

Orlean Bullard Beeson School of Education



and Professional Studies



Administration

Ruth C. Ash, Dean, and Ralph W. Beeson Professor
James B. Angel, Associate Dean of Operations,
Chair, Professor, Exercise Science and Sports Medicine
Jean Ann Box, Associate Dean of Academic Affairs,
Chair, Associate Professor, Teacher Education
Jeannie Krumdieck, Chair, Associate Professor, Interior Design
J. Maurice Persall, Director of Graduate Programs, Professor, Teacher Education
Dan Sandifer-Stech, Chair, Associate Professor, Family Studies
Patricia Hart Terry, Chair, Associate Professor, Nutrition and Dietetics

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Exercise Science and Sports Medicine

Faculty

James B. Angel, Chair, Professor
 Donna L. Dunaway, Professor
 Stephen R. Ruble, Associate Professor
 Daniel R. Czech, Assistant Professor
 Christopher A. Gillespie, Assistant Professor

Ralph R. Gold Jr., Assistant Professor
 Patricia R. Donnelly, Instructor
 Robert W. Hensarling, Jr., Instructor
 Wayne Kendrick, Instructor
 Charles D. Sands, IV, Instructor

Undergraduate Programs and Requirements

Majors

Athletic Training
 Exercise Science (Pre-Physical Therapy)
 Fitness and Health Promotion
 Physical Education
 Sports Medicine (Pre-Medicine)

Minors

Sport Psychology (ESSM Major)
 Sport Psychology (Non-ESSM Major)

Dual Major

Fitness and Health Promotion and Nutrition and Dietetics

The Department of Exercise Science and Sports Medicine offers majors in athletic training [ATHT], exercise science (pre-physical therapy) [EXSC], fitness and health promotion [FHPR], physical education [PHED], and sports medicine (pre-med) [SPMD] leading to a bachelor of science in education degree. A double major in fitness and health promotion and nutrition/dietetics and athletic training/physical education is also available. See department chair for details. A minimum grade of C- must be achieved in all PHED prefix courses.

Technology Equipment Requirement

In order to better equip and enhance the academic program of the students majoring in exercise science and sports medicine, all entering freshmen and transfer students will be required to purchase a Polar Heart Rate Monitor Watch.

University Core Curriculum

See University Core Curriculum in Howard College of Arts and Sciences introductory pages.

Problem-Based Learning

The long-range goal of the problem-based learning [PBL] methodology is the acquisition and retention of greater amounts of information to be used in solving real world problems utilizing critical-thinking skills necessary for success in today's rapidly changing world. Through the implementation of PBL, it is the hope of the faculty of the Department of Exercise Science and Sports Medicine [ESSM] to develop dynamic group interaction skills, critical-thinking skills, and a desire in the students to be actively involved in their learning throughout the course, the remainder of their undergraduate education and ultimately throughout their careers. The problems will assist students in making the important connections between classroom concepts, principles, theories, and their application to the real world environment. The ESSM faculty is currently developing PBL throughout the curriculum of each departmental major.

Athletic Training Major

Athletic training is designed to prepare students in the "major tasks" comprising the role of the certified athletic trainer. These tasks include the following:
 1) Prevention of athletic injuries, 2) evaluation, recognition, and immediate care of athletic injuries, 3) rehabilitation and reconditioning of athletic injuries, 4) health care administration, and 5) professional development and responsibility.

The program offers the student a choice of two available tracks. One has the same requirements as the P-12 physical education major plus an additional twenty-seven (27) credits of study in athletic training. The other is a nonteaching major containing, in addition to athletic training studies, courses in nutrition and psychol-

ogy. These tracks were developed to prepare students to meet the National Athletic Trainers' Association [NATA] Board of Certification requirements. Samford University has received undergraduate program curriculum accreditation from the Commission on Accreditation of Allied Health Education Programs [CAAHEP].

Admission Requirements and Procedures

1. Accepted for admission to Samford University.
2. Make a written request for an Athletic Training Education Program application packet to: Director of Athletic Training Education, Samford University, Birmingham, Alabama 35229.
3. Complete an application and obtain three letters of recommendation, three reference forms, and official transcripts from all high schools and higher education institutions attended. Submit materials to: Director of Athletic Training Education, Samford University, Birmingham, Alabama 35229.
4. Priority consideration will be given to prospective students who meet the following academic standards:
 - a. Achieve a composite score of 21 on the ACT or 900 on the SAT.
 - b. Graduate from high school with a GPA of 3.00 or above.
 - c. Transfer to Samford University from another institution with a GPA of 3.00 or above.
5. Approved by the Athletic Training Admissions Committee [ATAC]. The ATAC reviews all application packets and makes a report to the Director of Athletic Training Education regarding eligibility for admission to the program.
6. After eligibility status has been approved, the applicant must interview with the ATAC.
7. Must demonstrate technical standards for admission. (See director for copy.)
8. Upon completion of all interviews, recommendations are made by the ATAC concerning admission to the program. In order for the student to be admitted, there must be an available position so that the clinical instructor-to-student ratio guidelines are not violated. Students selected for admission into the program will be notified in writing by the Director of Athletic Training Education.
9. Any student who, in the opinion of the ATAC, is judged to have characteristics that are deemed to be undesirable for the profession of athletic training, may, with proper review, be denied admission to the athletic training program.
10. Applicants who do not meet the stated criteria may be considered on an individual basis for conditional status admission. The ATAC will stipulate the terms of the conditional status admission in writing to the applicant. Students admitted under conditional status must carefully follow the stipulations set forth by the ATAC. If the student is unable to follow the said stipulation, he/she will be dismissed from the program.

Retention Requirements

1. Athletic training students must maintain academic requirements set forth by Samford University. In addition, each student must maintain an overall GPA of 2.00. A student enrolled in the "teaching" program must meet the minimum standards of the School of Education and Professional Studies Program.
2. Should a student's GPA fall below the required level, he/she will be placed on probation by the Director of Athletic Training Education. Should a student be placed on probation, he/she must make satisfactory progress within two semesters. Should he/she be unable to do so, the student will be dismissed from the program. In the event that the student's GPA rises to the acceptable level after being dismissed from the program, the application process is the same as for any other student.
3. Students making less than a C in a required athletic training course will be required to repeat the course. These courses are: PHED 232, 274, 275, 276, 277, 300, 374, 375, 376, 451, 473, 476, 477, 478, 485, and 486.
4. A student may repeat only one required course (see list above) in which a grade of less than C was received. Failure to make at least a C in two required courses or one course twice will result in dismissal from the program.
5. Any student who, in the opinion of the ATAC, is judged to have developed characteristics that are deemed to be undesirable for the profession of athletic training may, with proper review, be dismissed from the program.
6. A student must be able to demonstrate technical standards to continue in program.
7. All athletic training students must abide by the disciplinary rules of Samford. Any student not abiding by the rules will be subject to University discipline.
8. All athletic training students are subject to random drug testing in accordance with Department of Athletics rules. All discipline will be carried out in the

appropriate manner as specified and defined in the Department of Athletics drug testing policy and procedures statement.

- Appeals regarding any of the retention rules and requirements will be heard by the Director of Athletic Training Education, the Chair of the Department of Exercise Science and Sports Medicine, and the Dean of the Orlean Bullard Beeson School of Education and Professional Studies. All appeals must be made in writing and submitted to the Director of Athletic Training Education.

Athletic Training Major (Non-Teaching) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
HIST 200 The West in Global Perspective <i>or</i> HIST 217 Early America to 1877 <i>or</i> HIST 218 Modern America since 1865	4	
PSYC 101 General Psychology	4	
ART 200 Art Appreciation <i>or</i> MUSC 200 Music Appreciation <i>or</i> THEA 200 Theatre Appreciation	2	
Physical Activity (Select any 2 courses.)	2	
Athletic Training		77
PHED 141 Intro to ESSM and Related Technology	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 274 Practicum in Athletic Training I	1	
PHED 275 Practicum in Athletic Training II	1	
PHED 276 Therapeutic Modalities in Sports Medicine	4	
PHED 277 Practicum in Athletic Training III	1	
PHED 300 Rehab Techniques in Sports Medicine	4	
PHED 322W Motor Development (Majors)	4	
PHED 374 Admin. of Athletic Training Prog.	1	
PHED 375 Practicum in Athletic Training IV	1	
PHED 376 Practicum in Athletic Training V	1	
PHED 400 Research Methods	2	
PHED 420W Tests and Measurements in Exercise Science	4	
PHED 451 Senior Seminar in Athletic Training	1	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 478 Sport Psychology	4	
PHED 479 Behavioral Issues of the Athlete	4	
PHED 485 Recog. and Eval. of Athletic Injuries: Lower Body	4	
PHED 486 Recog. and Eval. of Athletic Injuries: Upper Body	4	
NTDT 216 Personal Nutrition	4	
PHYS 101 General Physics	4	
Directive Elective	4	
Total Required Credits		131

Exercise Science Major

The purpose of the exercise science major is to prepare students for the entry-level master's degree program in physical therapy. An interdisciplinary approach is applied to this major, including classes in nutrition, psychology, biology, physics, chemistry, athletic training, and exercise science. The courses contained within the major meet or exceed the prerequisites for the majority of physical therapy schools. Students are encouraged to volunteer service in all aspects of physical therapy prior to and during their undergraduate studies. Academic advisers monitor student progress to maximize acceptance into physical therapy schools.

Exercise Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
PSYC 101 General Psychology	4	
HIST 200 The West in Global Perspective <i>or</i> HIST 217 Early America to 1877 <i>or</i> HIST 218 Modern America since 1865	4	
ART 200 Art Appreciation <i>or</i> MUSC 200 Music Appreciation <i>or</i> THEA 200 Theatre Appreciation	2	
Physical Activity (Select any two courses.)	2	
Exercise Science		79
PHED 141 Intro to ESSM and Related Technology	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 276 Therapeutic Modalities in Sports Medicine	4	
PHED 322W Motor Development (Majors)	4	
PHED 330 Externship in Physical Therapy	4	
PHED 400 Research Methods	2	
PHED 401 Senior Seminar in Exercise Science	1	
PHED 420W Tests and Measurements in Exercise Science	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 485 Recog. and Eval. of Athletic Injuries: Lower Body	4	
PHED 486 Recog. and Eval. of Athletic Injuries: Upper Body	4	
CHEM 204 General Chemistry II	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Select two courses: BIOL 225 Microbiology for Allied Health Sciences (4) BIOL 333 Genetics (4) BIOL 405W Cell and Molecular Biology (4) BIOL 425 Basic Pathology (4)	8	
Select two courses from below, one must be 300 or above: PSYC 203 Psychology of Adjustment (4) PSYC 205 Life-Span Development (4) PSYC 210 Child and Adolescent Psychology (4) PSYC 215 Abnormal Psychology (4) PSYC 304 Social Psychology (4) PSYC 308 Physiological Psychology (4) PSYC 310 Applied Psychology (4)	8	
Total Required Credits		133

Fitness and Health Promotion Major

This major is designed to prepare students for employment in corporate wellness programs, fitness centers, YMCAs, cardiac rehabilitation, and recreational facilities. Academic training will be complemented by laboratory work and practicums in fitness-related programs. The coursework and practicums are designed to prepare students for the American College of Sports Medicine certification examinations in Health Fitness Instructor [HFI] or Exercise Test Technologist [ETT].

Fitness and Health Promotion Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 108 General, Organic & Biological Chemistry	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
HIST 200 The West in Global Perspective <i>or</i>	4	
HIST 217 Early America to 1877 <i>or</i>		
HIST 218 Modern America since 1865		
PSYC 101 General Psychology	4	
ART 200 Art Appreciation <i>or</i>	2	
MUSC 200 Music Appreciation <i>or</i>		
THEA 200 Theatre Appreciation		
PHED 109 Strength Training-Physical Conditioning	1	
Any Physical Activity course	1	
Fitness and Health Promotion		79
PHED 141 Intro to ESSM and Related Technology	4	
PHED 230 Health and Fitness Applications	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 335 Health Fitness Management	4	
PHED 337 Strategies for Program Planning/Implement	4	
PHED 339 Adolescent and Senior Adult Fitness	4	
PHED 340 Practicum in Fitness and Health Promotion	8/12*	
PHED 400 Research Methods	2	
PHED 403 Senior Seminar in Fitness/Health Promotion	1	
PHED 420W Tests and Measurements in Exercise Science	4	
PHED 460 Health Promotion**	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 478 Sport Psychology	4	
PHED 490 Advanced Exercise Physiology	4	
NTDT 216 Personal Nutrition	4	
PSYC 205 Life-Span Development	4	
Total Required Credits		133

*2 credits taken two times, 4 credits taken two times.

**Health Fitness Instructor track will substitute PHED 460 for one 4-credit PHED 340.

Fitness and Health Promotion and Nutrition and Dietetics Dual Major

This dual major is designed to prepare students in the dual careers of fitness and nutrition. The fitness and health promotion major equips students to enter the ever-expanding fitness field, while the nutrition and dietetics major enables students to pursue the dietetic internship following graduation. See Department of Nutrition and Dietetics, Undergraduate Programs and Requirements section for GPA requirements. Successful completion of these degrees will give students insight into the relationship between nutrition and physical activity/athletic performance. This dual major is designed to be completed in five years.

Fitness and Health Promotion and Nutrition and Dietetics Dual Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements*		32
Major Courses		119
PHED 141 Intro to ESSM and Related Technology	4	
PHED 230 Health and Fitness Applications	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 335 Health Fitness Management	4	
PHED 337 Strategies for Program Planning/Implement	4	
PHED 339 Adolescent and Senior Adult Fitness	4	
PHED 340 Practicum in Fitness and Health Promotion	4**	
PHED 400 Reserach Methods	2	
PHED 403 Senior Seminar in Fitness/Health Promotion	1	
PHED 420W Tests and Measurements in Exercise Science	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
NTDT 110 Principles of Food Preparation	4	
NTDT 210 Intro to Helping Professions & Related Tech	2	
NTDT 216 Personal Nutrition	4	
NTDT 300 Foundations of Nutrition	2	
NTDT 310 Lifecycle Nutrition	4	
NTDT 350 Community Nutrition Education	4	
NTDT 410 Medical Nutrition Therapy I	4	
NTDT 411 Medical Nutrition Therapy II	4	
NTDT 412 Quantity Food Production and Management	4	
NTDT 413 Food Service Organization and Management	4	
NTDT 414W Experimental Foods	4	
NTDT 416W Advanced Nutrition and Metabolism	4	
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 301 Organic Chemistry I	4	
CHEM 350 Biochemistry I	4	
ECON 201 Economics I (macro)	4	
PSYC 101 General Psychology	4	
Directed Elective		2
Total Required Credits		175

*See Fitness and Health Promotion Major, General Education Requirements.

**Health Fitness Instructor track will substitute PHED 460 for one 4-credit PHED 340.

Physical Education Major

The physical education major is designed to prepare the student in physical education with the knowledge, appreciation, and skills which the student must have to qualify for job opportunities in public and private schools. A major in physical education is offered for teacher certification in P-12. Emphasis is placed on practical hands-on experience through laboratory and fieldwork, culminating with student teaching and the senior seminar.

Physical Education Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		31
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
HIST 217 Early America to 1877 <i>or</i>	4	
HIST 218 Modern America since 1865		
PSYC 101 General Psychology	4	
ART 200 Art Appreciation <i>or</i>	2	
MUSC 200 Music Appreciation <i>or</i>		
THEA 200 Theatre Appreciation		
PHED 133-138 or Scuba	1	
Physical Education		83
PHED 141 Intro to ESSM and Related Technology	4	
PHED 143-146 Core Program for Majors	4	
PHED 201 Instr Strategies for Elem Sch Phy Educators	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 336 Fundamental Sports Skills	4	
PHED 351 Coaching Principles and Administration	3	
PHED 360 Curr Design/Instr Strategies for Phy Educ	4	
Select two courses:	2	
PHED 362 Coaching Tech. in Football/Soccer (1)		
PHED 363 Coaching Tech. in Basketball/Volleyball (1)		
PHED 364 Coaching Tech. in Baseball/Softball/Track (1)		
PHED 400 Research Methods	2	
PHED 404 Student Teaching Physical Education P-12	12	
PHED 420W Tests and Measurement in Exercise Science	4	
PHED 433 Org and Admin of Health and PE	3	
PHED 450 Senior Seminar in Physical Education*	1	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
EDUC 213 Adolescent Development within the Educ Culture	2	
EDUC 221 Issues within the Education Culture	4	
EDUC 311 The Development of the Young Child	2	
EDUC 323 Overview of Child Development	2	
EDUC 413 Classroom Management	2	
Total Required Credits		136

*Not taken by students taking athletic training option.

Physical Education Major with Athletic Training Option

Physical Education Major with Athletic Training Option* Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		31
Physical Education		81
Athletic Training		27
PHED 274 Practicum in Athletic Training I	1	
PHED 275 Practicum in Athletic Training II	1	
PHED 276 Therapeutic Modalities in Sports Medicine	4	
PHED 277 Practicum in Athletic Training III	1	
PHED 300 Rehab Techniques in Sports Medicine	4	
PHED 374 Administration of Athletic Training Program	1	
PHED 375 Practicum in Athletic Training IV	1	
PHED 376 Practicum in Athletic Training V	1	
PHED 451 Senior Seminar in Athletic Training	1	
PHED 478 Sport Psychology	4	
PHED 485 Athletic Injuries: Lower Body	4	
PHED 486 Athletic Injuries: Upper Body	4	
Total Required Credits		161

*See Physical Education Major for complete curriculum.



Sports Medicine Major

This major is the department's pre-medicine program and is an alternative to the traditional pre-med majors. It will provide valuable training for future physicians in areas of prevention such as nutrition, exercise, fitness, weight loss and control, and substance abuse control. This information is generally not offered in medical schools, and a firm foundation can be achieved through this prevention-oriented program. Students will be assigned a departmental academic adviser in addition to the health professions adviser who will guide their progress toward medical school. Students will gain competencies in exercise stress testing, maximal oxygen uptake testing, body composition determination, computerized-diet analysis, and exercise prescription. An interdisciplinary approach including nutrition, biology, mathematics, chemistry, athletic training, and exercise science is included in the major.

Sports Medicine Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
CHEM 203 General Chemistry I	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
MATH 150 Precalculus <i>or</i> MATH 240 Calculus I <i>or</i> MATH 260 Calculus II	4	
MATH 210 Elementary Statistics	4	
HIST 200 The West in Global Perspective <i>or</i> HIST 217 Early America to 1877 <i>or</i> HIST 218 Modern America since 1865	4	
PSYC 101 General Psychology	4	
ART 200 Art Appreciation <i>or</i> MUSC 200 Music Appreciation <i>or</i> THEA 200 Theatre Appreciation	2	
Physical Activity (Select any two courses.)	2	
Sports Medicine		83
PHED 141 Intro to ESSM and Related Technology	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 370 Health Professions Internship	4	
PHED 400 Research Methods	2	
PHED 402 Senior Seminar in Sports Medicine	1	
PHED 420W Test and Measurements in Exercise Science	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 485 Athletic Injuries: Lower Body	4	
PHED 486 Athletic Injuries: Upper Body	4	
Select Two Courses: BIOL 110 Human Biology (4) BIOL 217 Principles of Human Anatomy (4) BIOL 218 Principles of Human Physiology (4)	8	
Select Two Courses: BIOL 225 Microbiology for Allied Health Sciences (4) BIOL 311 Histology (4) BIOL 314 Embryology (4) BIOL 325 General Microbiology (4) BIOL 333 Genetics (4) BIOL 344 Principles of Immunology (4) BIOL 405W Cell and Molecular Biology (4) BIOL 425 Basic Pathology (4)	8	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
CHEM 302 Organic Chemistry II	4	
CHEM 350 Biochemistry I	4	
NTDT 216 Personal Nutrition	4	
Total Required Credits		137

Sport Psychology Minor (ESSM Major)

Sport Psychology Minor ESSM Major Required Courses	Course Credits	Total Required Credits
PHED 478 Sport Psychology	4	
PHED 479 Behavioral Issues of the Athlete	4	
PHED 480 Applications of Sport Psychology	4	
PSYC 205 Life-Span Development	4	
PSYC 215 Abnormal Psychology	4	
PSYC 304 Social Psychology	4	
Total Required Credits		24

Sport Psychology Minor (Non-ESSM Major)

Sport Psychology Minor (Non-ESSM Major) Required Courses	Course Credits	Total Required Credits
PHED 141 Intro to ESSM & Related Technology	4	
PHED 322W Motor Development (Majors)	4	
PHED 473W Exercise Physiology	4	
PHED 478 Sport Psychology	4	
PHED 479 Behavioral Issues of the Athlete	4	
PHED 480 Applications of Sport Psychology	4	
Total Required Credits		24

Courses

HEALTH EDUCATION

HLED 473 Problems and Practical Experiences in Health or Physical Education (3)

Designed to meet the particular needs and interests of a particular student involving a concentrated study in the areas of health or physical education. May be taken only one time.

HLED 474 Problems and Practical Experiences in Health or Physical Education (4)

HLED 475 Problems and Practical Experiences in Health or Physical Education (5)

HLED 476 Problems and Practical Experiences in Health or Physical Education (6)

PHYSICAL ACTIVITY PROGRAM

Students enrolled in the Air Force ROTC program or veterans who have active duty service may be able to substitute for all or part of their physical activity requirement. See the ESSM department chair for details. Students with physical disabilities may consult the ESSM department chair for special consideration.

When students (including transfer students) begin academic work, they should register for UCFH 120 Concepts in Fitness and Health. In addition, students may elect any combination of one-credit courses to complete their requirement. An activity course may not be taken twice to fulfill this requirement. If PHED 138 is passed, the successful completion of UCFH 120 will fulfill the student's physical activity requirement. Varsity athletes may substitute one varsity sport for which they are registered for one activity course requirement. This does not include UCFH 120.

PHED 102 Basketball-Softball (1)

PHED 109 Strength Training-Physical Conditioning (1)

PHED 113 Racquetball-Badminton (1)

PHED 114 Aerobics (1)

PHED 115 Volleyball-Wallyball (1)

PHED 118 Tennis-Pickleball (1)

PHED 119 Karate (1)

PHED 122 Recreational Activities (1)

- PHED 124 Introduction to Dance (1)**
- PHED 125 Varsity Track and Field (1)**
- PHED 126 Varsity Cheerleading (1)**
- PHED 128 Varsity Tennis (1)**
- PHED 129 Varsity Golf (1)**
- PHED 130 Varsity Basketball (Men) (1)**
- PHED 133 Beginning Swimming (1)**
- PHED 134 Intermediate Swimming (1)**
- PHED 137 Lifeguard Training (1)**
- PHED 138 Water Safety Instructor Course (2)**
(Prerequisite: Advanced swimming skills)
- PHED 140 Special Physical Activity (1)**
- PHED 147 Varsity Volleyball-Women (1)**
- PHED 148 Varsity Baseball (1)**
- PHED 149 Varsity Soccer-Women (1)**
- PHED 150 Varsity Basketball-Women (1)**
- PHED 151 Varsity Football (1)**
- PHED 152 Varsity Softball-Women (1)**
- PHED 153 Varsity Cross Country (1)**

PROFESSIONAL COURSES

UCFH 120 Concepts of Fitness and Health (2)

A course in physical fitness with emphasis on exercise to develop cardiorespiratory, muscular, and flexibility fitness. Required in freshman year or first semester of transfer. Offered: Every semester, Jan Term, and Summer.

PHED 141 Introduction to Exercise Science and Sports Medicine and Related Technology (4)

This introductory course is designed to expose all departmental majors to their specific area of study and to provide experiences in selecting and utilizing appropriate technology. Each discipline will be surveyed relative to purpose, history and development, career opportunities, and the relationship to other disciplines in the department. Offered: Every semester.

PHED 143-146 Core Program for Majors and Minors (1)

Required courses for physical education major that introduce a variety of sports and activities. Emphasis is placed on both skill acquisition and teaching techniques. Offered: Alternating semesters.

PHED 201 Instructional Strategies for Elementary School Physical Educators (4)

A study of the program of physical education activities for the elementary school with methods and procedures for conducting such a program. For PHED majors only. Offered: Spring only.

PHED 202 Physical Education for Elementary Schools (2)

See course description for PHED 201. For non-PHED majors. Offered: Fall and Jan Term.

PHED 230 Health and Fitness Applications (4)

Gives future physicians and fitness directors an understanding of the value of exercise in the overall positive health of individuals. Offered: Spring only.

PHED 231 Personal and Community Health (4)

Teaches basic fundamentals of general health. Emphasis is placed on such topical areas as personal fitness, nutrition, mental and emotional health, and community and environmental health. Offered: Every semester, Jan Term and Summer.

PHED 232 Prevention and Care of Athletic Injuries (2)

A study of safety and preventive measures and treatment of injuries incurred in athletic contests. Offered: Every semester.

PHED 241 First Aid and CPR (2)

A course studying principles of first aid, CPR, and automated external defibrillators [AED]. Instruction leads to American Red Cross Certification in first aid, CPR, and AED. Offered: Every semester.

PHED 274 Practicum in Athletic Training I (1)

A practical study of taping, protective equipment, sports safety training, and prevention and care techniques commonly used in the athletic training setting. Emphasis will be placed on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Offered: Spring only.

PHED 275 Practicum in Athletic Training II (1)

A practical study of therapeutic modality skills and techniques commonly used in the athletic training setting. Emphasis will be placed on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Offered: Fall only.

PHED 276 Therapeutic Modalities in Sports Medicine (4)

A course designed to teach the proper use of therapeutic modalities. Emphasis placed on practical experience and hands-on operation. Offered: Fall only.

PHED 277 Practicum in Athletic Training III (1)

A practical study of rehabilitation skills and techniques commonly used in the athletic training setting. Emphasis will be placed on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Offered: Spring only.

PHED 300 Rehabilitation Techniques in Sports Medicine (4)

A classroom and practical study in appropriate use of therapeutic rehabilitation and techniques of athletic injuries, encompassing scientific/physiological rationales, selection criteria, indications/contraindications, and clinical applications. Offered: Spring only.

PHED 321 Motor Development (Non-Majors) (1-2)

A study of perceptual motor development and psychomotor development in early childhood. Exposure to a broad range of motor/cognitive disabilities will be included. For non-ESSM majors. Offered: Every semester.

PHED 322W Motor Development (Majors) (4)

A study of perceptual motor development and psychomotor development in early childhood. Exposure to a broad range of motor/cognitive disabilities will be included. For ESSM majors only. Offered: Every semester.

PHED 330 Externship in Physical Therapy (4)

An observational externship in an outpatient physical therapy setting. Designed to provide the student with an understanding of physical therapy in an ambulatory outpatient facility. Prerequisite: 30 volunteer hours in a physical therapy setting. Offered: Fall only.

PHED 335 Health Fitness Management (4)

Provides an introduction to the application of health fitness/public health management theory and principles in the health fitness arena. Students will be required to examine current management opportunities and provide explanations related to application of management theory and principles. Offered: Fall only.

PHED 336 Fundamental Sports Skills: Acquisition and Analysis (4)

Designed to provide students with the opportunity to acquire the knowledge and skill necessary for the analysis and teaching of sports skills. Offered: Spring only.

PHED 337 Strategies for Program Planning and Implementation (4)

Designed to provide students with a practical knowledge of research techniques and research findings in fitness and positive health through a hands-on investigation. Emphasis will be placed on following research guidelines, reading and evaluating, published literature, and instructor-guided physiological studies. Offered: Spring only.

PHED 339 Adolescent and Senior Adult Fitness (4)

Provides an overview of statistics and information related to the fitness status of adolescents and senior adults as well as proper testing procedures, programming, and appropriate activities. Offered: Fall only.

PHED 340 Practicum in Fitness and Health Promotion (2-4)

An externship designed to give the student practical experience in various areas of fitness management, including exercise leader, fitness programming, and marketing/finance. Offered: Every semester.

PHED 351 Coaching Principles and Administration (3)

Designed to give students an insight into important areas of coaching not associated with the techniques of coaching. These areas include sports nutrition, sports psychology, sports administration, weight training, and developmental stages. Offered: Spring only.

PHED 360 Curriculum Design and Instructional Strategies for Physical Education (4)

Overview of the curriculum, content, instructional methods, and management of middle and high school health and physical education classrooms. Offered: Fall only.

PHED 362 Coaching Techniques in Football and Soccer (1)

Designed to provide physical education majors an opportunity to learn and develop techniques based on the latest theories of coaching football and soccer. The course will combine theory in the classroom with application on the playing field. *Prerequisite or Corequisite: PHED 351. Offered: Every semester.*

PHED 363 Coaching Techniques in Basketball and Volleyball (1)

Designed to provide physical education majors an opportunity to examine a basketball and volleyball program from the coaching perspective. Administration of these programs will be reviewed with emphasis on scheduling, game or tournament organization, and practice session structure. *Prerequisite or Corequisite: PHED 351. Offered: Every semester.*

PHED 364 Coaching Techniques in Baseball/Softball/Track and Field (1)

Designed to provide physical education majors with the knowledge and information related to the coaching of baseball, softball, track and field. Students will organize and conduct practice sessions that include drills and game or meet situations. *Prerequisite or Corequisite: PHED 351. Offered: Every semester.*

PHED 370 Health Professions Internship (4)

Designed to broaden the student's understanding and insight into the duties of a physician in a medical setting. *Offered: Jan Term and Summer I only.*

PHED 374 Administration of Athletic Training Program (1)

Designed to give an understanding of the planning, coordinating, and supervision of all administrative components of an athletic training program for a high school, college, or professional organization. *Offered: Spring only.*

PHED 375 Practicum in Athletic Training IV (1)

A practical study in evaluation of lower-body athletic injuries commonly sustained by the competitive athlete. Emphasis will be placed on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. *Offered: Fall only.*

PHED 376 Practicum in Athletic Training V (1)

A practical study in evaluation of lower-body athletic injuries commonly sustained by the competitive athlete. Emphasis will be placed on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. *Offered: Spring only.*

PHED 400 Research Methods (2)

Designed to reflect the students' mastery of content and ability to bridge knowledge and application through the development of a research proposal. It will provide an opportunity to compare "actual" with "expected" student outcomes so that alignment can be improved between expectations, actual results, and educational programs. *Corequisite: PHED 420W. Offered: Fall and Spring.*

PHED 401 Senior Seminar in Exercise Science (1)

A seminar in the final semester of the senior year including the student and the physical therapy selection committee. Various topics will be covered and will culminate with a written examination on all phases of physical therapy. *Offered: Every semester.*

PHED 402 Senior Seminar in Sports Medicine (1)

A seminar in the final semester of the senior year to assess mastery of the program and associated physiological equipment. *Offered: Every semester.*

PHED 403 Senior Seminar in Fitness and Health Promotion (1)

Required for all fitness and health promotion majors. It is designed to reflect the student's mastery of the major through a related research project. *Offered: Every semester.*

PHED 404 Student Teaching Physical Education, P-12 (12)

Supervised field internship for prospective teachers of elementary and secondary students, grades P-12. *Offered: Every semester.*

PHED 420W Tests and Measurements in Exercise Science & Sports Medicine (4)

An investigation of the basic concepts of measurement and evaluation as applied to the field of exercise science. *Prerequisite: MATH 210 or equivalent. Offered: Fall and Summer 1.*

PHED 433 Organization and Administration of Health and Physical Education (3)

A discussion of policies, standards, and procedures as they pertain to the organization and administration of physical education. *Offered Fall only.*

PHED 450 Senior Seminar in Physical Education (1)

Designed to reflect the physical education major's mastery of physical education. Assessment techniques including a comprehensive examination, a physical fitness test, and a senior project will determine the student's level of mastery. *Offered: Every semester.*

PHED 451 Senior Seminar in Athletic Training (1)

An overall review of the competencies of athletic training including (1) prevention, (2) evaluation and recognition and immediate care of athletic injuries, (3) rehabilitation and reconditioning of athletic injuries, (4) health care administration (5) professional development and responsibility. Includes practical and written examination. *A student must complete clinical requirements of the athletic training program in order to receive credit for this course. Offered: Spring only.*

PHED 460 Health Promotion (4)

This course provides information relative to the stages of effective health education and health promotion. The sociological, psychological and epidemiological foundations of health promotion programs will be discussed. *Offered: Spring only.*

PHED 473W Exercise Physiology (4)

A study of the effects of exercise on the major systems of the human body including cardiorespiratory, neuromuscular, glandular, and digestive. Other effects influencing human exercise will be examined, including climate, altitude, and ergogenic aids. *Prerequisite: BIOL 217 and BIOL 218 or equivalent, and instructor's consent. Offered: Every semester.*

PHED 476 Anatomy and Kinesiology (4)

An analysis of the musculoskeletal anatomy of the human body with emphasis on body movements and the action of muscles in human activity. *Prerequisite: BIOL 217 and BIOL 218 or equivalent. Offered: Every semester.*

PHED 477 Sports Nutrition (4)

Functions of nutrients, their availability in foods, and factors affecting their utilization; selecting and planning adequate diets for good health. Emphasis on food and fluid planning for proper athletic performance. *Offered: Every semester.*

PHED 478 Sport Psychology (4)

An overview of essential/psychological considerations involved in athletic participation, athletic training, and in coaching athletic teams. *Prerequisite: PSYC 101 or equivalent. Offered: Spring only.*

PHED 479 Behavioral Issues of the Athlete—A Sports Medicine Perspective (4)

Designed for athletic training majors to provide an opportunity to study the essential behavioral issues involved in athletic participation, rehabilitation of injuries, and in caring for athletic teams. *Prerequisite: PSYC 101 or equivalent. Offered: Fall only.*

PHED 480 Applications of Sport Psychology (4)

Provides an introduction to the application of exercise and sport psychology intervention strategies. Students will participate in various individual focused performance enhancement training procedures and produce a personalized performance enhancement plan. *Prerequisite: PHED 478 or permission of instructor. Offered: Spring only.*

PHED 485 Recognition and Evaluation of Athletic Injuries: Lower Body (4)

A classroom and practical study in clinical evaluation of lower body injuries and illnesses commonly sustained by the competitive athlete. Emphasis on proper evaluation for the purpose of (1) administering proper first aid and emergency care and (2) making appropriate referrals to physicians for diagnosis and medical treatment. *Permission of the instructor required. Offered: Fall only.*

PHED 486 Recognition and Evaluation of Athletic Injuries: Upper Body (4)

A classroom and practical study in clinical evaluation of upper body injuries and illnesses commonly sustained by the competitive athlete. Emphasis on proper evaluation for the purpose of (1) administering proper first aid and emergency care and (2) making appropriate referrals to physicians for diagnosis and medical treatment. *Permission of the instructor required. Offered: Spring only.*

PHED 490 Advanced Exercise Physiology (4)

The course will integrate classroom work with laboratory exercises. It will also familiarize students with the laboratory equipment used in physiological research. *Prerequisite: PHED 473. Offered: Spring only.*

Family Studies

Faculty

Dan M. Sandifer-Stech, Chair, Associate Professor
 Clara E. Gerhardt, Associate Professor
 Jonathan C. Davis, Assistant Professor

Undergraduate Programs and Requirements

Majors

Family Studies
 Family Studies with a Concentration in Child Life

Minor

Family Studies

The family studies major [FAMS] recognizes the crucial role of families in society. The FAMS curriculum focuses on personal relationships and their connection to and impact on human living and development. Since 1999, the FAMS curriculum has met the requirements for the Provisional Certified Family Life Educator [CFLE] designation awarded by the National Council on Family Relations [NCFR; www.ncfr.org].

Major universities and colleges have offered interdisciplinary academic majors focused on the study of marriage and family relations for many years. The majors have a variety of titles including Human Development and Family Studies, Family and Child Development, and Family Science. The family studies major at Samford evolved out of the Sociology department in 1992 and currently enrolls over 120 majors.

General Track

The program is designed to prepare students for professional careers in human service agencies or for graduate school and research. A significant portion of FAMS students plan to attend a master's degree program in areas such as social work, marriage and family therapy, counseling, early childhood education, occupational therapy, and seminary. Recent graduates have also secured employment in roles such as parent educator, preschool director, county extension agent, child protective services worker, and county agencies involved in training for child care providers.

Child Life Concentration

In addition to the general FAMS major, a child life concentration is also available. This concentration leads toward a specialized career as a Certified Child Life Specialist [CCLS]. CCLS professionals work primarily with children and families in large pediatric hospitals. CCLS professionals are focused on using interventions and therapeutic play to help children cope with the stress of hospitalization. Courses in this concentration area fulfill education requirements of the Child Life Council's (www.childlife.org) certification requirements. Three on-site courses at various hospitals are required, including a full-time, 14 week, out-of-town internship in the spring semester of the senior year. Enrollment in this concentration is limited due to space limitations in on-site courses. The selection process for each class cohort of child life students is conducted in the fall semester of the sophomore year. Students interested in this concentration must notify the department by the mid-point of the fall semester of their sophomore year. Selection criteria include GPA, career essay, and interview.

Metro College

The FAMS department also directs a bachelor of general studies [BGS] degree with an area concentration in counseling foundations. This program is part of the evening program of adult studies. Detailed requirements and a listing of all courses for this program are described in the Metro College section of this catalog.

Family Studies Major

Family Studies Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		Min. 56
BIOL 110 Human Biology*	4	
COMS 221 Interpersonal Communication	4	
MATH 110 Contemporary Mathematics or	4	
MATH 150 Precalculus		
MATH 210 Elementary Statistics	4	
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Foreign Language Proficiency through 200 level	4-16	
Physical Activity (select two courses)	2	
RELG 200 Christian Ethics	4	
Select two of the following courses:	4	
ART 200 Art Appreciation (2)		
MUSC 200 Music Appreciation (2)		
THEA 200 Theatre Appreciation (2)		
General Electives	6-18	
Family Studies		Min. 46
FAMS 202 Marriage and the Family	4	
FAMS 210 Into to Helping Professions and Related Tech	2	
FAMS 300 Parenting	4	
FAMS 322 Family Life Education	2	
FAMS 331W Family Dynamics	4	
FAMS 342 Human Development	4	
FAMS 345 Families and Health across the Life Span	4	
FAMS 346 Consumer and Family Economics	4	
FAMS 360 Infant and Child Development and Care	4	
FAMS 370 Internship	4	
FAMS 383 Research Methods	2	
FAMS 391 Issues in Human Sexuality (2) <i>or</i>	2-4	
FAMS 324 Human Sexuality (4)		
FAMS 400 Family Law and Public Policy	4	
FAMS 483W Senior Research	2	
Major Electives (Select one course from list below.)		4
FAMS 294 Child Life and the Hospitalized Child/Youth	4	
FAMS 330 Death and Dying	4	
FAMS 365W Families and Adolescence	4	
FAMS 375 Independent/Special Study	1-5	
FAMS 413 Gender and Multicultural Perspectives	4	
FAMS 420 Families and Religion	4	
NTDT 216 Personal Nutrition	4	
PSYC 215 Abnormal Psychology	4	
RELG 361J Pastoral Care	4	
SOCI 205 Sociology of Race and Ethnic Relations	4	
SOCI 331W Sociology of Aging	4	
SOCI 333 Sociology of Religion	4	
SOCI 345 Juvenile Delinquency	4	
SOCI 349 Sociology of Children and Youth	4	
Total Required Credits		128

*Note: Additional math and science courses are required for admission to Samford's masters in education degree program.

Family Studies — Child Life Concentration

Family Studies — Child Life Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		48-52
BIOL 110 Human Biology	4	
COMS 221 Interpersonal Communication	4	
IDSC 201 Scientific Methods I*	4	
MATH 110 Contemporary Mathematics <i>or</i> MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Physical Activity (Select two courses.)	2	
Foreign Language (101 and 102 accepted)	8	
General Electives	6-10	
Select two of the following courses: ART 200 Art Appreciation (2) MUSC 200 Music Appreciation (2) THEA 200 Theatre Appreciation (2)	4	
Family Studies		54-58
FAMS 202 Marriage and the Family	4	
FAMS 210 Intro to Helping Professions and Related Tech	2	
FAMS 294 Child Life and the Hospitalized Child/Youth	4	
FAMS 300 Parenting	4	
FAMS 330 Death and Dying	4	
FAMS 331W Family Dynamics	4	
FAMS 342 Human Development	4	
FAMS 345 Families and Health across the Life Span	4	
FAMS 360 Infant and Child Development and Care	4	
FAMS 365W Families and Adolescence	4	
FAMS 380 Medical Terminology	2	
FAMS 390 Child Life Practicum	4	
FAMS 490 Child Life Internship	8-12	
PHED 321 Motor Development	2	
Total Required Credits		128

*Note: Additional math and science courses are required for admission to Samford’s master in education degree program.

Family Studies Minor

Family Studies Minor Required Courses	Course Credits	Total Required Credits
FAMS 202 Marriage and the Family	4	
FAMS 331W Family Dynamics	4	
FAMS 342 Human Development	4	
FAMS 391 Issues in Human Sexuality (2) <i>or</i> PSYC 324 Human Sexuality (4)	2-4	
Family Studies Electives (Select two upper-level courses from major requirements and/or major electives list.)	8	
Total Required Credits		22-23



Courses

FAMS 202 Marriage and the Family (4)

A study of the relationships in modern personal and family living. Topics of study deal with dating, marriage, stages of family life, intrafamily relationships, including husband-wife, parenting, and extended family. *Offered: Fall, Jan Term, and Spring.*

FAMS 210 Introduction to Helping Professions and Related Technology (2)

This course is designed to introduce family studies students to the broad scope of helping professions. Emphasis will be given to increasing awareness of similarities and differences among the helping disciplines, such as counseling, school and guidance counseling, social work, clinical psychology, psychiatry, marriage and family therapy, pastoral counseling, and chaplaincy. Additionally, students will be introduced to supportive technology for both their overall academic career and their development as a future helping professional. *Offered: Spring only.*

FAMS 294 Child Life and the Hospitalized Child/Youth (4)

Hospitalization, illness, and injury can be a frightening and developmentally disrupting experience for children/youth and their families. This course is an introduction to the field of Child Life Services. The Child Life professional assists children/youth and their families through the medical encounter. Some class sessions meet on site at Children’s Hospital. *Course requirements include 50 hours of observation. Offered: Spring only.*

FAMS 300 Parenting (4)

The emotional, physical, and sociological aspects of parenthood are explored with special attention given to needs of children. Includes an introduction to parenting philosophies, parenting a child with special needs, and review of ways a family life educator can use available parent education programs. *Offered: Spring only.*

FAMS 322 Family Life Education (2)

This course presents an understanding of the general philosophy and broad principles of family life education, in conjunction with the ability to plan, implement, and evaluate such educational programs. A process-oriented teaching methodology is stressed with students having the opportunity to observe family life education in practice, and then to critique and develop their own curriculum presentations. *Prerequisite: FAMS 202. Offered: Fall only.*

FAMS 330 Death and Dying (4)

This course develops personal death awareness and introduces some of the aspects associated with counseling clients that are facing death as well as the concerns of members of their families who go through the grief process. *Offered: Fall only.*

FAMS 331W Family Dynamics (4)

This course analyzes family dynamics from a systemic, developmental framework. Students are challenged to examine common and particular needs and issues of families as they navigate through the family life cycle. The contemporary social context in which families operate will also be examined. As a writing course, FAMS 331 will include special focus in training students to develop effective APA research writing skills. *Prerequisite: FAMS 202. Offered: Spring only.*

FAMS 342 Human Development (4)

An in-depth study of the physical, mental, and personality development across the life span from conception to death, and the influences of the environment on development. Emphasis is placed on preschool years as well as the characteristics and needs at different developmental stages. Students are also involved in 20 hours of field experience. *Offered: Fall only.*

FAMS 345 Families and Health across the Life Span (4)

This course is designed to study dynamic aspects of health throughout the life span in the family setting. It focuses on both preventive and remedial approaches to safeguarding emotional and physical health to promote optimal health for families as well as the impact of illness and disabilities on family dynamics. Family behaviors related to diet, fitness, stress, and illness are emphasized. This course presents recent advancements in nutrition and their application to health and meal planning and helps students to seek accurate and current information so they can take responsibility for their own and other families' health and well-being. *Prerequisite: FAMS 202. Offered: Spring only.*

FAMS 346 Family and Consumer Economics (4)

A study of management practices relating to human and nonhuman resources. Investigate career choices and habits necessary for decision-making. Emphasis is given to practical aspects of consumer and family economics. The course will include lectures, class discussion, case studies, and independent study. *Offered: Fall only.*

FAMS 360 Infant and Child Development and Care (4)

This course is designed to study quality care for infants and preschoolers and benefit caregivers in both settings of home and child-care centers. Quality care includes establishing a trusting relationship and providing a developmentally appropriate environment and care with respect. Principles from Resources for Infant Educators and a child-centered approach, different aspects of infant and preschooler development, social relationships, and developmental assessments for normal and at-risk infants and preschoolers are presented. Students will have first-hand experience participating in the Samford Children's Learning Center. *Prerequisite: FAMS 202. Offered: Fall only.*

FAMS 365W Families and Adolescence (4)

An examination of adolescent development and the family dynamics of parenting an adolescent. Specific adolescent issues and values will be discussed from a family systems perspective. This course will also address effective strategies and resources for youth workers, child life specialists, teachers, and parents of adolescents. *Prerequisite: FAMS 202. Offered: Fall only.*

FAMS 370 Internship (4)

An internship of 125 hours of child and/or family social/community agency involvement will be required of all majors in family studies. Criteria for internship sites and department requirements for the course are available from the department. *Enrollment limited to juniors and seniors by permission of the family studies program supervisor. Prerequisite: FAMS 202. Offered: Fall and Spring only.*

FAMS 375 Independent/Special Study (1-5)

An individual problem selected by the student with approval of the department chair is worked out with the guidance and supervision of an assigned staff member. *Prerequisite: FAMS 202. Offered: See adviser.*

FAMS 380 Medical Terminology (2)

An introduction to terms utilized in medical settings, particularly as they relate to the Child Life profession. The course is designed to help students learn a word-building system for medical terminology through a programmed-learning format. *Offered: Spring only.*

FAMS 383 Research Methods (2)

This course is designed to provide students with an introduction to research methods in family studies. Drawing on examples from the discipline, this course will introduce students to the basic elements of scientific thought and the stages in the quantitative research process. Students will be given the opportunity to design a research project that will be carried out in the senior research course to follow. *Prerequisites: FAMS 202. Offered: Spring only.*

FAMS 390 Child Life Practicum (4)

Students will work (as volunteers) in a hospital Child Life program under supervision of the hospital child life staff and Samford faculty. *Class meets once per week for 2 hours and 40 minutes, plus 8 hours per week of field experience. Prerequisites: Junior standing and FAMS 294. Offered: Fall and Spring only.*

FAMS 391 Issues in Human Sexuality (2)

This course will examine the psychological and physiological aspects and issues regarding human sexuality. Implications for personal values formation and decision-making will be discussed, and program designs for sexuality education across the life span will be developed and critiqued. *Prerequisite: FAMS 202. Offered: Spring only.*

FAMS 400 Family Law and Public Policy (4)

This course is designed to utilize problem-based learning [PBL] methods and computer technology for promoting interdisciplinary knowledge in the content areas of family law and public policy. Student work teams are presented with "real world" problems that lead students to discover and utilize information from the content areas in constructing solutions and/or responses. Students will encounter legislation relating to marriage, family leave, divorce, family support, child custody, and child protection. Policy issues related to economic support for children and families will also be addressed. *Prerequisites: FAMS 202. Offered: Spring only.*

FAMS 413 Gender and Multicultural Perspectives (4)

This course is designed to provide students with an overview of contemporary family science scholarship related to gender and multicultural perspectives. Students will consider the family as a primary institution for constructing gender and organizing gender relations in society. Students will also explore the centrality of gender in the organization and functioning of family life. The multicultural focus will examine the diversity of ideas and practices related to family structure and function across cultures. *Prerequisite: FAMS 202. Offered: Alternate years, Spring semester.*

FAMS 420 Families and Religion (4)

This course is designed to provide students with an overview of the mutually influencing relationship between the social institutions of family and religion. This course will utilize both social science and religious readings and resources. *Prerequisite: FAMS 202. Offered: Alternate years.*

FAMS 483W Senior Research (2)

A capstone course designed to familiarize senior students with theoretical and applied research as it relates to their particular discipline and interests. A senior project, which is evaluated by practitioners in the field, is the final objective. *Prerequisite: FAMS 383. Offered: Fall only.*

FAMS 490 Child Life Internship (12)

Students must complete an approved Child Life internship experience. All internship experiences are supervised by a certified Child Life specialist and involve a minimum of 480 hours of experience. Students have an option of completing their internship out of town. During this internship students will be expected to demonstrate skills and abilities in working with children/youth and their families. *Prerequisites: Last semester senior, FAMS 294 and FAMS 390. Offered: Spring only.*

Interior Design

Faculty

Jeannie Krumdieck, Chair, Associate Professor
 Ken Brazil, Associate Professor

Undergraduate Programs and Requirements

Major

Interior Design (with a Minor in Art)

Interior Design

Samford University's interior design program trains designers to combine aesthetic values with practical needs and realities. Program graduates use a holistic approach that integrates interior design with architecture, stresses the three-dimensional use of space, considers the user's awareness and experience of space, and incorporates the necessary understanding of codes and life-safety issues. We are committed to training employable graduates at a professional level.

Accreditation

The Samford University interior design program is accredited by the Foundation for Interior Design Education and Research [FIDER].

Interior Design as a Profession

Interior design is evolving into a more exciting profession than ever before. There is an increasing need for designed environments of personal, group and community space in residential and commercial structures, in both new and older buildings. With the challenges of rising costs and limited space, designers must create multiple-use, aesthetically pleasing and functional areas for the inhabitants.

Designers may work with architects or may practice independently or within a firm. They study the users of the space and envision the necessities for function. Code compliance, architectural detail, furnishings, fabric, texture, color, ergonomics and psychology provide designers with a wide range of variables for creative solutions.

Designers need to be familiar with materials, construction, lighting, and support systems for comfort. They then put everything together in a personally styled solution.

Curriculum

Interior design students work toward a bachelor of arts degree. Course requirements include 54 core/general curriculum credits, 29 credits for an art minor, and 50 interior design credits.

Freshmen begin their studies with core curriculum and foundational art courses. As sophomores, students begin a sequence of interior design studio classes and focused-content courses. At the end of the sophomore year, students submit portfolios of their strengths and weaknesses for eligibility to continue in the program. During their junior and senior years, students complete additional studio courses and a group of focused-content courses, such as lighting, building codes, and furniture and millwork design. Students also complete an internship with an architectural or interior design firm.

Coursework involves group projects and class critiques that create active and collaborative learning experiences. Professors choose problems that students are likely to find as designers and discuss projects from several viewpoints: users, employers, and construction professionals. At a midpoint critique, the faculty requires students to defend their designs as if the students were speaking to employers, clients, and team members.

University Core Curriculum

See University Core Curriculum in Howard College of Arts and Sciences introductory pages.

Interior Design Major

Note: Attendance of a series of seminars is required during the freshman year. These seminars will include delineation of the course of study, the purpose of the art minor, current professional trends and directions, and career opportunities. Portfolio Review: Because the B.A. with a major in interior design [INTD] presupposes a certain level of professional competence, each design major at the end of the sophomore year will submit a portfolio with works from each area studied for evaluation by the major and minor faculty to determine eligibility to continue in the INTD major, general strengths and weaknesses, eligibility for senior exhibit, and eligibility for scholarships.

Interior Design Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
COMS 215 Oral Communication <i>or</i> COMS 221 Interpersonal Communication <i>or</i> COMS 351W Business Writing	4	
MATH 110 Contemporary Mathematics	4	
IDSC 201 Scientific Methods I <i>or</i> PHYS 101 General Physics I <i>or</i> PHYS 102 General Physics II	4	
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Foreign Language (Proficiency through 102)	8	
Physical Activity (Select two courses.)	2	
MUSC 200 Music Appreciation <i>or</i> THEA 200 Theatre Appreciation	2	
Minor Requirements		29
ART 101 Structure I	4	
ART 102 Structure II	4	
ART 221 Drawing I	3	
ART 231 Painting I	3	
ART 325 Drawing and Commercial Rendering	3	
ART 381W History/Theory of Art, Architecture, & Design I	4	
ART 382W History/Theory of Art, Architecture, & Design II	4	
ART 383W History/Theory of Art, Architecture, & Design III	4	
Major Requirements		50
INTD 122 Technical Drawing	2	
INTD 215 Building Codes	2	
INTD 221 CAD I	2	
INTD 222 CAD II	2	
INTD 223 Construction Doc/Building Systems	4	
INTD 230 Intro to 3-D Design	2	
INTD 246 Textiles and Materials	2	
INTD 300 Space Planning	4	
INTD 301 Design Concepts I	4	
INTD 302 Design Concepts II	4	
INTD 315 Furniture and Millwork Design	2	
INTD 403 Design Concepts III	4	
INTD 412 Lighting	2	
INTD 415 Professional Practice for Interior Designers	2	
INTD 455 Internship	4	
INTD 495W Senior Thesis	4	
INTD Electives (Select 4 credits: INTD 325, 400, 401, or 450.)	4	
Total Required Credits		133

Courses

INTD 122 Technical Drawing (2)

An introduction to technical drawing skills required for the practice of interior design. *This course was formerly INTD 222 Technical Drawing and CAD. Offered: Spring.*

INTD 215 Building Codes (2)

A lecture course that will explore the responsibilities of the interior designer with regard to the health, safety, and welfare of the public as affected by his/her designs. Building codes, the Americans with Disabilities Act and Licensing Agency standards will be used as a guide. *Offered: Spring.*

INTD 221 CAD I (2)

An introduction to computer application of the technical drawing skills required for the practice of interior design. These skills were introduced in the prerequisite, INTD 122. *Prerequisite: INTD 122. Offered: Fall.*

INTD 222 CAD II (2)

A course designed for further development of computer skills and applications introduced in INTD 221. More complex drawing types will be explored and 3-D modeling will be introduced. *Prerequisite: INTD 122 and INTD 221. Offered: Spring.*

INTD 223 Construction Documents/Building Systems (4)

A technical course in which interior design majors gain an understanding of the basic components of building construction documents as well as the structural, mechanical, plumbing, and electrical building systems and how these relate to interior design. *Prerequisite: INTD 222. Offered: Fall.*

INTD 230 Introduction to Three-Dimensional Design (2)

A transitional interior design studio that builds on the basic principles and elements of design introduced in Art Structure I and II and focuses on three-dimensional composition as it relates to space design. *Prerequisites: ART 101, ART 102, ART 221, and ART 231. Offered: Fall.*

INTD 246 Textiles and Materials (2)

A course for interior design majors which explores the characteristics, properties, and applications of textiles and other materials used for construction, furnishings and as finish surfaces in the built environment. *Offered: Spring.*

INTD 300 Space Planning (4)

A studio course in which the student applies knowledge and skills attained in the prerequisite courses to the development of functional, aesthetically pleasing, and physically and psychologically supportive spaces with emphasis on human factors, space standards, and pragmatic project requirements. *Prerequisites: ART 101, ART 102, ART 221, ART 231, INTD 122, INTD 221, INTD 222, and INTD 230. Offered: Spring.*

INTD 301 Design Concepts I (4)

The initial interior design sequential studio class based on elements and principles of design that were introduced in the art minor. These abstract principles will be applied to spatial problem-solving as the design methodology process is introduced. *Prerequisites: INTD 122, INTD 221, INTD 222, INTD 223, INTD 230, and INTD 300. Offered: Fall.*

INTD 302 Design Concepts II (4)

The second interior design sequential studio class. The course will further develop concepts begun in Design Concepts I and apply to a greater degree the design methodology process toward spatial problem-solving. Although project types will vary, residential issues will be a focus. *Prerequisites: INTD 301. Offered: Spring.*

INTD 315 Furniture and Millwork Design (2)

Introduction to the design process and technical criteria to be considered in the design of furniture and millwork items. The student should have a basic knowledge of the design process, artistic drawing, and technical drawing that will be used as tools to develop project design solutions. *Prerequisites: ART 101, ART 102, ART 325, INTD 122, INTD 221, INTD 222, and INTD 223. Offered: Fall.*

INTD 325 Historic Preservation and Adaptive Reuse (4)

The identification and study of historical architectural styles as designed and constructed in specific projects. Students research the building's original appearance and restore the project to the original purpose or a converted purpose. *Prerequisites: ART 101, ART 102, INTD 222, INTD 223, and INTD 301. Offered: Spring.*

INTD 400 Interior Design Independent Study (1-4)

A particular design content area selected by the student with approval of the program coordinator is explored with guidance and supervision of an assigned staff member. *Offered: See adviser.*

INTD 401 Special Topics in Interior Design (1-4)

This course will cover a particular topic in interior design that is not normally examined in depth in the regular course offerings. This course is designed to teach students about a special design interest of a faculty member or a newly emerging area in interior design. The exact topic will vary according to the instructor. *Offered: See adviser.*

INTD 403 Design Concepts III (4)

The third interior design sequential studio class for interior design majors. The course will further develop concepts introduced in Concepts I and II and apply to a greater degree the design methodology process toward spatial problem-solving. Although project types will vary, commercial design issues will be a focus. *Prerequisites: INTD 301 and INTD 302. Offered: Fall.*

INTD 412 Lighting (2)

Basic lighting principles and their application provide the foundation of course content. Sources, lamp properties, fixture design, photometrics, lumen/footcandle calculations, and lifecycle evaluation are derived for specification. *Prerequisites: ART 101, ART 102, INTD 222, INTD 223, INTD 300, and INTD 301. Offered: Fall.*

INTD 415 Professional Practice for Interior Designers (2)

A lecture course which explores the business practices of the profession of Interior Design such as marketing, compensation, business structure, legal responsibilities and others. *Offered: Spring.*

INTD 450 Portfolio (2)

A course designed for upper-level interior design students who are preparing their portfolios for job interviews, graduate school applications, a design grant, or competitions. *Prerequisites: INTD 301, INTD 302, and preferably INTD 403. Offered: Spring.*

INTD 455 Internship (4)

An independent study in which the student gains practical experience while working in an architectural or interior design firm, or a business involved in the practice of interior design. *Prerequisites: INTD 301 and INTD 302. Offered: See adviser.*

INTD 495W Senior Thesis (4)

Final senior-level design studio that incorporates components from all previously studied interior design courses. The student will design a project based on his/her own research and program development. *Prerequisites: INTD 301, INTD 302, and INTD 403. Offered: See adviser.*

Nutrition and Dietetics

Faculty

Patricia Hart Terry, Chair, Associate Professor

Undergraduate Programs and Requirements

Major

Nutrition and Dietetics

Dual Major

Fitness and Health Promotion and Nutrition and Dietetics

Minor

Nutrition and Dietetics

Nutrition and dietetics [NTDT] majors earn a bachelor of science degree. A dual major in fitness/health promotion and nutrition/dietetics for a bachelor of science in education is also available. Program requirements for the dual major are listed under exercise science and sports medicine [ESSM]; contact the ESSM department chair for details.

Dietetics is a dynamic profession offering many different opportunities for practice. Today's dietetic professionals pursue careers in health care, education, and research. They work in business, industry, public relations, and mass media. Their services are also used in government agencies, restaurant management, corporate and sports wellness programs, food companies, and private practice. Samford's NTDT program is approved by the American Dietetic Association. Students seeking a degree in NTDT will be reviewed before their junior year (upon completion of 60 credits of college work). A minimum cumulative GPA of 2.75 to 3.00 is recommended to continue since entrance into a dietetic internship or AP4 program following graduation usually requires a 3.00 GPA. Students transferring into the program will be evaluated on their SAT/ACT score, as well as their cumulative GPA.

A minor requiring 22 credits is offered in nutrition and dietetics.

University Core Curriculum

See University Core Curriculum in Howard College of Arts and Sciences introductory pages.



Nutrition and Dietetics Major

Nutrition and Dietetics Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
MATH 110 Contemporary Mathematics <i>or</i> MATH 150 Precalculus	4	
PSYC 101 General Psychology	4	
Physical Activity (Select two courses.)	2	
ART 200 Art Appreciation <i>or</i> MUSC 200 Music Appreciation <i>or</i> THEA 200 Theatre Appreciation	2	
General Electives	8	
Nutrition and Dietetics		58
NTDT 110 Principles of Food Preparation	4	
NTDT 210 Intro to Helping Professions and Related Tech	2	
NTDT 216 Personal Nutrition	4	
NTDT 300 Foundations of Nutrition	2	
NTDT 310 Lifecycle Nutrition	4	
NTDT 350 Community Nutrition Education	4	
NTDT 370 Externship	4	
NTDT 383 Research Methods	2	
NTDT 410 Medical Nutrition Therapy I	4	
NTDT 411 Medical Nutrition Therapy II	4	
NTDT 412 Quantity Food Production and Management	4	
NTDT 413 Food Service Organization and Management	4	
NTDT 414W Experimental Foods	4	
NTDT 416W Advanced Nutrition and Metabolism	4	
NTDT 483W Senior Research	2	
NTDT 490 Senior Seminar	2	
PHED 477 Sports Nutrition	4	
Other Required Courses		20
BIOL 225 Microbiology for Allied Health Sciences	4	
ECON 201 Economics I (macro)	4	
MATH 210 Elementary Statistics <i>or</i> NURS 333 Statistics for Health Care Professionals	3-4	
CHEM 301 Organic Chemistry I	4	
CHEM 350 Biochemistry I	4	
Total Required Credits		131-132

Nutrition and Dietetics Minor

Nutrition and Dietetics Minor Required Courses	Course Credits	Total Required Credits
NTDT 110 Principles of Food Preparation	4	
NTDT 216 Personal Nutrition	4	
NTDT 300 Foundations of Nutrition	2	
Select three courses from the list below: NTDT 310 Lifecycle Nutrition (4) NTDT 312 International Foods (4) NTDT 412 Quantity Food Production and Mgmt (4) NTDT 413 Food Service Org and Management (4) NTDT 414W Experimental Foods (4) PHED 477 Sports Nutrition (4)	12	
Total Required Credits		22

Courses

NTDT 110 Principles of Food Preparation (4)

An introductory course in food buying, food preparation, food storage, and dietary planning in accordance with scientific principles of nutrition. *Lecture, 2 hours a week; laboratory, 2 hours a week. Offered: Fall and Jan Term only.*

NTDT 210 Introduction to Helping Professions and Related Technology (2)

This course will familiarize students with career opportunities in the health field and introduce computer software pertinent to future career-related opportunities. *Offered: Fall only.*

NTDT 216 Personal Nutrition (4)

Introduction to nutrition for personal life-style choices. Included is a study of the digestion, absorption, and metabolism of nutrients. Recent advancements in nutrition and application to meal planning and strategies for selecting nutritionally balanced foods are also presented. *Offered: Fall only.*

NTDT 300 Foundations of Nutrition (2)

A study of fundamental principles of normal nutrition and their relation to the health and physical fitness of individuals. *Offered: Fall only.*

NTDT 310 Lifecycle Nutrition (4)

A rapidly moving study of nutrition in the lifecycle from infancy through the advancing years. Emphasis will be given to application of the nutritional requirements and guidelines in each age group to dietary planning and intake. *Prerequisite: NTDT 216. Offered: Spring only.*

NTDT 312 International Foods (4)

A survey of foods and meal planning from various regions of the world. Emphasis given to planning, preparing, and serving typical authentic meals each day from different countries. Special customs and geography are reflected in foods served. *Offered: Jan Term only.*

NTDT 350 Community Nutrition Education (4)

A study of community-based programs with nutrition components that will include work-site wellness, health promotion, schools, day-care programs, and health clinics. Programs in these areas include nutrition screening and assessment, feeding programs and assistance plus health promotion and disease prevention. Emphasis will be placed on development of counseling skills and use of resources to take into account cultural differences and to develop nutrition education plans, goals and programs for community groups. *Prerequisite: NTDT 216. Offered: Fall only.*

NTDT 370 Externship (4)

This course is designed to provide junior-level and senior-level students with an opportunity for in-depth study and practical experience in nutrition and dietetics. The student works with a dietetic preceptor for approximately 120-160 hours. *Offered: Jan Term and both summer terms only.*

NTDT 383 Research Methods (2)

This course is designed to provide students with an introduction to research methods in nutrition. Drawing on examples from the discipline, this course will introduce students to the basic elements of scientific thought and the stages in the quantitative research process. Students will be given the opportunity to design a research project that will be carried out in the senior research course to follow. *Offered: Fall only.*

NTDT 410 Medical Nutrition Therapy I (4)

A study of dietary deficiencies as they relate to disease. Emphasis is placed on those diseases which may be improved and/or corrected through diet. *Prerequisite: NTDT 216 or NTDT 300. Offered: Fall only.*

NTDT 411 Medical Nutrition Therapy II (4)

A study of the dietary deficiencies that relate to disease and the nutritional health of the patient in the hospital or community setting. Students will be given the opportunity to learn through case studies. Development of nutrition care plans for selected patients and disease states will be emphasized. Preventive dietary and health practices will also be discussed. *Prerequisite: NTDT 410. Offered: Spring only.*

NTDT 412 Quantity Food Production and Management (4)

A study of planning, preparation, and presentation of meals for groups larger than 50. Catering, banquets, cafeteria, and hospital food service are included. Special consideration is given to buying, menu developing, producing, and serving food. The course includes visits to local hospitals and restaurant food services. *Class and laboratory, 5 hours a week. Prerequisite: NTDT 110. Offered: Fall only.*

NTDT 413 Food Service Organization and Management (4)

A course designed to study equipment, personnel, and cost in the management of large quantity food services. The course includes guest professional lectures and site visits to local food service operations. *Class and laboratory: 5 hours a week. Prerequisite: NTDT 412. Offered: Spring only.*

NTDT 414W Experimental Foods (4)

A scientific approach to the factors involved in the preparation of standard food products. Experimental methods and techniques are employed in planning, preparation, and evaluation of food products. *Class and laboratory: 4 hours a week. Prerequisite: NTDT 110. Offered: Spring only.*

NTDT 416W Advanced Nutrition and Metabolism (4)

An advanced study of nutrients and their absorption, metabolism, and excretion by the body. Emphasis will be placed on nutritional excess and deficiencies, and the effects these have on human tissues. *Prerequisites: CHEM 301 and CHEM 350. Offered: Spring only.*

NTDT 483W Senior Research (2)

A study and application of research methods and techniques in nutrition and dietetics. *Senior only or by special permission of the professor. Prerequisite: NTDT 383. Offered: Fall only.*

NTDT 490 Senior Seminar (2)

A culminating course in the final semester of the senior year for nutrition and dietetics majors. Professional issues and responsibilities will be covered, including Dietetic Internship application. *Offered: Spring only.*

NTDT 493 Problems in Nutrition (1-4)

An individual topic in nutrition selected by the student. This topic may be one that is not examined in depth in a regular course or research that the student needs to complete to meet foundational knowledge and skills required by an ADA Didactic Program in Dietetics. *Offered: See adviser.*

Teacher Education

Faculty

Jean Ann Box, Chair, Associate Professor
 John W. Harris, Jr., Associate Provost, Quality Assessment,
 Orlean Bullard Beeson Professor
 Charlotte Freeman, Professor
 Raymond L. King, Professor
 J. Maurice Persall, Professor, Director of Graduate Programs
 Angela Owusu-Ansah, Assistant Professor, Director of Assessment
 Martha B. Ralls, Professor
 David M. Finn, Associate Professor, Faculty Director, Children’s Learning Center
 David C. Little, Associate Professor
 Deborah Childs Bowen, Assistant Professor, Director of Institute for Teaching and
 Student Achievement
 Carol D. Dean, Associate Professor
 Michele K. Haralson, Director of Curriculum Materials and Technology Center
 Regina Thompson, Teacher-in-Residence
 Mary Alice Newell, Coordinator of Clinical Experiences

Undergraduate Programs and Requirements

Majors

Biology/General Science
 Early Childhood/Special Education/Elementary/Collaborative [ESEC]
 English/Language Arts
 History/Social Science
 P-12 Education
 Secondary Education

Teacher Certifications

Combined Program [ESEC]:
 Early Childhood Education (Grades P-3)
 Early Childhood Special Education (Grades P-3)
 Elementary Education (Grades K-6)
 Elementary Collaborative Education (Grades K-6)
 Secondary Education (Grades 6-12)

Each program in Teacher Education complies with teacher certification requirements prescribed by the Alabama State Department of Education. Certification requirements outlined by the Alabama State Department of Education differ slightly from traditional Arts and Sciences majors and must be followed exactly. As an example, a Bachelor of Science in English/Language Arts prepares students to not only teach English, but also speech and theatre at the secondary school level. Information about other programs may be obtained from the department chair or advisement counselor. Students planning to earn certification in secondary education must come to the Orlean Bullard Beeson School of Education and Professional Studies at the beginning of the freshman year for advisement.

The Department of Teacher Education is accredited by the National Council for Accreditation of Teacher Education [NCATE], 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036. This accreditation covers all of the institution’s initial and advanced teacher preparation programs.

Most recently, the Department of Teacher Education won an "Award for Effective Teacher Preparation" given by the U.S. Department of Education. The department was one of four programs recognized in the nation.

Teacher Certification Subject Areas Offered

Composite Subject Areas (6-12)	Major Subject Areas (6-12)	Major Subject Areas (P-12)
Biology/General Science English/Language Arts History/Social Science	World Languages (French, German, Spanish.) History Mathematics	World Languages (Fr., Ger., Span.) Instrumental Music Vocal/Choral Music Physical Education

Certifications or Proficiencies

A summary of special requirements for Teacher Education undergraduate students in general may be noted:

1. ESEC majors are not required to earn additional majors or minors.
2. Those earning P-12 certification in world languages, music or physical education and those earning secondary certification in biology/general science, English/language arts, or history/social science are not required to earn additional majors or minors.
3. All ESEC majors must take additional math and science courses.
4. All students earning certification must successfully pass an exit examination.
5. All students earning certification must successfully pass the Alabama Prospective Teacher Testing Program [APTPP]

Admission to Teacher Education

Requirements for admission to Teacher Education undergraduate programs are:

1. Minimum ACT score of 20.
2. Grade of C- or better required in all courses.
3. Formal application for admission.
4. Successful completion of EDUC 221 and EDUC 222.
5. Completion of 60 credits of coursework with a GPA of at least 3.00. Students entering Samford University Fall 2000 or later must have a cumulative GPA of 3.00 for admission, retention, and certification in Teacher Education.
6. Completion of projected schedule and agreement form.
7. Completion of an interview with a faculty member in the OBB School of Education and Professional Studies.
8. Two letters of recommendation for ESEC majors.
9. Three letters of recommendation for Secondary Education or P-12 from either the head of the student’s major department and/or a professor in their major area.
10. Completion of signed document verifying ABI and FBI criminal background checks.
11. Demonstration of satisfactory potential for teaching, including evidence of emotional stability and a satisfactory record as to conduct, character, and mental health, to the effect that the applicant does not have any personal qualities prejudicial to satisfactory performance as a teacher.

Acceptance is contingent upon the recommendation of the Screening and Admissions Committee, which meets twice yearly. Applicants will be notified in writing of their acceptance or rejection. Transfer students follow the same admission policies. Education courses may not be transferred into the Teacher Education Program without permission from the department chair.

Retention in Teacher Education

Once admitted to Teacher Education, students are expected to meet the requirements of the program. Failure to maintain a cumulative 3.00 GPA and a 3.00 GPA in the major teaching and professional fields prevents a student from enrolling in specific education courses until the GPA is 3.00. No grade below C- in any course is permitted; in case of a lower grade, the course must be repeated. These GPA requirements also pertain to graduation and certification.

Any student who, in the opinion of the Screening Committee, is judged to have developed dispositions or characteristics, academic or otherwise, deemed undesirable for the profession may, after appropriate review, be dropped from the program.

Students wishing to take courses from other colleges must obtain permission beforehand. Please note that education courses may not be transferred into the Teacher Education Program, and independent studies will not be offered. Also, if students take a course through Metro College, they will be billed additional tuition equivalent to the day rate per credit.

Students must complete their program within four years of being admitted to Teacher Education or must reapply for admission to the program. Grievances related to grades may be brought before the Teacher Education Academic Review Board. See the department chair in OBB Room 210 for specific procedures.

Clinical Requirements

All teacher education majors are required to complete a wide variety of clinical experiences. These begin in the first semester of the education curriculum and

extend throughout the program. ESEC majors will complete a minimum of 30 weeks. This includes one three-week Jan Term experience. Secondary majors will complete a minimum of 24 weeks. This includes one three-week Jan Term experience and two weeks of independent experience. Students must maintain satisfactory evaluations of performance in all clinical experiences in order to progress through the Teacher Education Program.

Professional Semester

The student-teaching semester is the final experience in Teacher Education. The internship experience includes 15 weeks of student teaching and may be taken in the fall or spring semester.

Students planning on student teaching in the fall must submit the student-teaching application during the preregistration period of the preceding fall. Students planning on student teaching in the spring must submit the student-teaching application during the preregistration period of the preceding spring. Applications must be turned in to the Office of Clinical Experience in OBB Room 311.

To be eligible for student teaching, a student must have been admitted to Teacher Education, be in good academic standing, have demonstrated necessary dispositions to be a successful teacher, have successfully completed the required clinical experience and must have had a complete records check. To be in good academic standing, a student must have completed all EDUC-prefix courses and all essential teaching-field courses, have removed all Incompletes from all courses, and have maintained a 3.00 GPA overall and in each teaching field. Students are referred to the Clinical Handbook for a complete explanation of the required clinical experience.

A transfer student who does not hold a degree will be permitted to enroll for student teaching only after successfully completing 12 credits of coursework at Samford University. Clinical experience in prerequisite courses for transfer students must be verified in the Office of Clinical Experience.

Student teachers must observe the guidelines established by Samford University and all the rules set by the school in which the student teaching is done. Failure to do so can result in the student being dropped from the professional semester or removed from his/her school placement. A student may only repeat the student-teaching semester one time.

Students should consult the Clinical Handbook for additional information.

Completion of Program

Students who successfully complete a prescribed program at the baccalaureate level in Teacher Education will be eligible for the Alabama Class B teacher certificate in their area(s) of specialization. Completion of the program is contingent upon achieving a 3.00 GPA in the area or areas of specialization, in the professional components, in the higher education GPA, and performing satisfactorily as a teacher during the professional semester. Students must also demonstrate professional dispositions as explained in the departmental dispositions policy. In order to receive certification, all students must be fingerprinted. Students enrolled in EDUC 221/222 will be informed of the ABI and FBI fingerprinting procedures and of the new Alabama Prospective Teacher Testing Program [APTTP].

Students must also pass an exit examination and the APTTP in order to receive certification. If a student successfully completes all program requirements, he/she may graduate, but certification may not be received until the exit examination is passed.

Special Program for Students Interested in Teaching Overseas

Students interested in serving as missionary teachers or in some other capacity in a foreign culture may fulfill all requirements for an Alabama teaching certificate while earning a minor in missions education. Most countries now expect missionary teachers to hold a teaching certificate from the U.S. or the host country.

The minor in missions education is available only to students earning a teaching certificate. Course requirements are listed below, and students interested in this program may apply some of these courses toward the regular requirements in Teacher Education.

Missions Education Minor Required Courses	Course Credits	Total Required Credits
UCBP 101 Biblical Perspectives	4	
RELG 210 Foundations of Congregational Studies	4	
RELG 301W World Religions: Traditions in the Modern World	4	
GEOG 101 World Regional Geography	4	
EDUC 409 Meeting Success in a Diverse World <i>or</i> Practicum	3	
Total Required Credits		19

ESEC Major

The following requirements apply for a combined major in: early childhood education (Grades P-3); early childhood special education (Grades P-3); elementary education (Grades K-6); elementary collaborative education (Grades K-6).

ESEC Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		34
BIOL 105 Principles of Biology <i>or</i> BIOL 107 Contemporary Biology	4	
GEOG 101 World Regional Geography	4	
IDSC 201 Scientific Methods I	4	
MATH TBA	4	
MATH 110 Contemporary Mathematics	4	
MATH 210 Elementary Statistics	4	
Select one Course: PHYS 100 Physics for Society (4) <i>or</i> PHYS 150 Introduction to Astronomy (4) <i>or</i> PHYS 108 Exploring Physics for Education (4) <i>or</i> CHEM 203 General Chemistry I (4)	4	
HIST 217 Early America to 1877 (4) <i>or</i> HIST 218 Modern America since 1865 (4)	4	
ART 200 Art Appreciation (2) <i>or</i> MUSC 200 Music Appreciation (2) <i>or</i> THEA 200 Theatre Appreciation (2)	2	
Major and Professional Courses*		83
ART 206 School Art	2	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences in the Educational Culture	4	
MUSC 309 School Music	2	
PHED 202 Physical Education for Elementary Schools	2	
PHED 231 Personal and Community Health	4	
PHED 321 Motor Development (Non-Majors)	1	
Formal Admission Required before Taking the Following Courses:		
EDUC 223 Introduction to Technology	1	
EDUC 311 The Development of the Young Child	2	
EDUC 312 Principles of Early Learning	6	
EDUC 313 Application of Early Learning	6	
EDUC 316 Practical Teaching & Learning	2	
EDUC 323 Overview of Child Development	2	
EDUC 324W The Arts Curriculum	6	
EDUC 329 The Science Curriculum	6	
EDUC 330 Curriculum Application	2	
EDUC 373 Practical Classroom Experience	1	
EDUC 413 Classroom Management	2	
EDUC 414W Reading, Writing, and Assessment across the Curriculum Areas	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 416 The Professional Educator	2	
EDUC 417 Educational Practices in Action	6	
EDUC 418 Collaboration in Educational Practices	4	
EDUC 474 Student Teaching	12	
Total Required Credits		139

*A minimum GPA of 3.00 is required.

**Subject to change if state and/or federal requirements are revised.

Secondary Education and P-12 Majors

Curriculum requirements for secondary education and P-12 Education Requirements may be obtained from the certification officer/adviser, OBB Room 322; or the head of the academic department involved. All secondary education majors are required to meet with the certification officer/adviser, OBB Room 322 upon admission to the University. This meeting could be during regular Orientation Program. Subject to change if state and/or federal requirements are revised.

Biology/General Science Major Bachelor of Science with Teacher Certification

Biology/General Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		24
Humanities (Select two courses.*)	8	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
History/Social Science (Select one course.*)	4	
ART 200 Art Appreciation (2) <i>or</i> MUSC 200 Music Appreciation (2) <i>or</i> THEA 200 Theatre Appreciation (2)	2	
PHED Select two Physical Activity courses.	2	
Courses for a Biology/General Science Major**		68
Select one course: BIOL 105 Principles of Biology <i>or</i> BIOL 110 Human Biology	4	
BIOL 111 Animal Biology	4	
BIOL 112 Plant Biology	4	
Select one course: BIOL 301 Mammalian Anatomy <i>or</i> BIOL 302 Mammalian Physiology	4	
BIOL 326 Environmental Science	4	
BIOL 333 Genetics	4	
Select one course: BIOL 403 Invertebrate Field Zoology <i>or</i> BIOL 416 Vertebrate Field Zoology <i>or</i> BIOL 422 Plant Taxonomy and Local Floral	4	
BIOL 436 Ecology	4	
Biology Elective, Upper-level	4	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
GEOG 214 Physical Geography	4	
PHYS 100 Physics for Society <i>or</i> Phys 108 Exploring Physics for Education	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
PHYS 150 Introduction to Astronomy	4	
Professional Courses**		44
EDUC 213 Adolescent Development within the Educ Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences in the Educational Culture	4	
EDUC 223 Introduction to Technology	1	
EDUC 305 Teaching in the Middle School	4	
EDUC 373 Practical Classroom Experience	1	
Formal Admission Required before Taking the Following Courses:		
EDUC 315W Teaching/Learning in Secondary Classrooms	4	
EDUC 331 Curriculum Applications in Secondary Classrooms	4	
EDUC 414W Reading, Writing, and Assessment across the Curriculum Areas	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 425 The Professional Secondary Teacher	2	
EDUC 475 Student Teaching Grades 6-12	12	
Total Required Credits		157

*See Howard College Arts and Sciences Introductory pages for course listings.

**A minimum GPA of 3.00 is required.

***Subject to change if state and/or federal requirements are revised.

****NOTE: Major is currently under revision.

English/Language Arts Major Bachelor of Science with Teacher Certification

English/Language Arts Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		24
ENGL 210 American Literature	4	
History/Social Science (Select one course.*)	4	
Humanities (Select one course.*)	4	
MATH 210 Elementary Statistics	4	
Natural Science (Select one course.*)	4	
PHED Select two Physical Activity courses	2	
THEA 200 Theatre Appreciation	2	
Courses for a English/Language Arts Major**		66
COMS 131 Voice and Diction	4	
COMS 221 Interpersonal Communication	4	
COMS 319 Argumentation and Debate	4	
COMS 415 Persuasion	4	
ENGL 300W Creative Writing	4	
ENGL 301W British Literature to 1798	4	
Select one Literary Forms courses: ENGL 303W Poetry <i>or</i> ENGL 304W Short Story <i>or</i> ENGL 305W Novel <i>or</i> ENGL 306W Drama <i>or</i> ENGL 307W Film	4	
ENGL 302W British Literature since 1798	4	
Select two literature in Its Own Time courses: ENGL 320W Medieval to 1485 <i>or</i> ENGL 321W Renaissance 1485-1660 <i>or</i> ENGL 322W Restoration and Eighteenth Century <i>or</i> ENGL 323W Romantic <i>or</i> ENGL 324W American Renaissance <i>or</i> ENGL 325W Victorian <i>or</i> ENGL 326W Twentieth Century British <i>or</i> ENGL 327W Twentieth Century American <i>or</i> ENGL 328W Minority Literature	8	
ENGL 340W Shakespeare	4	
Select one course: ENGL 328W Minority Literature <i>or</i> ENGL 420W Capstone: Comparative Literature	4	
JMC 200 Mass Communication and Society	4	
JMC 202 Mass Media Writing	4	
THEA 212 Beginning Acting	2	
THEA 242 Fundamentals of Technical Theatre	2	
THEA 322 Beginning Directing	2	
Select one course: THEA 331W History of Theatre, Architecture, Production Practices, and Persons; Origins to the 1950s <i>or</i> THEA 345 Costume Design <i>or</i> THEA 412 Advanced Acting	4	
Professional Courses**		44
EDUC 213 Adolescent Development within the Educ Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences in the Educational Culture	4	
EDUC 223 Introduction to Technology	1	
EDUC 305 Teaching in the Middle School	4	
EDUC 373 Practical Classroom Experience	1	
Formal Admission Required before Taking the Following Courses:		
EDUC 315W Teaching/Learning in Secondary Classrooms	4	
EDUC 331 Curriculum Applications in Secondary Classrooms	4	
EDUC 373 Practical Classroom Experience	1	
EDUC 414W Reading, Writing, and Assessment/Curriculum Areas	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 425 The Professional Secondary Teacher	2	
EDUC 475 Student Teaching Grades 6-12	12	
Total Required Credits		156

*See Howard College Arts and Sciences Introductory pages for course listings.

**A minimum GPA of 3.00 is required.

***Subject to change if state and/or federal requirements are revised.

****NOTE: Major is currently under revision.

History/Social Science Major Bachelor of Science with Teacher Certification

History/Social Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		24
HIST 200 The West in Global Perspective	4	
MATH 210 Elementary Statistics	4	
Natural Science (Select two courses. *)	8	
Select one course: ART 200 Art Appreciation (2) <i>or</i> MUSC 200 Music Appreciation (2) <i>or</i> THEA 200 Theatre Appreciation (2)	2	
PHED Select two Physical Activity courses	2	
PSYC 101 General Psychology	4	
Courses for a History/Social Science Major**		63
ECON 201 Economics I (macro)	4	
ECON 202 Economics II (micro)	3	
GEOG 101 World Regional Geography	4	
Geography Elective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
HIST 300 The Historian's Craft	4	
Five upper-level History courses	20	
POLS 200 Introduction to Political Science	4	
POLS 319W International Relations since World War II <i>or</i> POLS 310W U. S. Foreign Relations	4	
POLS 351W Major European Governments <i>or</i> POLS 393 Europe: Land and People	4	
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Professional Courses**		44
EDUC 213 Adolescent Development within the Educ Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences in the Educational Culture	4	
EDUC223 Introduction to Technology	1	
EDUC 305 Teaching in the Middle School	4	
Formal Admission Required before Taking the Following Courses:		
EDUC 315W Teaching/Learning in Secondary Classrooms	4	
EDUC 331 Curriculum Applications in Secondary Classrooms	4	
EDUC 373 Practical Classroom Experience	1	
EDUC 414W Reading, Writing, and Assessment across the Curriculum Areas	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 425 The Professional Secondary Teacher	2	
EDUC 475 Student Teaching Grades 6-12	12	
Total Required Credits		153

*See Howard College Arts and Sciences Introductory pages for course listings.

**A minimum GPA of 3.00 is required.

***Subject to change if state and/or federal requirements are revised.

****NOTE: Major is currently under revision.

Undergraduate Courses

EDUC 201 Sign Language I (1)

This course is designed to provide students with an introduction to finger spelling and American Sign Language issues pertaining to the deaf community will also be addressed.

EDUC 213 Adolescent Development within the Educational Culture (2-4)

This course will provide the student with a knowledge-base of the life span between childhood and adulthood. Major adaptations are made in the total organism and are of primary significance during this time. The course emphasizes these adjustments, which include modifications of a physiological, physical, psychosocial, sexual, moral, and cognitive nature. Special consideration will be given

to the education of the adolescent including gender differences, learning styles, learning theories, and motivation. The primary focus of this course involves how the adolescent is impacted by these changes, how they deal with them, and how this is reflected in their behavior within the educational environment along with implications for the educator. Clinical experiences will be included in the course for secondary teacher education students. *Students who will not be involved in the clinical experiences will take the course for 2 credits; secondary teacher education students will take the course for 4 credits. Offered: Fall and Spring.*

EDUC 221 Issues within the Educational Culture (4)

This course is designed to help prospective teachers develop insight into contemporary educational issues. Students will examine philosophical and historical bases of education as a profession. They will apply an understanding of philosophical and historical frameworks to the analysis of current issues in education. Emphasis will be placed on assigned readings and analyses of cases drawn from real-life situations in order to challenge students to view the educational process from many perspectives and to begin their journey as reflective decision-makers. Students create an informed personal philosophy of education, which they will continue to challenge throughout their educational program. *Offered: Fall and Spring.*

EDUC 222 Clinical Experiences in the Educational Culture (4)

This course is designed for prospective P-12 teachers. Emphasis is given to intensive field experiences (45 hours) in urban, rural and suburban educational settings. These clinical experiences will focus on allowing students to develop a personal philosophy of teaching/learning based on the observation of sound teaching practices and strategies and through reflective decision-making skills exhibited during observational journal writing and actual classroom teaching experience. Methodologies will include field experience, lecture, journals, case studies, and problem-solving sessions. *Offered: Fall and Spring.*

EDUC 223 Introduction to Technology (1)

This course is designed to introduce prospective teachers to currently available technology and to prepare them to use various media for their own education as well as in their professional careers. Students are expected to become comfortable in the use of various media and to explore the possibilities for the use of media in the classroom. Emphasis is given to ways in which multimedia can be used to meet the needs of varying learning styles. *Offered: Fall and Spring.*

EDUC 305 Teaching in the Middle School (4)

The middle school philosophy and objectives. Emphasis is given to curriculum plans and activities for meeting the educational needs of preteens and early teenagers. *Offered: Spring only.*

EDUC 307 Foundations of Leadership (4)

An introductory course designed to make students aware of the importance of principled leadership in all areas of life. *Offered: Fall and Spring.*

EDUC 311 The Development of the Young Child (2)

This course is designed to introduce the developmental characteristics of the child from conception to age eight or the end of the primary grades. Special consideration will be given to the developmental dynamics of the following areas as they relate to working with this age child—physical, social, psychological, emotional, cognitive, moral, and psycholinguistic. Additional coverage will include instructional planning and strategies for special needs children. *Offered: Fall and Spring.*

EDUC 312 Principles of Early Learning (6)

This course is designed to introduce prospective teachers to the principles of early learning in preschool, kindergarten, and primary grades. Emphasis is given to development of an integrated curriculum in the content areas, assessment, classroom management, teaching to divergent cultures, and inclusion of special needs students. Class members are expected to apply the knowledge of the principles of early learning to analyze case studies and develop lesson plans. Class members are required to create an integrated, thematic unit and teach lesson plans that they have written and evaluated. *Corequisite: EDUC 316 Practical Teaching and Learning. Offered: Fall and Spring.*

EDUC 313 Application of Early Learning (6)

This course is designed for prospective teachers of children from infancy through the age of eight. Emphasis is given to the application of early learning principles through problem-based decision cases that focus on self-reflection and decision-making, and technology that supports the instructional process. Seminars with classroom teachers and interactive clinical experiences will also be included. *Offered: Fall and Spring.*

EDUC 315W Teaching and Learning in Secondary Classrooms (4)

This course is designed to introduce prospective teachers of secondary students to the great diversity that exists among students in postmodern American classrooms so that they appreciate and consider these differences when planning instruction for preadolescent and adolescent students. Prospective teachers are encouraged to apply newly-forming conceptions of learners and varied strategies for managing classrooms, disciplining students, creating learning environments, presenting instruction, grouping students for maximum learning, selecting appropriate resources, and assessing learning outcomes in the creation of a resource unit and lesson plans within their teaching field(s). Emphasis is upon developing reflective practitioners who draw upon a wide array of solutions to classroom challenges represented in literature, research, and informed practice in the field of secondary education. *Offered: Fall only.*

EDUC 316 Practical Teaching and Learning (2)

This course is designed for elementary and early childhood education majors interested in a P-6 teaching career. The purpose of this course is to provide early childhood field experience as a prelude to the professional semester. Course content will emphasize curriculum development and implementation. This course will emphasize reflective decision-making and integrated teaching/learning strategies within the framework of a multicultural educational and special needs setting. Methodologies utilized will include discussion, lecture, field experience, and curriculum development. *Corequisite: EDUC 312 Principles of Early Education. Offered: Fall and Spring.*

EDUC 323 Overview of Child Development (2)

This course is designed to provide a comprehensive knowledge base of developmental characteristics regarding the child of elementary school age (nine to eleven). It will include the major developmental theories related to the areas of cognition, learning, motivation, communication, language acquisition, physical, social, psychological, and moral development. *Offered: Spring only.*

EDUC 324W The Arts Curriculum (6)

This course is designed for elementary and early childhood education majors interested in a P-6 teaching career. The purpose of the course is to establish a foundation of content and application relative to an arts-based P-6 curriculum emphasizing reflective decision-making and integrated-teaching/learning strategies. Methodologies utilized will include discussion, lecture, field experiences, projects and research. *Offered: Spring only.*

EDUC 329 The Science Curriculum (6)

This course is designed for elementary and early childhood education majors interested in a P-6 teaching career. The purpose of this course is to provide materials and methods in the areas of science, math, social studies, and technology. Course content will emphasize curriculum development, construction of knowledge, problem-solving techniques, and practical application to promote optimum teaching and learning. This course will emphasize reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Methodologies utilized will include discussion, lab experience, case studies, lecture, field experience, and curriculum (unit/lesson) development. *Offered: Spring only.*

EDUC 330 Curriculum Application (2)

This course is designed for elementary and early childhood education majors interested in a P-6 teaching career. The purpose of this course is to provide elementary field experience as a prelude to the professional semester. Course content will emphasize curriculum development and implementation that incorporates the efficiencies of time management and the psychological need of stress manage-

ment techniques to promote optimum teaching and learning. This course will emphasize reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Methodologies utilized will include discussion, lecture, field experience, and curriculum (unit/lesson) development. *Offered: Spring only.*

EDUC 331 Curriculum Applications in Secondary Classrooms (4)

This course is designed to provide prospective secondary teachers opportunities to apply conceptions of curriculum, instruction, classroom management and discipline, multimedia, and human resources, and assessment in the context of an actual classroom. Prospective teachers will design and teach a week's unit using problem-based learning techniques, and analyze assessment data collected in the field to determine the effectiveness of their teaching. Emphasis in the course is upon developing reflective classroom practitioners who consider a wide array of classroom variables in analyzing a particular educational context. *Offered: Spring only.*

EDUC 373 Practical Classroom Experience (1)

This course is designed for P-12 teacher education majors. Emphasis is given to intensive clinical experiences in a public or private school classroom. These clinical experiences will focus on methodologies and strategies for successful classroom performance. *Offered: Jan Term only.*

EDUC 407 Cross-Cultural Practicum (1-4)

An experience involving a sustained-direct relationship with people of different cultural groups. Students will complete assigned tasks under supervision, after making a thorough study of the culturally different groups. *See adviser.*

EDUC 409 Meeting Success in a Diverse World (3)

Examination of the richness of cultural differences evidenced by students in a pluralistic modern society and of the ways these differences may be utilized in instruction to bring about achievement of all students. *See adviser.*

EDUC 413 Classroom Management (2)

This course is designed for elementary and early childhood education majors interested in a P-6 teaching career. The purpose of the course is to establish a foundation of content and application relative to classroom management and discipline emphasizing reflective decision-making and integrated-teaching/learning strategies. Methodologies utilized will include discussion, lecture, field experiences, projects and research. *Offered: Fall only.*

EDUC 414W Reading, Writing, and Assessment across the Curriculum Areas (2)

This course is designed to provide students with an introduction to a variety of teaching strategies that encourages reading and writing across the curriculum areas, assistance with the identification of problems related to educational assessment, strategies for effective measurement of teacher performance, and an understanding of standardized testing, including selection, administration, scoring, and interpretation of instrumentation. *Offered: Spring only.*

EDUC 415 Technology across the Curriculum (2)

This course is designed to introduce prospective teachers to the wide variety of applications for multimedia in the classroom and to techniques for evaluating educational software and hardware. Emphasis is given to ways in which technology can be used effectively to teach a wide variety of subjects and meet the needs of multiple learning styles and special needs. Students are expected to be creative in the use of available resources and to develop ways to keep abreast of the constantly changing technological environment. *Offered: Fall and Spring.*

EDUC 416 The Professional Educator (2)

This course is designed to help students focus on major issues related to becoming a professional educator. Students will explore and reflect on expectations of and relationships with principals, parents, and teaching colleagues. The course will also serve as a culmination of the teacher education focus on problem-based learning. Students will explore the role of facilitator in a problem-based learning classroom. They will have the opportunity to facilitate cases with students enter-

ing the Teacher Education program and design and teach an open-ended problem in a classroom. *Offered: Fall only.*

EDUC 417 Educational Practices in Action (6)

The purpose of this course is to prepare prospective P-6 teachers to facilitate student learning by providing opportunities to apply sound educational practices within clinical settings. Emphasis is given to developing the ability of prospective teachers to become reflective decision-makers and problem-solvers in the classroom as they practice the adaptation, implementation, and assessment of lessons for special needs children. Prospective teachers are also provided with experiences in inclusive and collaborative settings and opportunities to apply problem-based learning and classroom management techniques. *Offered: Fall only.*

EDUC 418 Collaboration in Educational Practices (4)

This course is designed for prospective teachers of children from infancy through grade six. The course focus is given to the principles of early childhood special education and elementary collaborative teaching. Emphasis is placed on communication and involvement with families of special needs children, avenues by which prospective teachers can access community and family resources, and teaching strategies appropriate for meeting individual needs of children. Case studies, seminars with community and educational leaders, and technology will serve as vehicles for reflection and, in addition, will provide opportunities to develop decision-making skills necessary to make appropriate curricular and instructional choices for children with diverse needs. *Offered: Fall only.*

EDUC 425 The Professional Secondary Teacher (2)

This course is designed to prepare prospective secondary level teachers for their roles as professional educators who are able to assume responsibility for their own lifelong growth and development within their chosen teaching fields. They will examine what it means to be a professional—working collaboratively with fellow teachers, principals, and other supervisors, assuming responsibility for the design and implementation of learning activities for groups of preadolescent and adolescent students, and communicating to students, parents and others the progress of their educational undertakings. Emphasis is upon ways to ensure continuing and lifelong professional growth as teachers. *Offered: Fall only.*

EDUC 443 Creative Classroom Materials (3)

Students are led in the development of creative teaching materials that may be used in the preschool, elementary, or secondary school classroom. *See adviser.*

EDUC 474 Student Teaching in the ESEC (12)

Supervised-field internship for prospective teachers of ESEC students, grades P-6. *Offered: Fall and Spring.*

EDUC 475 Student Teaching Grades 6-12 (12)

Supervised-field internship for prospective teachers of middle and secondary students, grades 6-12. *Offered: Fall and Spring.*

Graduate Programs and Requirements

Master of Science in Education - Class A Certification

Early Childhood Education
Elementary Education
Educational Administration
Music Education

Educational Specialist - Class AA Certification

Early Childhood Education
Elementary Education
Educational Administration

Doctoral Program

Doctor of Education in Educational Leadership [Ed.D.]

Graduate programs in education are offered in three areas (early childhood education, elementary education, and educational administration) and at two levels of certification: master of science in education degree with Class A certification and an education specialist degree with Class AA certification. For graduate programs in music education, refer to Associate Dean, School of Music.

Requests for information about graduate programs or an application to a graduate program should be addressed to the Director of Graduate Programs, Department of Teacher Education, Samford University. This office is located in OBB Room 226. For the Fifth Year Non-Traditional Program, requests should be addressed to the Advisement Counselor, Department of Teacher Education, Samford University, OBB Room 322.

Graduate Admission Standard for Traditional and Fifth Year Non-Traditional Program

Admission Requirements

1. Completion of application and payment of application fee.
2. Receipt of official college transcript.
3. Satisfactory score on Miller Analogies Test [MAT] or Graduate Record Exam [GRE] admissions test.
4. Alabama Class B or Class A certification (except for Fifth Year Non-Traditional Program).
5. Three letters of reference (character, education, employment).
6. Written critique of one article (completed on site).

Levels of Admission

- A. Formal Admission
1. Minimum GPA of 3.00 for all college work attempted.
 2. Minimum of 40 on MAT or 800 on GRE.
 3. Satisfactory performance on critique of article as reviewed by faculty in degree area.
 4. Completion of undergraduate prerequisites (Fifth Year Non-Traditional Program only).
- B. Conditional Admission
1. Completion of all but two of the required prerequisite courses (Fifth Year Non-Traditional Program only).

Transfer Credit

In the traditional graduate programs, a student may transfer up to six semester hours (credits) of graduate credit from an accredited four-year college or university which has a state-approved graduate program in the major and in teacher education. Transfer credits will be evaluated by the Director of the Graduate Program for applicability to the Samford program after application to the graduate program is received in the graduate office. Each graduate transfer student will be asked to bring the catalog of the college where the courses were taken during the interview with the Director of the Graduate Program. Transfer credits more than six years old will not be accepted. These policies apply to each graduate program. Please note: courses may not be transferred into the Fifth Year Non-Traditional Program or the Doctoral Program.

Graduate Tuition Scholarships

Tuition scholarships in the amount of \$87 per semester credit are available to all students at the masters and Ed.S. level who have been accepted for graduate study. These scholarships are available for courses in education throughout the year. Please note that this scholarship is not available for doctoral students.

In addition to the tuition scholarship, one or two Beeson Graduate Assistantships may be awarded each year to deserving students. Application forms may be obtained from the office of the Department of Teacher Education. Deadline for application is March 15. Selection is by a faculty committee.

Retention and Completion

Students must maintain a GPA of 3.50 throughout their graduate programs. They must follow a prescribed course of study specified in their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. Please note that Fifth Year Non-Traditional graduate students must take and pass a written comprehensive exit examination for each certification area following completion of their coursework. Students whose GPA falls below 3.50 during any semester may not continue in the program.

Graduate Advisement

Frequent meetings with the graduate advisement counselor are required throughout the graduate program. Samford University complies with the requirements of the Alabama State Department of Education concerning the admission, retention, and completion of all requirements for students seeking Class A or Class AA certification.

Requests for information about graduate programs or an application to a graduate program should be addressed to the Director of Graduate Programs, Department of Teacher Education, Samford University. This office is located in OBB Room 226. For further information, refer to the Teacher Education Graduate Admission and Completion Requirements Handbook, available in the advisement counselor's office.

Class A Certification – Master of Science in Education

The master of science in education [M.S.] program is open to students who hold the Class B certificate from the Alabama State Department of Education. Completion requires 30 credits beyond a bachelor's degree.

All students completing the requirements for the M.S. degree and meeting eligibility requirements as specified by the Alabama State Department of Education will, upon recommendation of the Dean of the School of Education and Professional Studies, be eligible for the Alabama Class A certificate in the appropriate area.

Class A Certification - Early Childhood Education

This major is designed to give further preparation to those who meet basic certification (Class B) requirements in Early Childhood Education (P-3). Upon successful completion of this program, the candidate is eligible for the Class A certificate in Early Childhood Education, provided other requirements of the Alabama State Department of Education have been met. Please contact the Director of Graduate Programs, OBB 226, for the Class A Early Childhood and Elementary Programs.

Class A Certification - Elementary Education

This major is designed to give further preparation to those who are certified at the class B level as Elementary School Teachers. Upon successful completion of this program the candidate is eligible for Class A certification in Elementary Education, provided all requirements of the Alabama State Department of Education have been met. Please contact the Director of Graduate Programs, OBB 226, for the Class A Early Childhood and Elementary Programs.

Class A Certification - Educational Administration

Class A Certification is available in Educational Administration. Please contact the Director of Graduate Programs, OBB Room 226.

Class A Certification Educational Administration Required Courses	Course Credits	Total Required Credits
EDUC 520 Educational Leadership	3	
EDUC 521 Issues in School Finance	3	
EDUC 522 School Management	3	
EDUC 526 Law and Personnel: Theory and Practice	3	
EDUC 527 Field Experience in Educational Administration	3	
EDUC 528 Internship in Educational Administration	3	
EDUC 529 Curriculum Design & Instructional Leadership	3	
Electives (with approval of advisor)	9	
Total Required Credits		30

Class A Masters Endorsement Program Educational Administration Required Courses	Course Credits	Total Required Credits
EDUC 520 Educational Leadership	3	
EDUC 522 School Management	3	
EDUC 526 Law and Personnel: Theory and Practice	3	
EDUC 527 Field Experience in Educational Administration	3	
EDUC 528 Internship in Educational Administration	3	
EDUC 529 Curriculum Design and Instructional Leadership	3	
Total Required Credits		18

Class AA Certification - Educational Specialist

The Educational Specialist [Ed.S.] program is open to students who hold the Class A certificate from the Alabama State Department of Education. Its completion requires 30 credits beyond a master's degree. All students completing the requirements for the Ed.S. degree and meeting eligibility requirements as specified by the Alabama State Department of Education will, upon recommendation of the Dean of the School of Education and Professional Studies, be eligible for the Alabama Class AA certificate in the appropriate area.

Class AA Certification - Early Childhood Education

This program is designed to prepare specialists in the field of education of young children (grades P-3) and is for students who hold a master's degree and Class A certification in Early Childhood Education.

Class AA Certification Early Childhood Education Required Courses	Course Credits	Total Required Credits
EDUC 607 Early Childhood Exemplary Programs	3	
EDUC 620 Practicum in Quality Leadership: Theory & Application of School Improvement Processes	3	
EDUC 622 Seminar in Instructional Leadership	3	
EDUC 623 Organizational Innovation: Strategies & Tactics	3	
EDUC 624 Learning Theories: The Pursuit of Knowledge	3	
EDUC 625 Legal and Policy Issues in Education	3	
EDUC 627 Professional Development & Mentor Training for Quality Education	3	
EDUC 628 Advanced Eval. of Teaching and Learning	3	
EDUC 629 Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
Electives (with approval of advisor)	3	
Total Required Credits		30

Class AA Certification - Elementary Education

A program designed to prepare specialists in the field of Elementary Education (grades 1-6). The program described here is for students who hold a master's degree in Elementary Education.

Class AA Certification Elementary Education Required Courses	Course Credits	Total Required Credits
EDUC 608 Elementary Education Programs	3	
EDUC 620 Practicum in Quality Leadership: Theory & Application of School Improvement Processes	3	
EDUC 622 Seminar in Instructional Leadership	3	
EDUC 623 Organizational Innovation: Strategies & Tactics	3	
EDUC 624 Learning Theories: The Pursuit of Knowledge	3	
EDUC 625 Legal and Policy Issues in Education	3	
EDUC 627 Professional Development & Mentor Training for Quality Education	3	
EDUC 628 Advanced. Eval. of Teaching and Learning	3	
EDUC 629 Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
Electives (with approval of advisor)	3	
Total Required Credits		30

Class AA Certification - Educational Administration

The Educational Administration program is available to students who hold a Master of Science degree from a regionally accredited institution. The graduate program in Educational Administration is designed to prepare administrators and supervisors for public and private school leadership. Principles of Total Quality Education are included in the program. Upon successful completion of this program, the candidate is eligible for Class AA certification provided the current certification requirements of the Alabama State Department have been met. Please consult the Director of Graduate Programs for requirements and additional information in OBB Room 226.

Class AA Certification Educational Administration Required Courses	Course Credits	Total Required Credits
EDUC 620 Practicum in Quality Leadership: Theory & Application of School Improvement Processes	3	
EDUC 621 Educational Business Management	3	
EDUC 622 Seminar in Instructional Leadership	3	
EDUC 623 Organizational Innovation: Strategies & Tactics	3	
EDUC 624 Learning Theories: The Pursuit of Knowledge	3	
EDUC 625 Legal and Policy Issues in Education	3	
EDUC 626 Social Problems of Children and Youth	3	
EDUC 627 Professional Development & Mentor Training for Quality Education	3	
EDUC 628 Advanced. Eval. of Teaching and Learning	3	
EDUC 629 Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
Total Required Credits		30

Graduate Courses

EDUC 505 Independent Study (3)

The Dean of the School of Education and Professional Studies may give permission for work on an individual research project to be carried out under the supervision of a faculty adviser.

EDUC 509 Advanced Techniques for the Diagnosis and Remediation of Reading Problems (3)

This course is designed for teachers and/or administrators who are seeking Master of Science and Ed.S. degree in Elementary/Early Childhood Education. Students taking this course should realize the critical importance of being competently trained to locate and correct a wide range of specific and general reading disabilities.

EDUC 510 Instructional Adaptation for Student Diversity (3)

Students will explore current legal requirements, best practice in program delivery, and services for special needs students, Special emphasis will be given to the attitudes, knowledge, and skills needed by regular education teachers for working effectively with special needs populations in the regular classroom.

EDUC 511 Classroom Management Techniques for the Elementary Teacher (2)

Provides emphasis on modern classroom discipline and management techniques.

EDUC 512 Contemporary Legal Issues for the Classroom Teacher (2-3)

Provides special emphasis on current legal issues that affect a variety of phases of public and private schools.

EDUC 513 Instructional Design for Optimal Student Learning (3)

Students will investigate instructional planning related to student achievement in seminar setting.

EDUC 514 Social Dynamics and Student Learning (3)

Students will discuss social issues related to their impact on the child and the learning process.

EDUC 515 Standards-Driven Teacher Leadership (3)

Prepares classroom teachers to participate effectively in designing and implementing classroom and school improvement plans with emphasis on "best practices" for increasing student achievement in the elementary school.

EDUC 516 Instructional Design for Active Learning (3)

Students will discuss the current research linking active learning strategies to authentic learning and retention of knowledge.

EDUC 517 Effective Curriculum Design (3)

Development of teachers who are able to make reflective decisions about the design, development, and implementation of curricula to the end that learning environments are created that support the learning of all students to a high degree of proficiency.

EDUC 518 Action Research: Theory and Techniques (2)

Provides graduate students with opportunities to read, reflect upon, interpret, and evaluate educational research.

EDUC 519 Field-Based Action Research (2)

Provides graduate students an opportunity to implement action research and evaluate a special research project that focuses upon improving teaching and learning in diverse early childhood and elementary classrooms.

EDUC 520 Educational Leadership (3)

This course is designed for students who seek Class A certification in Educational Administration. The purpose of the course is to provide a survey of selected theoretical and operational bases for decision making related to the responsibilities, duties, and problems of the effective K-12 leader.

EDUC 521 Issues in School Finance (3)

This course is designed to provide students with knowledge and understanding of the economic factors relative to the financing of public schools. The course involves an in-depth study of taxation, state school finance systems, the impact of school finance litigation, the budgeting process, and current/emerging issues in school finance policy.

EDUC 522 School Management (3)

This course is designed to provide students an in-depth study of experiences necessary to become a successful reflective manager of schools in the next decade.

EDUC 526 Law and Personnel: Theory and Practice (3)

Provides an in-depth study of the theory and practice of organizational patterns and personnel functions within the legal framework of the public school system.

EDUC 527 Field Experience in Educational Administration (3)

Field experience in educational administration is designed to provide students the opportunity to engage in the day-to-day activities of the school administrator. The program focuses on supervised experiences in administrative tasks at the elementary, middle, and high school levels, and at the school system central office. *Offered: Summer I only.*

EDUC 528 Internship in Educational Administration (3)

Internship in Educational Administration requires reflective seminars for the purpose of reviewing and evaluating internship experiences, interacting with university staff and practicing administrators, participating in class discussion and engaging in case study analysis and decision making. Three hundred (300) clock hours are required under the direction of practicing administrative responsibility. Each student is required to receive practical experience in curriculum and instruction, professional staff development, student services, leadership skills, school and community relations, management skills, and legal responsibilities. *Offered: Fall only.*

EDUC 529 Curriculum Design and Instructional Leadership (3)

The purpose of the course is to develop curriculum and instructional leaders who are able to lead teachers in decisions about planning, presenting, and assessing functions of teaching.

EDUC 531 Child Growth and Learning within the Educational Culture (6)

This course will employ an integrated course of study within historical educational periods regarding interrelationships among educational systems, developmental concerns, and the learning domain culminating in the use of a case study to help train teachers to be better problem-solvers.

EDUC 532 Early Childhood and Elementary Education Programs (6)

Emphasis is given to the study of exemplary early childhood and elementary programs. Developmentally appropriate curricula design, implementation, and assessment will be examined for infant and toddler, preschool, kindergarten, primary and elementary programs.

EDUC 533 The Arts: Curriculum and Instruction in the Early Childhood and Elementary Grades (8)

This course will employ an integrated course of study dealing with teaching of reading, diagnosis, and remediation of reading problems, language arts, and fine arts.

EDUC 534 The Sciences: Curriculum and Instruction in the Early Childhood and Elementary Grades (6)

This course will employ an integrated study dealing with the teaching of mathematics, natural and physical sciences, and social studies. Curriculum design, educational assessment, case studies, and media/technology will be primary components of this course.

EDUC 535 Current Issues in Education (4)

The purpose of the course is to prepare classroom teachers to understand the impact of emerging issues on their schools' classrooms, and to acquire the skills

needed to participate effectively in creating effective educational improvement. Content will focus on a study of educational reform and restructuring, the impact of technological change on the classroom of the future, the impact of the standards movement on classroom instruction, dealing with controversial issues and special interest groups, reflective decision-making with a multicultural emphasis, and legal issues that affect the classroom teacher.

EDUC 546 Teaching Reading in the Content Area (3)

An overview of philosophies and methods of teaching reading skills in the middle and high school. *Corequisite with EDUC 329. Music education majors only.*

**EDUC 592 Student Teaching (12)
(Fifth Year Non-Traditional)**

Supervised field internship for prospective teachers in early childhood and elementary, grades P-6.

EDUC 595 Computer-Based Technologies for Educators (3)

This is the first course in a series of three to familiarize classroom teachers with computer-based instructional technologies as they are applied in the educational environment. This course provides opportunities for teachers to become reflective decision makers as they explore ways to enhance their teaching strategies with computer-based technologies. *Offered: Summer I, Spring, and Fall.*

EDUC 596 Current and Emerging Instructional Technologies (3)

This is the second course in a series of three to familiarize classroom teachers with computer-based instructional technologies as they are applied in the educational environment. This course provides opportunities for teachers to become reflective decision makers as they explore opportunities in the classroom. *Prerequisite: EDUC 595. Offered: Summer I, Spring, and Fall.*

EDUC 597 Curriculum Integration of Technology (3)

This is the third course in a series of three to familiarize classroom teachers with computer-based instructional technologies as they are applied in the educational environment. This course provides opportunities for teachers to become reflective decision makers as they develop the necessary skills to infuse technology into the curriculum. *Prerequisite: EDUC 596. Offered: Summer I, Spring, and Fall.*

NOTE: Courses numbered 600 or above are open to post-master's degree students.

EDUC 607 Early Childhood Exemplary Programs (3)

This course is an investigation of the characteristics of exemplary programs in early childhood education. Models of current outstanding programs will be studied.

EDUC 608 Elementary Exemplary Programs (3)

This course is an investigation of the characteristics of exemplary programs in elementary education. Models of current outstanding programs will be studied.

EDUC 620 Practicum in Quality Leadership: Theory and Application of School Improvement Processes (3)

This course is designed to provide students with the knowledge and skills necessary to lead a school in the process of continuous improvement. Students will be instructed in the tools and techniques of school improvement planning using concepts from continuous quality improvement and from professional learning communities. Students will plan and implement a school improvement project in their school and/or classroom that engages them in the practical application of the theories and concepts of professional learning communities.

EDUC 621 Educational Business Management: Strategic Planning and Policy Analysis (3)

This course will provide skills and understanding necessary for successful management of educational enterprise. Course focuses on study of re-engineering organizations, strategic planning and decision making, the economics of education, finance and taxation, including the issues of equity and adequacy, the use of

technology in managing the educational organization, and creating customer-focused schools and school systems.

EDUC 622 Seminar in Instructional Leadership (3)

The purpose of the course is to develop expertise as leaders of a collaborative planning process in which reflective decisions are made for the improvement of school designing, developing, and implementing school programs that support the learning of all students to a high degree of proficiency.

EDUC 623 Organizational Innovation: Strategies and Tactics (3)

This course provides in-depth study into the processes involved, and the skills required, to lead change in complex organizations. Course content emphasizes inquiry into organizational culture, group leadership, conflict management, and administrator-staff relationships.

EDUC 624 Learning Theories: The Pursuit of Knowledge (3)

The purpose of this course is to expose teachers and prospective school leaders to contemporary theories of learning so that the reflective decisions they make about the design and development of school programs are grounded in research-based conceptions of learning and the developmental nature of learners.

EDUC 625 Legal and Policy Issues in Education (3)

This course provides an in-depth study of legal and policy issues inherent in instructional, non-instructional, and administrative positions throughout the education profession. Special attention is given to legal and policy issues in the field of special education, personnel, policy development, and specific political issues that impact upon the role and direction of education in America.

EDUC 626 Social Problems of Children and Youth (3)

The purpose of the course is to prepare educational leaders to recognize and be able to propose appropriate solutions for the social problems of children and youth which contribute to behavioral and learning difficulties. Emphasis is placed on using acquired knowledge to reflect upon possible causes and solutions and make informed decisions which will assist students and parents deal successfully with societal forces.

EDUC 627 Professional Development and Mentor Training for Quality Education (3)

Prepares educational leaders to become effective mentors, providing guidance and professional support, for aspiring future leaders. Emphasis is placed on reflective decision making concerning the strengths and needs of the mentoree.

EDUC 628 Advanced Evaluation of Teaching and Learning (3)

The purpose of this course is to expose future school leaders to methods of research especially suited to active involvement of practicing school administrators in scientific inquiry related to school problems. The intention is to stimulate school leaders to think reflectively about current problems facing American schools at all levels and the methods available for collecting data about these problems and seeking solutions to them.

EDUC 629 Practicum in Quality Leadership: The Quality Improvement Analysis Project (3)

This course is designed to provide students the opportunity to engage in a school improvement project utilizing the tools of total quality education process. Emphasis will be on the continuous improvement, identification of the customer/supplier relationship applied to an education setting, working cooperatively in teams, and utilizing data in solving problems.

EDUC 681 Research in Certification Field (3)

Extends already developed research skills in student's certification area(s). Development, implementation, and reporting of original research required.

Doctor of Education in Educational Leadership [Ed.D.]

Curriculum

The Ed.D. program requires 60 semester credits above the Master of Science degree. Students first complete a 30 semester-credit educational specialist program and then begin 30 semester credits of coursework for the Ed.D. degree. The coursework is organized in the following five categories as recommended by the National Council for the Accreditation of Teacher Education [NCATE]:

1. Instructional Leadership
2. Strategic Leadership
3. Organizational Leadership
4. Political and Community Leadership
5. Field-Based Research

A program leading to the Doctor of Education [Ed.D.] degree is offered in the area of educational leadership. The doctoral program is designed for students interested in leadership issues, as applied to educational institutions. A Master of Science degree from an accredited institution is required for admission along with other criteria designed to select those students who provide evidence of previous academic success, exhibit leadership skills, have excellent teaching and/or administrative abilities, and show creative energy for solving educational problems.

Admission decisions will be based on a combined evaluation of the candidate's GPA or previous graduate work, qualifying scores on the MAT or the GRE, results of a writing sample, written recommendations, and a personal interview. The following requirements are required for admittance:

1. The candidate shall have earned a Master of Science degree from an accredited college or university.
2. The candidate shall have earned a 3.70 GPA on all previous graduate work.
3. The candidate shall have scored a minimum of 46 on the MAT or 1,000 on the GRE.
4. Each candidate shall submit writing samples for the purpose of assessing the candidate's ability to meet graduate school standards.
5. Each candidate must be recommended by his/her immediate supervisor (superintendent, principal) or by a professor knowledgeable of the student's previous academic and/or work experience.
6. Each candidate must submit a minimum of two additional references, one of which shall be a peer or professional colleague and the other a person knowledgeable of the candidate's character.
7. Each candidate will participate in an interview with the cohort mentor team for the purpose of assessing the candidate's leadership abilities and motivation for graduate work.

Admission to the program will be competitive. Decisions will be based on advice from the cohort mentor team and the candidate's ability to meet admission criteria.



Ed.D. Program Instructional Leadership Courses	Course Credits	Total Required Credits
EDUC 622 Seminar in Instructional Leadership	3	
EDUC 624 Learning Theories: The Pursuit of Knowledge	3	
EDUC 626 Social Problems of Children and Youth	3	
EDUC 628 Advanced Evaluation of Teaching and Learning	3	
Total Required Credits		12

Ed.D. Program Strategic Leadership Courses	Course Credits	Total Required Credits
EDUC 620 Practicum in Quality Leadership: Theory & Application of School Improvement Processes	3	
EDUC 627 Professional Development & Mentor Training for Quality Education	3	
EDUC 629 Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDLD 734 Strategic Planning	3	
EDLD 736 Formative Leadership Theory: Strategies for the High-Performing Organization	3	
Total Required Credits		15

Ed.D. Program Organizational Leadership Courses	Course Credits	Total Required Credits
EDUC 621 Educational Business Management: Strategic Planning and Policy Analysis	3	
EDUC 623 Organizational Innovation: Strategies & Tactics	3	
EDLD 737 Organizational Dynamics: Creating the School of the Future	3	
EDLD 738 The Learning Organization	3	
Total Required Credits		12

Ed.D. Program Political and Community Leadership Courses	Course Credits	Total Required Credits
EDUC 625 Legal and Policy Issues in Education	3	
EDLD 731 Educational Policy Development and Analysis: The Political Dimension of Schooling	3	
EDLD 735 Ethical Issues in Education: The Moral Dimension of Schooling	3	
Total Required Credits		9

Ed.D. Program Field-Based Research Courses	Course Credits	Total Required Credits
EDLD 732 Foundations of Educational Inquiry	3	
EDLD 733 Field-Based Inquiry: Authentic Problems of Practice	3	
EDLD 740 Dissertation Seminar	3	
EDLD 741 Directed Doctoral Study	3	
Total Required Credits		12



Doctoral-Level Courses

EDLD 731 Educational Policy Development and Analysis: The Political Dimension of Schooling (3)

This course examines the factors that influence the development of school and school system policy. The origin of policy issues, the educational policy infrastructure, and the interrelationship of educational policy to school practice are explored with particular emphasis placed on the political process as the major driving force in the policy-making arena.

EDLD 732 Foundations of Educational Inquiry (3)

The purpose of this course is to assist students in developing an awareness of, and appreciation for, educational research as a tool for advancing the educational renewal agenda. Students develop skills in designing and implementing research methodologies, reading and interpreting research reports, and developing strategies for converting research into action.

EDLD 733 Field-Based Inquiry: Authentic Problems of Practice (3)

The purpose of this course is to provide the student opportunities to focus on authentic problems of practice in a clinical and/or field-based environment. Through this hands-on clinical process, students will demonstrate leadership, administrative and management skills, as well as their ability to function effectively as a member of a learning team. Students learn inquiry and research skills as they conduct studies on authentic problems of practice that have direct relationship to the school leader's job.

EDLD 734 Strategic Planning (3)

This course is designed to provide students enrolled in the Ed.D. program with the skills and understanding necessary for successful management of the educational enterprise. Course content focuses on a study of re-engineering organizations, strategic planning and decision making, the use of technology in managing the educational organization, and creating customer-focused schools and school systems.

EDLD 735 Ethical Issues in Education: The Moral Dimension of Schooling (3)

The purpose of this course is to educate school leaders in ethical and moral theory and to actively consider the administration of schools as a moral activity. The central focus is to help students articulate an explicit set of values and beliefs to guide their actions. Religious, economic, social, and cultural issues that affect the expectations about schooling are explored in an effort to help school administrators to understand that all administrative decisions have ethical implications.

EDLD 736 Formative Leadership Theory: Strategies for the High-Performing Organization (3)

This course explores the knowledge, skills, attitudes, and competencies required for successful leadership in the new organization of the twenty-first century. Classroom inquiry into the theoretical basis for formative leadership will be supplemented with hands-on application and opportunity to develop formative leadership skills in a clinical setting.

EDLD 737 Organizational Dynamics: Creating the School of the Future (3)

This course investigates emerging organizational behavior theory and its application to the development of the school and school system of the future. Major emphasis is placed on the concept of building human capital as central to managing organizational behavior in education.

EDLD 738 The Learning Organization (3)

This course is designed to engage students in the art and practice of learning organizations as applied to educational institutions. Students will be provided with the knowledge needed to develop their skills in leading schools by taking a learning orientation as the major strategy for educational reform.

EDLD 739 Foundation of Qualitative Inquiry (3)

This course is designed to introduce students to qualitative inquiry. It provides an understanding of qualitative research methods and guidance in designing and implementing a qualitative research project. Students will have the opportunity to design and implement a qualitative study through guided instructions.

EDLD 740 Dissertation Seminar (3)

The dissertation seminar is designed to provide the student with an understanding of the expectations of the full range of doctoral research and dissertation writing. Exemplary research practice, current research topics, and effective research methodologies are reviewed. Students will explore possible topics for doctoral research and complete a formal proposal for completion of the dissertation.

EDLD 741 Directed Doctoral Study (3)

Directed doctoral study provides the student with optimal support and direction in his/her dissertation research. The director of the dissertation and the student's dissertation committee provide ongoing supervision and assistance for completion of the dissertation phase of the student's doctoral program.

EDLD 742 Dissertation Research (1)

This course provides additional support and direction in the completion of doctoral research. The student will work with the dissertation committee to complete research, data analysis, dissertation writing, and dissertation debate. Course can be taken a maximum of three times. Graded: Pass/fail only.

Legal Assistant Certificate Program

The Orlean Bullard Beeson School of Education and Professional Studies offers a Bachelor of General Studies degree in Counseling Foundations and a Legal Assistant Certificate Program. These programs are part of the Evening Studies Program—Metro College. Detailed requirements and a listing of all courses for these programs are described in the Metro College section of this catalog.

Legal Assistant Certificate Program

Samford University's Legal Assistant Certificate Program (formerly known as the Paralegal Studies Program) is the oldest Legal Assistant Program in Alabama. It was the first Alabama program to achieve American Bar Association approval. Samford University has replaced the degree previously offered in Paralegal Studies with a ten-course Legal Assistant Certificate Program. American Bar Association [ABA] guidelines require participants to either currently hold or concurrently pursue at least an associate degree. **Students who currently have an associate or bachelor's degree may take the ten legal assistant courses described below and earn the Legal Assistant Certificate. However, all legal assistant courses are offered for academic credit and may apply toward a degree.** Students who do not currently have an associate or bachelor's degree should refer to Track 2: Legal Assistant Certificate/Administration of the Administrative/Community Services Concentration in the Metro College section of this catalog. All instructors in the Legal Assistant Certificate Program are licensed attorneys.

The program is committed to producing well-educated, capable, and ethically aware graduates who, although they cannot practice law, are prepared for careers as legal assistants to attorneys in private, public, and corporate settings. Legal Assistants are professionals trained both in the substance of the law and in legal procedure who use that knowledge and those skills to provide a broad range of legal services under the supervision and direction of an attorney. Specifically, the program goals are:

1. To train students in a practical way for careers as legal assistants to attorneys.
2. To promote a basic understanding of legal concepts and terms on subjects that are important to those engaged in general practice or in specialized areas of law and to equip students with legal writing and research skills that will enable graduates to perform as skilled members of a legal team.
3. To provide a general understanding of the principles of ethical and professional responsibility as these relate to lawyers and legal assistants.
4. To provide a broad background in general education for development of educated, socially, morally, and ethically aware individuals.
5. To constantly upgrade and adjust the program to fulfill the needs of the community by seeking input from local attorneys, legal assistants, and students.

Legal Assistant Certificate Program Required Courses		Course Credits	Total Required Credits
Legal Assistant Courses			30
MCPG 121	Introduction to Paralegal	3	
MCPG 226	Business Associations	3	
MCPG 227	Estates and Trusts	3	
MCPG 228	Real Estate Law	3	
MCPG 229	Litigation	3	
MCPG 300W	Business Law for Paralegals	3	
MCPG 301	Employment Law <i>or</i>	3	
MCPG 307	Criminal Law		
MCPG 304	Family Law	3	
MCPG 306	Debtor-Creditor Law	3	
MCPG 323	Legal Research and Writing	3	
Total Required Credits			30

See Metro College section for MCPG course descriptions.