Prerequisite: permission of the Instructor.

**KINS 496.** *Coaching Interscholastic and Intercollegiate Athletics.* A seminar course to include the following topics: the role of athletics in the education setting, the organization and administration of athletics on the interscholastic and intercollegiate levels, the role of the teacher/coach, and special issues in athletics. 3 credits.

**KINS 497.** *Special Projects in Physical Education.* Independent study and research projects for qualified students. 1-3 credits.

**KINS 498.** *Honors Research in Physical Education.* Students conduct research in physical education under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR

## RECREATION COURSE DESCRIPTIONS (RECR)

Writing Intensive Courses WR

Speaking Intensive Courses SP

**RECR 110.** *Introduction to Therapeutic Recreation.* History, philosophy, rationale for service and overview of the profession of therapeutic recreation; and overview of therapeutic recreation settings and employment opportunities. 3 credits.

**RECR 111.** *Foundation of Leisure Services.* The history and development of the recreation profession, definitions of recreation, theories of play, and the role of recreation and leisure in society. Providers of leisure services and general operational aspects of various organizations and agencies are investigated. 3 credits. WR

**RECR 115.** *Arthritis Aquatics Practicum.* A course designed to provide students with a practical experience in teaching aquatic exercise for individuals diagnosed with arthritis. Topics include the meaning and types of arthritis, benefits of exercise, safety issues, and teaching older adults basic and endurance aquatic exercise. 1 credit.

**RECR 120.** *Therapeutic Recreation: Professional Practice I.* This course will introduce the student to professional behaviors and beginning professional practice skills in therapeutic recreation services; overview the diagnostic groupings and populations served in health care settings, and community services promoting health and well-being. 3 credits.

**RECR 205.** *Recreation Leadership and Activity.* The development of creative leadership skills, methods, and techniques that can be applied in various recreational settings through the use of social and informal recreational activities. 3 credits.

**RECR 210.** *Plan and Design of Recreation Areas and Facilities.* This course is designed to analyze the many elements of managing recreational resources. Topics to be discussed include indoor and outdoor facility usage, maintenance and operation, design, management application, and liability/risk management issues. 2 credits.

**RECR 237.** *Adventure Programming.* This course will involve the theory and application of outdoor and experiential education; students will have the opportunity to plan, organize and implement a variety of outdoor and environmental education activities for a variety of age and population groups. Students will also learn and practice specific skills related to camping and outdoor education activities. 3 credits.

**RECR 250.** *Leisure Education and Counseling.* This course is an exploration and application of the various theories and practice of leisure education. Emphasis will be placed on the exploration of self in relation to leisure behavior. Instruction will also include: teaching methods, the learning of appropriate activities; and leisure counseling sessions. 2 credits.

**RECR 292.** *Internship in Recreation.* A semester-long, on-the-job learning experience designed to apply the principles of recreation. 1-18 credits.

**RECR 295.** *Special Topics in Recreation.* Selected topics in recreation which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**RECR 300.** *Pre-Internship Seminar.* Lecture, discussion, and lab experiences to prepare majors for their internships. Topics will include agency and college relationships, resume writing, self-assessment, professional standards, organizations and ethics, interviewing techniques, and placement opportunities. 1 credit.

**RECR 301.** *Therapeutic Recreation in Mental Health.* An exploration of socio-cultural and psycho-dynamic dimensions of mental health and mental illness. Students will draw from foundation of abnormal behavior; focus on functioning characteristics of different mental illnesses as determined by the DSM-IV, and the preventative and restorative functions of therapeutic recreation and application of the therapeutic recreation process. Prerequisites: PSYC 356, 320, 371. 3 credits.

**RECR 303.** *Therapeutic Recreation and Physical Disabilities.* In-depth study of predominant physical disabilities and implications for therapeutic recreation intervention. Includes focus on specific rehabilitation and habilitation services, activities and technologies; over-view of competitive and recreational sport adaptations; legislation and safety issues; and recreation and support organizations for people who are physically challenged. Prerequisites: BIOL 206, BIOL 207, RECR 371. 3 credits.

**RECR 304.** *Leisure and Aging: Therapeutic Services.* This course explores the process of aging, including biological and sociological aspects. Theories of aging, concepts of leisure and aging, and principles and practices related to delivery, planning, implementation, and evaluation of leisure services of older adults are investigated. Prerequisite: RECR 205. Co-requisite: RECR 320, 371 or permission of the Program Coordinator. 3 credits. Recreation 311, 312. Studies Abroad. Primarily intended for transfer of credit earned abroad in courses on recreation per semester. 1-18 credits.

**RECR 311, 312.** *Study Abroad.* Primarily intended for transfer of credit earned abroad in courses on recreation per semester. 1-18 credits.

**RECR 320.** *Facilitation Techniques in Therapeutic Recreation.* This course prepares therapeutic recreation students in the technical realm by identifying and applying the principles of planning, leading and evaluating therapeutic intervention (facilitation) techniques which are used to empower individuals with disabilities to overcome difficulties or obstacles. Prerequisites: PSYC 330, RECR 205, 250. 3 credits. SP

**RECR 338.** *Outdoor Education in the Schools.* Development of outdoor education theory and understanding of components and implementations of an outdoor education program in a K-12 curriculum. Utilization of outdoor skills to develop the ability to teach and broaden students' physical, social, and cognitive skills important in the educational process. Prerequisite: KINS 380. 2 credits.

**RECR 340.** *Introduction to Outdoor Adventure Skills.* This course will address the basic skills in canoeing, rock climbing, and orienteering. Students will learn the skills, techniques and safety factors involved in each activity and are able to transfer skills into practice. 3 credits.

**RECR 350.** *Ropes Course and Initiative Dynamics.* Provides physical and mental challenges through adventure activities. Leadership, communication, decision-making and problem solving will be enhanced. The development of creativity, ingenuity, and trust are essential elements that will be experienced throughout the course. 3 credits.

**RECR 360.** *Therapeutic Recreation for Children Disabilities.* This course is designed to prepare TR students for work with children challenged by illnesses, disabilities or environmental situations requiring particular sensitivity and specialized therapeutic interventions. Prerequisites: BIOL 206, 207, PSYC 330, RECR 320, 371. 3 credits.

**RECR 371.** *Program Planning in Leisure Services.* Application of the essential elements of programming within the context of recreation and leisure services. This course will address both the theory and techniques of recreation programming, reflecting a benefit-based approach; and designed to support programming with a socially purposeful end for varied constituent groups. Prerequisites: BIOL 206, 207, PSYC 330, RECR 205, 250. 3 credits.

**RECR 375.** *Leadership Development through Wilderness Pursuits.* Leadership development through a variety of outdoor experiences and situations. Demonstrations and practical applications of technical skills, problem solving, decision making, and group dynamics. Planning, implementation, and development of outdoor skills and knowledge for back-country travel. 3 credits.

**RECR 390.** *Directed or Independent Study.* Must be approved by the head of the department. May be repeated as 391. 1-18 credits.

**RECR 392.** *Junior Internship.* A 10-12 week supervised practicum in clinical, community or outdoor therapeutic recreation settings during the summer after completion of the junior year. Prerequisites: RECR 301, 303, 304, 320, 360, 408, HLTH 260; and 2.25 overall GPA and 2.50 in major. 6 credits.

**RECR 408.** *Therapeutic Recreation: Professional Practice II.* Current principles and practice of therapeutic recreation will be studied and applied through the use of systematic programming. Emphasis placed on assessment, individual treatment plans, documentation and client evaluation; and advanced professional communication and behavior. Prerequisites: Taken semester prior to Junior Internship; and RECR 304, 320, 371. Co-requisites: RECR 301, 303, 360. 3 credits.

**RECR 410.** *Supervision and Administration of Leisure Services.* Application of management theory and techniques of leisure service delivery, including such areas as organization, supervision techniques, financing and budget, personnel, public relations, legal foundations and liability. Prerequisites: RECR 301, 303, 304, 320, 360, 392. 3 credits.

**RECR 420.** *Environmental Education Resources.* This course is designed to explore and provide ways to sensitize human beings to the environment. Emphasis will be placed on examining a variety of ways to interpret the envi-

ronment in order for people to develop environmental ethics and behaviors. Topics such as history and philosophy, environmental ethics, culture and environmental values and environmental education will be covered. Unique to this class will be the opportunity to apply class information to practical experience in teaching and the development of environmental projects. 3 credits.

**RECR 437.** *Group Dynamics.* Includes analyses of TRS group facilitation styles, skills and techniques. Content and exercises emphasize comprehension of small group behavior; group processes and dynamics; verbal and non-verbal communication, and effective problem-solving and decision-making. Prerequisite: RECR 392 or permission of instructor. 3 credits. SP

**RECR 461.** *Senior Seminar.* This course is the capstone course for the therapeutic recreation degree. The student will be provided opportunities for critical thinking and application of knowledge and skills acquired throughout the program; and an examination of modern trends and issues in current recreation literature and the leisure industry, from the philosophical basis of social responsibility for the public good. Senior internship and credentialing procedures will be addressed. Prerequisites: RECR 392, 408 and permission of the Program Coordinator. Co-requisites: RECR 410, 437, 470. 3 credits.

**RECR 463.** *Special Projects in Therapeutic Recreation.* Qualified students will pursue independent study projects and/or directed research under supervision of an instructor. Nature of study will depend on interests and needs of the students. 1-3 credits.

**RECR 470.** *Research in Health, Recreation, and Kinesiology.* Methods, techniques, and application of the research process related to a variety of functions typically found in health, physical education, and recreation professions. Designed to acquaint students with practical and applicable tools emphasizing research methodology and elementary data treatment through practical experiences, including computer use. Prerequisites: RECR 392, 408. Co-requisites: RECR 410, 437, 461. 3 credits. WR

**RECR 487.** *Practicum Experience in Outdoor Education.* Students will work in an outdoor education related position OR participate in an outdoor education program. Length and intensity of job and/or experience will directly relate to number of credits received (1-3). The experience will enable students to broaden their perspective about career choices and strengthen their knowledge, skills and experience in outdoor education. Students are expected to participate in an experience that will provide them an extended experience and exposure in an outdoor setting. 1-3 credits.

**RECR 490.** *Independent Study.* Individualized study. 1-18 credits.

**RECR 492.** *Senior Internship* A minimum of 14 weeks (560 hours) educational experience during the senior year designed to provide maximum opportunities for the student majoring in therapeutic recreation to participate in selected professional laboratory experiences. Spring only or permission from Program Coordinator. Prerequisites: Completion of all coursework, minimum GPA 2.50 TR content courses, and GPA 2.25 overall, permission of the Program Coordinator. 12 credits. \$100 fee.

**RECR 495.** *Special Topics in Recreation.* Selected topics in recreation which will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

**RECR 498.** *Honors Research in Recreation.* Students conduct research in recreation under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. 3 credits. WR