

# Orlean Bullard Beeson School of Education



# and Professional Studies

## Administration

Jean Ann Box, Ralph W. Beeson Dean, Professor, Teacher Education  
 Charles D. Sands, Associate Dean,  
 Associate Professor, Exercise Science and Sports Medicine  
 James B. Angel, Associate Dean of Budgets,  
 Professor, Exercise Science and Sports Medicine  
 Alan P. Jung, Chair, Assistant Professor, Exercise Science and Sports Medicine  
 Clara E. Gerhardt, Chair, Professor, Family Studies  
 Jeannie C. Krumdieck, Chair, Associate Professor, Interior Design  
 Carol D. Dean, Chair, Professor, Teacher Education  
 Cindy Formanek Kirk, Executive Director, Metro Programs

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## Mission

The mission of the Orlean Bullard Beeson School of Education and Professional Studies is to nurture, develop, and challenge students, faculty, and staff academically, professionally, personally, and spiritually by providing the highest quality Christian learning environment to promote leaders who will positively influence and shape society.

## Vision

The vision of the Orlean Bullard Beeson School of Education and Professional Studies is to be the most prestigious school of education and professional studies in the United States, serving as the premier institution for intellectual and spiritual development through the dissemination of knowledge and ideas that will positively impact local, national, and global communities.

The School of Education and Professional Studies seeks to demonstrate the following values:

### Professionalism:

**Respect** - We will treat all with respect and fairness, contributing toward greater understanding of our interdependence.

**Faith** - We value our Christian heritage and bring it to bear in our daily actions, and we humbly strive to be faithful to and consistent with these principles.

**Honesty** - We will promote honesty and integrity to all associated with this school.

**Collegiality** - We create a supportive, caring, and empathetic atmosphere, cooperating fully to maximize one another's knowledge, skills, and experience in a ceaseless pursuit of excellence.

### Education:

**Scholarship** - We promote intellectual rigor, thoughtful consideration, thorough preparation, depth, effort, and personal responsibility.

**Distinctiveness** - We will maintain Samford's approach to quality education, cognizant of the University's mission to develop the mind, the body, and the spirit.

**Service** - We commit ourselves and our talents to serve God and humankind. We will be examples of generosity—of spirit and caring—and good stewards of our resources.

**Learning** - We will demonstrate that learning never ends, through our commitment to continual renewal and improvement.

# Exercise Science and Sports Medicine

## Faculty

Alan P. Jung, Chair, Assistant Professor  
James B. Angel, Professor  
Donna L. Dunaway, Professor  
Charles D. Sands, IV, Associate Professor  
Patricia Hart Terry, Professor  
Christopher A. Gillespie, Assistant Professor  
Ralph R. Gold Jr., Assistant Professor  
Robert W. Hensarling, Jr., Assistant Professor  
John K. Petrella, Assistant Professor  
Patrice R. Donnelly, Instructor  
Allison J. Jackson, Instructor

## Mission

The mission of the Department of Exercise Science and Sports Medicine is to nurture and prepare students to positively contribute to the health and well-being of members of society and to instill in all students, faculty, and staff, a commitment to lifetime fitness and positive health. An exemplary education provided in a Christian context, by individuals with a demonstrated commitment to excellence in scholarship, service and teaching provide the mechanism to fulfill this mission.

## Vision

The vision of the Department of Exercise Science and Sports Medicine is to challenge students continually to improve the health and well-being of society by exhibiting the highest standards of quality in teaching, scholarship and service; and to assume the leadership role among undergraduate academic programs in our field in meeting the challenges of preventive medicine and health care.

## Values

Five fundamental values form the foundation of the Department of Exercise Science and Sports Medicine (ESSM) culture.

**Collaboration** - The phrase "to act as a unit" forms the basis of the ESSM department. This value ensures that all students will benefit from the collective wisdom of a team of education professionals.

**Quality** - A commitment to quality has created the ESSM department's legacy of achievement and innovation in curricular and programmatic areas resulting in high achievement for students and faculty. The ESSM department has taken a leadership role in cultivating intellectual curiosity of students and establishing standards of excellence for exercise science related majors

**Integrity** - Adherence to scientific, professional, and personal integrity are the ethical cornerstones that underlie our desire to do the following: mentor students; conduct clinical research investigations; educate students and allied health professionals; guide the fiscal and administrative management of the ESSM department.

**Compassion** - A commitment to compassion includes a respect for our students' and their families' needs for emotional support during their time at Samford. The ESSM department believes in providing the highest level of service to its students and families.

**Commitment** - As an institution, the ESSM department recognizes its responsibilities to the community in which it resides, to the students it services, to Samford University and to the individuals in leadership who oversee the management of its resources.

## Undergraduate Programs and Requirements

### Majors

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

### Minor

Nutrition and Dietetics

### Dual Major

Physical Education with Athletic Training Option

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), nutrition and dietetics (NTDT), and sports medicine (pre-med) (SPMD) leading to a bachelor of science degree. The department offers a major in physical education (PHED) leading to a bachelor of science in education degree. A dual major in physical education with an athletic training option is also available. See department chair for details. A minimum grade of C- must be achieved in all ESSM prefix courses.

The department also offers a minor in nutrition and dietetics.

### University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required courses. General Education Requirements are detailed in the individual ESSM degree tables, with the exception of the physical activity requirement. Consult p. 148 for a list of applicable activity courses.

### 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 has developed 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 major in athletic training. The other is a nonteaching major containing, in addition to athletic training studies, courses in nutrition and psychology. These tracks were developed to prepare students to meet the Board of Certification requirements.

The Samford University Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program has met the nationally-recognized Standards for Entry-Level Athletic Training Education that were established with support of the following sponsoring organizations: the American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainer's Association, Inc.

## 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 Technical Standards for Admission box on p. 144.)
8. In order to be admitted to the Athletic Training Education Program a student must have completed a course in CPR (Cardiopulmonary Resuscitation) and AED (Automatic Electronic Defibrillator). Documentation of completion of this course must be included with application materials.
9. All students entering the Athletic Training Education Program must have reviewed the OSHA/Blood Borne Pathogens Guidelines included in the application packet. Upon review of the materials, the student must sign the statement indicating that they have reviewed and understand the materials. During athletic training student orientation a quiz regarding this material will be given after a brief review of the materials.
10. All students entering the Athletic Training Education Program must be immunized for Hepatitis B. Proof of this vaccination must be provided in the application materials.
11. Prospective students should sign the confidentiality statement included with the application materials. This statement informs the students that they may see or hear medical information regarding the health and welfare of a student athlete. Athletic training students are not allowed to discuss medical information with anyone other than the athletic training and sports medicine staff.
12. 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.
13. 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.
14. 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.

## Transfer Policy Information

1. Transfers are considered to be students who come to Samford University from other schools or who are currently enrolled at Samford but change their major to athletic training.
2. Transfer students must follow the guidelines of the University to be admitted to the program. This information may be found on p. 15 of this catalog.
3. A student who is transferring will be given priority consideration if he/she has a 3.00 GPA from the institution that they formerly attended.
4. Transfer students will follow a similar progression as a sophomore in the program. Attempts will be made to maintain course sequencing as is possible pursuant to the classes offered across the curriculum.

## 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: ESSM 232, 274, 275, 276, 277, 300, 345, 374, 375, 376, 450, 451, 473W, 476, 477, 478, 485, 486, 498, and 499.
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 the program.
7. Athletic training students are required to submit a current CPR/AED certification card at the beginning of each school year. The certification must be current through the end of that school year.
8. Students will attend a basic review of OSHA guidelines and complete a quiz regarding the information discussed in this review.
9. 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.
10. 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.
11. 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.

## Admission Scoring System

<b>INFORMATION</b> <i>(20 Points Needed for Unconditional Acceptance)</i>	
<b>Application</b>	Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor
<b>Three (3) Reference Forms and/or Letters of Recommendation</b>	Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor (Reference #1) Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor (Reference #2) Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor (Reference #3)
<b>Application Essay</b>	Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor
<b>Interview</b>	Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor
<b>Grade Point Average</b>	Scoring: <b>3</b> = 3.50-4.00 <b>2</b> = 3.00-3.49 <b>1</b> = 2.50-2.99 <b>0</b> = less than 2.50
<b>ACT or SAT Equivalent</b>	Scoring: <b>3</b> = 25+ <b>2</b> = 22-24 <b>1</b> = 20-21 <b>0</b> = below 20
<b>CPR/AED Training</b>	Scoring: <b>1</b> = YES <b>0</b> = NO
<b>Hepatitis B Vaccination</b>	Scoring: <b>1</b> = YES <b>0</b> = NO
<b>Technical Standards Agreement</b>	Scoring: <b>1</b> = YES <b>0</b> = NO
<b>Confidentiality Agreement</b>	Scoring: <b>1</b> = YES <b>0</b> = NO

## Technical Standards for Admission to the Athletic Training Education Program

*NOTE: A formal version of the following is included in the admissions materials for the Athletic Training Education Program. The official form requires the student's signature.*

The Athletic Training Education Program at Samford University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency. The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted to the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

### Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts, and problem-solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training education program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The advisor for students with disabilities will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the education process of the student or the institution, including coursework, clinical experiences, and internships deemed essential to graduation.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

### Alternative statement for students requesting accommodations:

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the advisor for students with disabilities to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

## Athletic Training Major (Non-Teaching)

Athletic Training Major (Non-Teaching) Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>32</b>
<b>Natural and Computational Sciences</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 108 General, Organic, & Biological Chemistry	3	
CHEM 109 General, Organic, & Biological Chem Lab	1	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course)</b>		<b>4</b>
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
LAST 201 Latin American Studies	4	
LOND 360 British Heritage and Culture	4	
PHIL 241 Introduction to Philosophy	4	
RELG 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Theology	4	
<b>Physical Activity</b>		<b>2</b>
<b>Athletic Training Major:</b>		<b>74</b>
<b>Exercise Science &amp; Sports Medicine</b>		<b>70</b>
ESSM 141 Intro to ESSM and Related Technology	4	
ESSM 216 Personal Nutrition	4	
ESSM 231 Personal and Community Health	4	
ESSM 232 Prevention and Care of Athletic Injuries	2	
ESSM 241 First Aid and CPR	2	
ESSM 274 Practicum in Athletic Training I	1	
ESSM 275 Practicum in Athletic Training II	1	
ESSM 276 Therapeutic Modalities in Sports Medicine	4	
ESSM 277 Practicum in Athletic Training III	1	
ESSM 300 Rehab Techniques in Sports Medicine	4	
ESSM 322 Lifespan Motor Development (Majors)	4	
ESSM 345 Medical Aspects of Exercise and Sport	2	
ESSM 374 Admin. of Athletic Training Prog.	1	
ESSM 375 Practicum in Athletic Training IV	1	
ESSM 376 Practicum in Athletic Training V	1	
ESSM 420W Tests and Measurements in ESSM	4	
ESSM 450 Practicum in Athletic Training VI	1	
ESSM 451 Practicum in Athletic Training VII	1	
ESSM 473 Exercise Physiology	4	
ESSM 476 Anatomy and Kinesiology	4	
ESSM 477 Sports Nutrition	4	
ESSM 478 Sport Psychology	4	
ESSM 485 Recog/Eval of Athletic Injuries: Lower Body	4	
ESSM 486 Recog/Eval of Athletic Injuries: Upper Body	4	
ESSM 498W Research Methods	2	
ESSM 499W Senior Seminar in ESSM	2	
<b>Physics</b>		<b>4</b>
PHYS 101 General Physics I	4	
<b>General Electives (directed by advisor)</b>		<b>4</b>
<b>Total Required Credits</b>		<b>132</b>

### Exercise Science Major

The purpose of the exercise science major is to prepare students for the entry-level master's or doctoral 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 advisors monitor student progress to maximize acceptance into physical therapy schools.

Exercise Science Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>36</b>
<b>Natural and Computational Sciences</b>		<b>16</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 205/206 Foundations of Chemistry w/Lab	4	
CHEM 215/216 Fundamentals of Organic Chem w/Lab	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course; see Athletic Training major table for a complete list of course options)</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Exercise Science Major:</b>		<b>76</b>
<b>Exercise Science &amp; Sports Medicine</b>		<b>52</b>
ESSM 141 Intro to ESSM and Related Technology	4	
ESSM 231 Personal and Community Health	4	
ESSM 232 Prevention and Care of Athletic Injuries <i>or</i>	2	
ESSM 345 Medical Aspects of Exercise and Sport		
ESSM 241 First Aid and CPR	2	
ESSM 276 Therapeutic Modalities in Sports Medicine	4	
ESSM 322 Lifespan Motor Development (Majors)	4	
ESSM 330 Externship in Physical Therapy	4	
ESSM 420W Tests & Measurements in ESSM	4	
ESSM 473 Exercise Physiology	4	
ESSM 476 Anatomy and Kinesiology	4	
ESSM 477 Sports Nutrition	4	
ESSM 485 Recog/Eval of Athletic Injuries: Lower Body	4	
ESSM 486 Recog/Eval of Athletic Injuries: Upper Body	4	
ESSM 498W Research Methods	2	
ESSM 499W Senior Seminar in ESSM	2	
<b>Biology (select two courses)</b>		<b>8</b>
BIOL 225 Microbiology for Allied Health Sciences	4	
BIOL 333 Genetics	4	
BIOL 405W Cell and Molecular Biology	4	
BIOL 425 Basic Pathology	4	
<b>Physics</b>		<b>8</b>
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
<b>Psychology (select two courses)</b>		<b>8</b>
ESSM 478 Sport Psychology	4	
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	
<b>Total Required Credits</b>		<b>134</b>

### 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 examination in Health Fitness Instructor (HFI). Samford University has received undergraduate program curriculum accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on the Accreditation of the Exercise Sciences (CoAES).

Fitness and Health Promotion Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>32</b>
<b>Natural and Computational Sciences</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 108 General, Organic & Biological Chemistry	3	
CHEM 109 General, Organic & Biological Chem Lab	1	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course; see Athletic Training major table for a complete list of course options)</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
PHED 109 Strength Training-Physical Conditioning	1	
Any physical activity course	1	
<b>Fitness and Health Promotion Major:</b>		<b>75</b>
<b>Exercise Science &amp; Sports Medicine</b>		<b>75</b>
ESSM 141 Intro to ESSM and Related Technology	4	
ESSM 216 Personal Nutrition	4	
ESSM 231 Personal and Community Health	4	
ESSM 232 Prevention and Care of Athletic Injuries	2	
ESSM 241 First Aid and CPR	2	
ESSM 322 Lifespan Motor Development (Majors)	4	
ESSM 337 Strategies for Program Planning/Implement	4	
ESSM 339 Adolescent and Senior Adult Fitness	4	
ESSM 420W Tests & Measurements in ESSM	4	
ESSM 433 Org & Admin of Health/Physical Education	3	
ESSM 473 Exercise Physiology	4	
ESSM 476 Anatomy and Kinesiology	4	
ESSM 477 Sports Nutrition	4	
ESSM 478 Sport Psychology	4	
ESSM 479 Exercise Testing and Prescription	4	
ESSM 490 Advanced Exercise Physiology	4	
ESSM 495 Fitness & Health Promotion Externship	12	
ESSM 498W Research Methods	2	
ESSM 499W Senior Seminar in ESSM	2	
<b>General Electives (directed by advisor)</b>		<b>4</b>
<b>Total Required Credits</b>		<b>133</b>

### Nutrition and Dietetics Major

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 NTDI program is approved by the American Dietetic Association. Students seeking a degree in NTDI 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.

<b>Nutrition and Dietetics Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>24</b>
<b>Natural and Computational Sciences</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 205 Foundations of Chemistry	3	
CHEM 206 Foundations of Chemistry Laboratory	1	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics (select one course)</b>		<b>4</b>
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Physical Activity</b>		<b>2</b>
<b>Nutrition and Dietetics Major:</b>		<b>82-83</b>
<b>Exercise Science &amp; Sports Medicine</b>		<b>64</b>
ESSM 110 Principles of Food Preparation	4	
ESSM 210 Intro to Nutrition and Dietetics	2	
ESSM 216 Personal Nutrition	4	
ESSM 301 Foundations of Nutrition	4	
ESSM 310 Lifecycle Nutrition	4	
ESSM 312 Food, Culture, & Society	4	
ESSM 350 Community Nutrition Education	4	
ESSM 371 Externship	4	
ESSM 410 Medical Nutrition Therapy I	4	
ESSM 411 Medical Nutrition Therapy II	4	
ESSM 412 Quantity Food Production & Management	4	
ESSM 413 Food Service Organization & Management	4	
ESSM 414W Experimental Foods	4	
ESSM 416W Advanced Nutrition and Metabolism	4	
ESSM 477 Sports Nutrition	4	
ESSM 491 Nutrition Seminar	2	
ESSM 498W Research Methods	2	
ESSM 499W Senior Seminar in ESSM	2	
<b>Biology, Chemistry, Economics, and Mathematics</b>		<b>18-19</b>
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 215 Fundamentals of Organic Chemistry	3	
CHEM 216 Fundamentals of Organic Chemistry Lab	1	
CHEM 345 Nutritional Biochemistry	3	
ECON 201 Principles of Macroeconomics	4	
MATH 210 Elementary Statistics (4) <i>or</i> NURS 333 Statistics for Health Care Professionals (3)	3-4	
<b>General Electives</b>		<b>4</b>
<b>Total Required Credits</b>		<b>132-133</b>

### 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.

<b>Physical Education Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>27</b>
<b>Natural and Computational Sciences:</b>		<b>12</b>
<b>Biology (complete both courses)</b>	<b>8</b>	
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
<b>Chemistry and Physics (select one course)</b>	<b>4</b>	
CHEM 108/109 General, Organic, & Biol Chem w/Lab	4	
PHYS 100 Physics for Society	4	
PHYS 108 Exploring Physics for Education	4	
PHYS 150 Introduction to Astronomy	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities and Social Sciences (select one course)</b>		<b>4</b>
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
<b>Physical Activity</b>		<b>1</b>
PHED 133-138 or Scuba	1	
<b>Physical Education Major:</b>		<b>86</b>
<b>Exercise Science &amp; Sports Medicine</b>		<b>76</b>
ESSM 141 Intro to ESSM and Related Technology	4	
ESSM 143-145 Core Program for Majors	6	
ESSM 201 Instructional Strategies for Elementary School Physical Educators	4	
ESSM 231 Personal and Community Health	4	
ESSM 232 Prevention and Care of Athletic Injuries	2	
ESSM 241 First Aid and CPR	2	
ESSM 322 Lifespan Motor Development (Majors)	4	
ESSM 336 Fund Sports Skills:Acquisition/Analysis	4	
ESSM 351 Coaching Principles & Administration	3	
ESSM 360 Curriculum Design & Instructional Strategies for Physical Education	4	
ESSM 362-363 Coaching Techniques	4	
ESSM 404 Student Teaching Physical Education P-12	12	
ESSM 420W Tests & Measurements in ESSM	4	
ESSM 433 Org & Admin of Health/Physical Education	3	
ESSM 473 Exercise Physiology	4	
ESSM 476 Anatomy and Kinesiology	4	
ESSM 477 Sports Nutrition	4	
ESSM 498W Research Methods	2	
ESSM 499W Senior Seminar in ESSM	2	
<b>Education</b>		<b>10</b>
EDUC 213 Adolescent Development within the Educational Culture	2	
EDUC 221 Issues within the Educational Culture	4	
EDUC 311 The Development of the Young Child	2	
EDUC 323 Overview of Child Development	2	
<b>Total Required Credits</b>		<b>135</b>

**Sports Medicine Major**

<b>Sports Medicine Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>32</b>
<b>Natural and Computational Sciences</b>		<b>12</b>
CHEM 205/206 Foundations of Chemistry w/Lab	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 210 Elementary Statistics	4	
<b>Select one calculus course:</b>	4	
MATH 150 Precalculus <i>or</i>		
MATH 240 Calculus I <i>or</i>		
MATH 260 Calculus II		
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course; see Athletic Training major table for a complete list of course options)</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Sports Medicine Major:</b>		<b>83</b>
<b>Exercise Science &amp; Sports Medicine</b>		<b>52</b>
ESSM 141 Intro to ESSM and Related Technology	4	
ESSM 216 Personal Nutrition	4	
ESSM 231 Personal and Community Health	4	
ESSM 232 Prevention and Care of Athletic Injuries <i>or</i>	2	
ESSM 345 Medical Aspects of Exercise and Sport		
ESSM 241 First Aid and CPR	2	
ESSM 322 Lifespan Motor Development (Majors)	4	
ESSM 370 Health Professions Internship	4	
ESSM 420W Tests & Measurements in ESSM	4	
ESSM 473 Exercise Physiology	4	
ESSM 476 Anatomy and Kinesiology	4	
ESSM 477 Sports Nutrition	4	
ESSM 485 Recog/Eval of Athletic Injuries: Lower Body	4	
ESSM 486 Recog/Eval of Athletic Injuries: Upper Body	4	
ESSM 498W Research Methods	2	
ESSM 499W Senior Seminar in ESSM	2	
<b>Biology</b>		<b>16</b>
<b>Select two courses:</b>	<b>8</b>	
BIOL 110 Human Biology	4	
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
<b>Select two courses:</b>	<b>8</b>	
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	
<b>Chemistry</b>		<b>15</b>
CHEM 215/216 Fundamentals of Organic Chem w/Lab	4	
CHEM 315/316 Org Reactions & Mechanisms w/Lab	4	
CHEM 325/326 Quantitative Analysis w/Lab	4	
CHEM 350 Biochemistry I	3	
<b>Total Required Credits</b>		<b>137</b>

**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 advisor in addition to the health professions advisor 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.

**Physical Education Major with Athletic Training Option**

<b>Physical Education Major with Athletic Training Option Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>31</b>
<b>Physical Education Major</b>		<b>86</b>
(See Physical Education Major table for major requirements)		
<b>Athletic Training Option:</b>		<b>30</b>
ESSM 274 Practicum in Athletic Training I	1	
ESSM 275 Practicum in Athletic Training II	1	
ESSM 276 Therapeutic Modalities in Sports Medicine	4	
ESSM 277 Practicum in Athletic Training III	1	
ESSM 300 Rehab Techniques in Sports Medicine	4	
ESSM 345 Medical Aspects of Exercise and Sport	2	
ESSM 374 Administration-Athletic Training Program	1	
ESSM 375 Practicum in Athletic Training IV	1	
ESSM 376 Practicum in Athletic Training V	1	
ESSM 450 Practicum in Athletic Training VI	1	
ESSM 451 Practicum in Athletic Training VII	1	
ESSM 478 Sport Psychology	4	
ESSM 485 Recog/Eval of Athletic Injuries: Lower Body	4	
ESSM 486 Recog/Eval of Athletic Injuries: Upper Body	4	
<b>Total Required Credits</b>		<b>169</b>

**Nutrition and Dietetics Minor**

<b>Nutrition and Dietetics Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Nutrition and Dietetics Core</b>		<b>12</b>
ESSM 110 Principles of Food Preparation	4	
ESSM 216 Personal Nutrition	4	
ESSM 301 Foundations of Nutrition	4	
<b>Nutrition and Dietetics Electives</b> (select two courses from the following)		<b>8</b>
ESSM 310 Lifecycle Nutrition	4	
ESSM 312 Food, Culture, and Society	4	
ESSM 412 Quantity Food Production and Mgmt	4	
ESSM 413 Food Service Organization and Management	4	
ESSM 414W Experimental Foods	4	
ESSM 477 Sports Nutrition	4	
<b>Total Required Credits</b>		<b>20</b>

## Courses

NOTE: Beginning 2007-2008, all courses that were formerly NTD and all professional PHED courses now have the ESSM prefix. All ESSM courses are now combined into one listing, in numeric order. Old course numbers are noted in parentheses at the end of each course description. PHED activity courses retain the PHED course prefix.

### HEALTH EDUCATION

#### HLED 473, 474 Problems and Practical Experiences in Health or Physical Education (3 and 4 credits, respectively)

Concentrated study in the areas of health or physical education, designed to meet the particular needs and interests of individual students. Each HLED course may be taken only once.

### PHYSICAL EDUCATION (CORE CURRICULUM)

#### UCFH 120 Concepts of Fitness and Health (2)

Physical fitness course, with emphasis on exercises that develop cardiorespiratory, muscular, and flexibility fitness. All aspects of fitness, such as principles of aerobic fitness, nutrition, flexibility, strength training, common fitness injuries, and weight control and body composition are discussed and applied. Students with physical disabilities may consult the ESSM department chair for special consideration.

### PHYSICAL ACTIVITY PROGRAM

Students enrolled in the Air Force ROTC program or veterans who have active duty service may substitute that experience for all or part of their physical activity requirement. One semester of ROTC can substitute for one (1 credit) activity course requirement, up to a maximum of two credits. This does not include UCFH 120. See the ESSM department chair for details. Students with physical disabilities may consult the ESSM department chair for special consideration.

Students may select 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 (Water Safety Instructor Course, 2 credits) is passed, the successful completion of UCFH 120 will fulfill the student's physical activity requirement. Varsity athletes may substitute one varsity sport for one activity course requirement. Students in the Marching Band may substitute MUSC 1739 or MUSC 3739 for one activity course requirement. Students completing DANC 101, 102, 201, 202, 301, or 302 may substitute one of those dance courses for only one physical activity credit. This does not include UCFH 120.

- PHED 102 Softball (1)
- PHED 103 Flying Disc Sports (1)
- PHED 104 Aqua Aerobics (1)
- PHED 105 Beginner/Intermediate Golf (1)
- PHED 106 Tennis (1)
- PHED 107 Fitness Walking (1)
- PHED 108 Fitness Running (1)
- PHED 109 Strength Training-Physical Conditioning (1)
- PHED 110 Personal Fitness (1)
- PHED 111 Scuba (1)
- PHED 112 Basketball (1)
- PHED 113 Racquetball-Badminton (1)
- PHED 114 Aerobics (1)
- PHED 115 Volleyball-Wallyball (1)
- PHED 116 Snow Skiing (1)
- PHED 117 Beginning Social Dance-Women (1)
- PHED 118 Beginning Social Dance-Men (1)
- PHED 119 Karate (1)
- PHED 120 Fitness Swimming (1)
- PHED 121 Beginning Jazz/Tap (1)
- PHED 122 Spin Cycling (1)
- PHED 123 Kayaking (1)
- PHED 124 Introduction to Dance (1)

- PHED 125 Varsity Track and Field (1)
- PHED 126 Varsity Cheerleading (1)
- PHED 127 Yoga (1)
- PHED 128 Varsity Tennis (1)
- PHED 129 Varsity Golf (1)
- PHED 130 Varsity Basketball (Men) (1)
- PHED 131 Soccer (1)
- PHED 132 Lacrosse (1)
- PHED 133 Beginning Swimming (1)
- PHED 134 Intermediate Swimming (1)
- PHED 135 Synchronized Swimming (1)
- PHED 136 Fencing (1)
- PHED 137 Lifeguard Training (1)
- PHED 138 Water Safety Instructor Course (2)  
(Prereq: Advanced swimming skills)
- PHED 139 Pilates (1)
- 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

#### ESSM 110 Principles of Food Preparation (4)

Introduction to food buying, food preparation, food storage, and dietary planning in accordance with scientific principles of nutrition. LEC 2, LAB 2. Offered: Fall, Spring, and Jan Term. (Formerly NTD 110)

#### ESSM 141 Introduction to ESSM and Related Technology (4)

Introductory course designed to expose all departmental majors to their specific area of study and to provide experiences in selecting and utilizing appropriate technology. Includes survey of each discipline relative to purpose, history and development, career opportunities, and relationship to other disciplines in the department. Includes required laboratory. Offered: Fall and Spring. (Formerly PHED 141)

#### ESSM 143-145 Core Program for Majors and Minors (2 each course)

Introduction to a variety of sports and activities. Emphasis on both skill acquisition and teaching techniques. Required for physical education majors. Prereq: ESSM 141. Offered: On rotation. (Formerly PHED 143-145)

#### ESSM 201 Instructional Strategies for Elementary School Physical Educators (4)

Study of the program of physical education activities for the elementary school. Includes methods and procedures for conducting such a program. For PHED majors only. Prereq: ESSM 141. Offered: Spring. (Formerly PHED 201)

#### ESSM 202 Physical Education for Elementary Schools (2)

See course description for ESSM 201. For non-PHED majors. Offered: Spring and Jan Term. (Formerly PHED 202)

#### ESSM 210 Introduction to Nutrition and Dietetics (2)

Survey of career opportunities in the health field and introduction to computer software pertinent to future career-related opportunities. Offered: Fall. (Formerly NTD 210)

#### ESSM 216 Personal Nutrition (4)

Introduction to nutrition for personal lifestyle choices. Includes study of digestion, absorption, and metabolism of nutrients. Recent advancements in nutrition, application to meal planning, and strategies for selecting nutritionally balanced foods are also presented. Offered: Fall and Spring. (Formerly NTD 216)

**ESSM 231 Personal and Community Health (4)**

Study of the basic fundamentals of general health. Emphasis on such topical areas as personal fitness, nutrition, mental and emotional health, and community and environmental health. Prereq: ESSM 141. (Formerly PHED 231)

**ESSM 232 Prevention and Care of Athletic Injuries (2)**

Study of safety and preventive measures and treatment of injuries incurred in athletic contests or practices. Prereq: ESSM 141. (Formerly PHED 232)

**ESSM 241 First Aid and CPR (2)**

Study of the principles of first aid, CPR, and automated external defibrillators (AED). Instruction leads to American Red Cross Certification in first aid, CPR, and AED. Prereq: ESSM 141. (Formerly PHED 241)

**ESSM 274 Practicum in Athletic Training I (1)**

Practical study of taping, protective equipment, sports safety training, and prevention and care techniques. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Prereq: ESSM 141. Offered: Spring. (Formerly PHED 274)

**ESSM 275 Practicum in Athletic Training II (1)**

Practical study of therapeutic modality skills and techniques commonly used in the athletic training setting. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Prereq: ESSM 141. Offered: Fall. (Formerly PHED 275)

**ESSM 276 Therapeutic Modalities in Sports Medicine (4)**

Introduction to the proper use of therapeutic modalities. Emphasis on practical experience and hands-on operation. Prereq: ESSM 141. Offered: Fall. (Formerly PHED 276)

**ESSM 277 Practicum in Athletic Training III (1)**

Practical study of rehabilitation skills and techniques commonly used in the athletic training setting. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Prereq: ESSM 141. Offered: Spring. (Formerly PHED 277)

**ESSM 300 Rehabilitation Techniques in Sports Medicine (4)**

Classroom and practical study in appropriate use of therapeutic rehabilitation and techniques of athletic injuries. Includes scientific/physiological rationales, selection criteria, indications/contradictions, and clinical applications. Prereq: ESSM 141. Offered: Spring. (Formerly PHED 300)

**ESSM 301 Foundations of Nutrition (4)**

Study of fundamental principles of normal nutrition and their relation to the health and physical fitness of individuals. Offered: Fall. (Formerly NTDT 300)

**ESSM 310 Lifecycle Nutrition (4)**

Rapidly moving study of nutrition in the lifecycle from infancy through advancing years. Emphasis on application of the nutritional requirements and guidelines in each age group to dietary planning and intake. Prereq: ESSM 216. Offered: Spring. (Formerly NTDT 310)

**ESSM 312 Food, Culture, and Society (4)**

Examination of how, what, when, where, and why people eat. Cultural differences related to food provision, production, and consumption will be evaluated. Relationships of history, geography, climate, customs, social status, health, economy, religion, and politics to food and society also explored. Offered: Jan Term and summer. (Formerly NTDT 312)

**ESSM 321 Motor Development (Non-Majors) (1-2)**

Study of perceptual motor development and psychomotor development in early childhood. Includes exposure to a broad range of motor/cognitive disabilities. For non-ESSM majors. (Formerly PHED 321)

**ESSM 322 Lifespan Motor Development (Majors) (4)**

Study of motor development across the lifespan, including the impact of physiological, sociological, and psychological developmental trends. Exposure to a broad range of motor/cognitive disabilities is included. Includes laboratory. For ESSM majors only. Prereq: ESSM 141. (Formerly PHED 322)

**ESSM 330 Externship in Physical Therapy (4)**

Observational externship in an outpatient physical therapy setting. Designed to provide the student with an understanding of physical therapy in an ambulatory outpatient facility. Prereq: Thirty (30) volunteer hours in a physical therapy setting. Prereq: ESSM 141. Offered: Fall. (Formerly PHED 330)

**ESSM 335 Health Fitness Management (4)**

Introduction to the application of health fitness/public health management theory and principles in the health fitness arena. Students examine current management opportunities and provide explanations related to application of management theory and principles. Prereq: ESSM 141. Offered: Fall. (Formerly PHED 335)

**ESSM 336 Fundamental Sports Skills: Acquisition and Analysis (4)**

Opportunity to acquire the knowledge and skill necessary for analysis and teaching of sports skills. Prereq: ESSM 141. Offered: Spring. (Formerly PHED 336)

**ESSM 337 Strategies for Program Planning and Implementation (4)**

Examination of the practical knowledge of research techniques and research findings in fitness and positive health. Uses hands-on investigation. Emphasis on following research guidelines, reading and evaluating, published literature, and instructor-guided physiological studies. Prereq: ESSM 141. Offered: Spring. (Formerly PHED 337)

**ESSM 339 Adolescent and Senior Adult Fitness (4)**

Overview of statistics and information related to the fitness status of adolescents and senior adults. Includes proper testing procedures, programming, and appropriate activities. Prereq: ESSM 141. Offered: Fall. (Formerly PHED 339)

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

Practical externship experience in various areas of fitness management. Includes exercise leader, fitness programming, and marketing/finance. Prereq: ESSM 141. (Formerly PHED 340)

**ESSM 345 Medical Aspects of Exercise and Sport (2)**

Study of the recognition, evaluation, management, and prevention of the most common medical conditions that affect exercise and sport participation. Emphasis will be placed on differentiating medical conditions. Emphasis will also be placed on the appropriate history, physical exam, indications for referral, and treatment for each condition. Prereqs: ESSM 141 and ESSM 232; BIOL 217 and BIOL 218. Offered: Spring. (Formerly PHED 345)

**ESSM 350 Community Nutrition Education (4)**

Study of community-based programs with nutrition components, including 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 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. Prereq: ESSM 216. Offered: Fall. (Formerly NTDT 350)

**ESSM 351 Coaching Principles and Administration (3)**

Insight into important areas of coaching not associated with the techniques of coaching. Includes sports nutrition, sports psychology, sports administration, weight training, and developmental stages. Prereq: ESSM 141. Offered: Spring. (Formerly PHED 351)

**ESSM 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. Prereqs: ESSM 141, 201, 322, and 336. Offered: Fall. (Formerly PHED 360)

**ESSM 362-363 Coaching Techniques (2 each course)**

Opportunity for physical education majors to learn and develop techniques based on the latest theories of coaching. Combines theory in the classroom with application on the playing field/court. Prereq: ESSM 141. Prereq or Co-req: ESSM 351. (Formerly PHED 362-363)

**ESSM 370 Health Professions Internship (4)**

Understanding and insight into the duties of a physician in a medical setting. Offered: Fall, Jan Term, and Summer I. Prereq: ESSM 141. (Formerly PHED 370)

**ESSM 371 Externship (4)**

In-depth study and practical experience in nutrition and dietetics. Students work with a dietetic preceptor for approximately 120-160 hours. For junior-level and senior-level students. Offered: Fall, Jan Term, and Summer. (Formerly NTDT 370)

**ESSM 374 Administration of Athletic Training Program (1)**

Understanding of the planning, coordinating, and supervision of all administrative components of an athletic training program. Includes high school, college, or professional organizations. Prereq: ESSM 141. Offered: Spring. (Formerly PHED 374)

**ESSM 375 Practicum in Athletic Training IV (1)**

Practical study in evaluation of lower-body athletic injuries commonly sustained by the competitive athlete. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Prereq: ESSM 141. Offered: Fall. (Formerly PHED 375)

**ESSM 376 Practicum in Athletic Training V (1)**

Practical study in evaluation of lower-body athletic injuries commonly sustained by the competitive athlete. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Prereq: ESSM 141. Offered: Spring. (Formerly PHED 376)

**ESSM 404 Student Teaching Physical Education, P-12 (12)**

Supervised field internship for prospective teachers of elementary and secondary students, grades P-12. Prereqs: ESSM 141 and 360; EDUC 213, 221, 311, and 323. (Formerly PHED 404)

**ESSM 405 Advanced Research Techniques in Exercise Science (2)**

Externship designed to give the student in-depth practical experience in various areas of clinical and applied research techniques. Research techniques will be taught in an exercise-based research laboratory environment. At completion of externship, students will have gained practical knowledge and skills needed to function with competence in a laboratory-based research setting. Students will work with research personnel for 100 hours. Course is repeatable, for a maximum of 4 credits. Prereqs: ESSM 141 and junior or senior status. Offered: Summer.

**ESSM 410 Medical Nutrition Therapy I (4)**

Study of dietary deficiencies as they relate to disease. Emphasis on those diseases which may be improved and/or corrected through diet. Prereqs: CHEM 215 and CHEM 216; ESSM 216 or ESSM 301; and ESSM 310, 350, and 477. Offered: Fall. (Formerly NTDT 410)

**ESSM 411 Medical Nutrition Therapy II (4)**

Study of the dietary deficiencies that relate to disease and the nutritional health of the patient in the hospital or community setting. Students learn through case studies. Emphasis on development of nutrition care plans for selected patients and disease states. Preventive dietary and health practices are also discussed. Prereqs: ESSM 301 and ESSM 410. Offered: Spring. (Formerly NTDT 411)

**ESSM 412 Quantity Food Production and Management (4)**

Study of planning, preparation, and presentation of meals for groups larger than 50. Includes catering, banquets, cafeteria, and hospital food service. Special consideration is given to buying, menu developing, producing, and serving food. Also includes visits to local hospitals and restaurant food services. LEC&LAB: 5. Prereq: ESSM 110. Offered: Fall. (Formerly NTDT 412)

**ESSM 413 Food Service Organization and Management (4)**

Study of equipment, personnel, and cost in the management of large quantity food services. Includes guest professional lectures and site visits to local food service operations. LEC&LAB: 5. Prereq: ESSM 412. Offered: Spring. (Formerly NTDT 413)

**ESSM 414W Experimental Foods (4)**

Scientific approach to the factors involved in preparation of standard food products. Experimental methods and techniques are employed in planning, preparation, and evaluation of food products. LEC&LAB: 4. Prereq: ESSM 110. Offered: Spring. (Formerly NTDT 414)

**ESSM 416W Advanced Nutrition and Metabolism (4)**

Advanced study of nutrients and their absorption, metabolism, and excretion by the body. Emphasis on nutritional excess and deficiencies, and the effects these have on human tissues. Prereqs: CHEM 215, 216, and 345. Offered: Spring. (Formerly NTDT 416)

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

Investigation of the basic concepts of measurement and evaluation as applied to the field of exercise science. Prereqs: ESSM 141; MATH 210 or equivalent. Offered: Fall and Summer 1. (Formerly PHED 420)

**ESSM 433 Organization and Administration of Health and Physical Education (3)**

Discussion of policies, standards, and procedures as they pertain to the organization and administration of physical education. Prereq: ESSM 141. Offered Fall. (Formerly PHED 433)

**ESSM 450 Practicum in Athletic Training VI (1)**

Practical study in the evaluation of upper body athletic injuries and injuries to the spine commonly sustained by the competitive athlete. Exploration of administrative skills commonly needed by certified athletic trainers. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Prereqs: ESSM 141, 274, 275, 277, 375, and 376. Offered: Fall. (Formerly PHED 450)

**ESSM 451 Practicum in Athletic Training VII (1)**

Practical study in psychosocial intervention, health care administration, and nutritional skills commonly needed by the certified athletic trainer. Review of selected educational competencies and proficiencies instructed and evaluated during the athletic training students' educational career. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Prereq: ESSM 141. (Formerly PHED 451)

**ESSM 460 Health Promotion (4)**

Introduction to information relative to the stages of effective health education and health promotion. Includes discussion of the sociological, psychological and epidemiological foundations of health promotion programs. Prereq: ESSM 141. Offered: Spring. (Formerly PHED 460)

**ESSM 473 Exercise Physiology (4)**

Study of the effects of exercise on the major systems of the human body, including cardiorespiratory, neuromuscular, glandular, and digestive. Includes examination of other effects influencing human exercise, such as climate, altitude, and ergogenic aids. Prereqs: BIOL 217 and BIOL 218, or equivalent; and ESSM 141. (Formerly PHED 473)

**ESSM 476 Anatomy and Kinesiology (4)**

Analysis of the musculoskeletal anatomy of the human body. Emphasis on body movements and the action of muscles in human activity. Prereqs: BIOL 217 and BIOL 218, or equivalent; ESSM 141. (Formerly PHED 476)

**ESSM 477 Sports Nutrition (4)**

Introduction to the functions of nutrients, their availability in foods, and factors affecting their utilization. Emphasis on food and fluid planning for proper athletic performance and the selecting and planning of adequate diets for good health. Prereq: ESSM 141. (Formerly PHED 477)

**ESSM 478 Sport Psychology (4)**

Overview of essential/psychological considerations involved in athletic participation, athletic training, and in coaching athletic teams. Prereqs: ESSM 141; PSYC 101 or equivalent. Offered: Spring. (Formerly PHED 478)

**ESSM 479 Exercise Testing and Prescription (4)**

Classroom and practical study of a variety of exercise testing techniques used to determine cardiorespiratory fitness, muscular fitness, body composition, flexibility, and blood pressure in healthy populations. Primary focus includes selection of appropriate tests, proper administration of tests, and accurate interpretation of test results. Further study will include use of testing results to determine appropriate exercise prescriptions for improving health and fitness. Prereq/Co-req: ESSM 473. Offered: Spring.

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

Practical and classroom 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. Prereqs: ESSM 141 and ESSM 476. Offered: Fall. (Formerly PHED 485)

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

Practical and classroom 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. Prereqs: ESSM 141 and ESSM 485. Offered: Spring. (Formerly PHED 486)

**ESSM 490 Advanced Exercise Physiology (4)**

Integration of classroom work with laboratory exercises. Includes exposure to laboratory equipment used in physiological research. Prereqs: ESSM 141 and ESSM 473. Offered: Spring. (Formerly PHED 490)

**ESSM 491 Nutrition Seminar (2)**

Capstone course for nutrition and dietetics majors, covering professional issues and responsibilities, including Dietetic Internship application. Should be taken in the final semester of the senior year. Offered: Spring. (Formerly NTDT 490)

**ESSM 493 Problems in Nutrition (1-4)**

Individual topic in nutrition selected by the student. Topic may be one not examined in depth in a regular course or research the student needs to complete to meet foundational knowledge and skills required by an ADA Didactic Program in Dietetics. Offered: See advisor. (Formerly NTDT 493)

**ESSM 495 Fitness and Health Promotion Externship (12)**

Practical externship experience in one of various areas of fitness and health promotion. Settings and/or experiences may include wellness coordinator/director, fitness leader, exercise programming, cardiac rehabilitation, strength and conditioning, fitness management, research assistant, and/or corporate wellness. Prereqs: ESSM 479, 490, 498, and senior status. Offered: Fall, Spring, and Summer.

**ESSM 498W Research Methods (2)**

Mastery of content and ability to bridge knowledge and application through development of a research proposal. Provides opportunity to compare "actual" with "expected" student outcomes so that alignment can be improved between expectations, actual results, and educational programs. Prereq: ESSM 141. Offered: Fall and Spring. (Formerly PHED 400)

**ESSM 499W Senior Seminar in Exercise Science & Sports Medicine (2)**

Mastery of content and demonstration of ability to apply skills through completion of a comprehensive experimental research project. Includes preparation of results for publication, presentation of results in a professional setting, and a comprehensive examination. Prereqs: ESSM 141 and ESSM 498W. Offered: Fall and Spring. (Formerly PHED 401)

## Family Studies

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### Faculty

Clara E. Gerhardt, Chair, Professor  
 Kristie B. Chandler, Assistant Professor  
 Jonathan C. Davis, Assistant Professor

### Undergraduate Programs and Requirements

#### Majors

Family Studies  
 Family Studies with a Concentration in Child Development Education

#### Minor

Family Studies

Family studies is the study of how individuals grow and develop across the life cycle—particularly in the context of personal, marital, and family relationships. Family studies courses expose students to both practical and theoretical content in areas such as dating and relationship formation, marital relationships, human sexuality, parenting, families and society, lifespan development, gender roles, and multicultural perspectives. The philosophy and broad principles required to plan, implement, and evaluate educational programs designed to optimize family functioning, represent some of the specialized skills of the Family Life Educator.

This discipline concerns the study of an individual's physical, emotional, social, cognitive, and spiritual development from birth through adulthood and how that individual development impacts the family unit. It studies family dynamics from a systemic, developmental framework. The societal issues confronting families, including family law and family economics, are examined. The theories and research which attempt to explain and predict family functioning from an individual and societal perspective are emphasized.

#### Mission Statement

To promote and support healthy family life, to teach and to learn about family life in its diversity, as families are the fabric of society.

#### Certification

The family studies major recognizes the crucial role of families in society. The family studies curriculum focuses on personal relationships and their connection to and impact on human living and development. Since 1999 the family studies 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](http://www.ncfr.org)).

#### Degree Programs

The Department of Family Studies (FAMS) offers a major in family studies culminating in a bachelor of arts (B.A.) degree.

For students interested in obtaining a master of science in education with Class A certification for preschool through sixth grade, the Orlean Bullard Beeson School of Education and Professional Studies offers a fifth-year nontraditional graduate program in early childhood and elementary education. Detailed requirements are described in the Teacher Education section of this catalog.

The department also offers a minor in family studies.

#### Social Entrepreneurship and Non-Profit Management Minor (Brock School of Business)

While not a requirement for a family studies degree, some students may benefit from declaring a minor. There are numerous possibilities throughout the academic programs available at Samford. Many family studies majors are attracted to job opportunities available through non-profit and not-for-profit organizations. A family studies major, coupled with a minor in social entrepreneurship and non-profit management through the Brock School of Business, may increase job marketability. If interested, please refer to the Brock School of Business section of this catalog to review the requirements for the minor.

### Concentration in Child Development Education

In addition to the general family studies major, a concentration in child development education is available. This concentration leads toward a specialized career as a professional educator in a child development setting. Its focus is on working with children and families in the pre-school setting, with specific emphasis on early childhood curriculum. Samford University utilizes the Samford Children's Learning Center (CLC) as a practicum setting. This concentration represents a collaboration between the Departments of Family Studies and Teacher Education with students taking courses in both disciplines. Students interested in this concentration must notify their advisor during the fall semester of their sophomore year.

### Metro Programs

The Family Studies department also directs a bachelor of science in interdisciplinary studies (B.S.I.S.) degree with an area concentration in counseling foundations, which is only offered through the Adult Degree Program (Metro Programs). Detailed requirements and a listing of all courses for this program are described in the Metro Programs section of this catalog.

### Career Options

The program is designed to prepare students for professional careers in the helping professions, in human service agencies, the non profit sector, or for graduate school and research. Career options include family life education, parenting education, helping professions, elder care services, family and social services, child development, youth ministry, and education.

While family studies is a solid foundation for a career in the helping professions, a master's degree or higher may be required to practice and be employed at a competitive level. A significant portion of family studies 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.

### Competencies

Samford University focuses on the following competencies in its educational approach: written, oral, quantitative, and information literacies.

Students who complete a family studies degree:

1. Have an understanding of an individual's physical, emotional, social, cognitive and spiritual development from birth through adulthood and how that individual development impacts the family unit.
2. Have an understanding of family dynamics from a systemic, developmental framework.
3. Have an understanding of the societal issues confronting families including family law and family economics.
4. Have an understanding of the philosophy and broad principles required to plan, implement, and evaluate educational programs designed to optimize family functioning.
5. Have an understanding of the theories and research which attempt to explain and predict family functioning from a micro (individual) and macro (societal) level perspective.
6. Have completed an internship in a child and/or family social/community agency.
7. Have received conditional approval as Certified Family Life Educators (CFLEs) recognized through the National Council on Family Relations.

### University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required courses. General Education Requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult pp. 62 and 148 for a list of applicable courses.

### Family Studies Major

Family Studies Major Required Courses		Course Credits	Total Required Credits
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements:</b>			<b>38-50</b>
<b>Natural and Computational Sciences</b>			<b>4</b>
BIOL 110	Human Biology*	4	
<b>Social Sciences</b>			<b>8</b>
PSYC 101	General Psychology	4	
SOCI 100	Introduction to Sociology	4	
<b>Mathematics</b>			<b>8</b>
MATH 110	Contemporary Mathematics <i>or</i>	4	
MATH 150	Precalculus		
MATH 210	Elementary Statistics	4	
<b>World Languages (200 level required)</b>			<b>4-16</b>
<b>Fine Arts</b>			<b>4</b>
<b>Humanities</b>			<b>4</b>
RELG 200	Christian Ethics	4	
<b>Physical Activity</b>			<b>2</b>
<b>Other General Education</b>			<b>4</b>
COMS 221	Interpersonal Communication	4	
<b>Family Studies Major:</b>			<b>50</b>
<b>Family Studies Core</b>			<b>46</b>
FAMS 202	Marriage and the Family	4	
FAMS 300	Parenting	4	
FAMS 322	Family Life Education	2	
FAMS 324	Human Sexuality	4	
FAMS 331W	Family Dynamics	4	
FAMS 345	Families and Health	4	
FAMS 346	Family Economics	4	
FAMS 360	Infant and Child Development	4	
FAMS 365	Adolescent and Adult Development	4	
FAMS 370	Internship	4	
FAMS 383	Research Methods	2	
FAMS 400	Family Law and Public Policy	4	
FAMS 483W	Senior Research	2	
<b>Family Studies Electives (select one course)</b>			<b>4</b>
ESSM 216	Personal Nutrition	4	
FAMS 310	Counseling Foundations	4	
FAMS 330	Death and Dying	4	
FAMS 350	Intro to Non-Profits & Grant Writing	4	
FAMS 375	Independent/Special Study	1-5	
FAMS 413	Multicultural and Gender Perspectives	4	
FAMS 420	Families and Religion	4	
PSYC 215	Abnormal Psychology	4	
RELG 361	Pastoral Care	4	
SOCI 205	Sociology of Race and Ethnic Relations	4	
SOCI 331	Sociology of Aging	4	
SOCI 333	Sociology of Religion	4	
SOCI 345	Juvenile Delinquency	4	
SOCI 349	Sociology of Children and Youth	4	
<b>General Electives</b>			<b>6-18</b>
<b>Total Required Credits</b>			<b>128</b>

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

### Family Studies Minor

Family Studies Minor Required Courses		Course Credits	Total Required Credits
<b>Family Studies Core</b>			<b>8</b>
FAMS 202	Marriage and the Family	4	
FAMS 331W	Family Dynamics	4	
<b>Family Studies Electives</b>			<b>12</b>
Select three upper-level courses (300-400)			
<b>Total Required Credits</b>			<b>20</b>

## Family Studies Major with Child Development Education Concentration

Family Studies Major with Child Development Education Concentration Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>46</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
BIOL 110 Human Biology	4	
IDSC 201 Scientific Methods*	4	
<b>Social Sciences</b>		<b>12</b>
PSYC 101 General Psychology	4	
PSYC 203 Psychology of Adjustment	4	
SOCI 100 Introduction to Sociology	4	
<b>Mathematics</b>		<b>8</b>
MATH 110 Contemporary Mathematics <i>or</i>	4	
MATH 150 Precalculus		
MATH 210 Elementary Statistics	4	
<b>World Languages</b>		<b>8</b>
101 and 102 of any foreign language	8	
<b>Fine Arts</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Other General Education</b>		<b>4</b>
COMS 221 Interpersonal Communication	4	
<b>Family Studies Major with Child Development Education Concentration</b>		<b>56</b>
<b>Family Studies Core</b>		<b>36</b>
FAMS 202 Marriage and the Family	4	
FAMS 300 Parenting	4	
FAMS 331W Family Dynamics	4	
FAMS 360 Infant and Child Development	4	
FAMS 383 Research Methods	2	
FAMS 390 Child Life Practicum	4	
FAMS 483W Senior Research	2	
FAMS 490 Child Life Internship	12	
<b>Education</b>		<b>20</b>
ART 206 School Art	2	
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 and Learning	2	
ESSM 321 Motor Development	2	
<b>General Electives</b>		<b>4</b>
<b>Total Required Credits</b>		<b>128</b>

\*Additional math and science courses are required for admission to Samford's master in education degree program.

Note: This program is currently under review and is subject to change.

## Courses

### FAMS 202 Marriage and the Family (4)

Overview of theories and research methodologies related to the study of relationships in modern personal and family living. Topics covered include dating, marriage, stages of family life, intrafamily relationships (e.g. husband-wife), parenting, the role of family and extended family, as well as micro and macro level influences on family issues. Offered: Fall and Spring.

### FAMS 300 Parenting (4)

Exploration of emotional, physical, and sociological aspects of parenthood, with special attention on the needs of children. Introduction to parenting philosophies, theories, and programs, including developmental parenting throughout the lifespan, family diversity, and challenges to contemporary parents and their children. Focus on parent education programs and how the family life educator can present and use these programs. Offered: Fall.

### FAMS 310 Counseling Foundations (4)

Emphasis on (1) orienting students to the field of counseling, with its different settings and variety of activities, and (2) equipping the student with basic understanding of counseling techniques and basic skill proficiency intended to serve the student well in many aspects of interpersonal interaction. Prereq: FAMS 202. Offered: Fall, on rotation.

### FAMS 322 Family Life Education (2)

Introduction to the general philosophy and broad principles of family life education, in conjunction with the ability to plan, implement, and evaluate such educational programs. Students observe family life education in practice, and then critique and develop their own curriculum presentations. Emphasis on process-oriented teaching methodology. Prereq: FAMS 202. Offered: Fall.

### FAMS 324 Human Sexuality (4)

Examination of human sexuality from multidisciplinary perspectives, including the biological, spiritual, psychosocial, and cultural dimensions. Discussion of beliefs and values that influence individual health and well-being. Implications for personal values formation and decision-making. Co-listed as PSYC 324 and SOCI 324. Prereq: FAMS 202. Offered: Spring.

### FAMS 330 Death and Dying (4)

Introduction to personal death awareness, including aspects associated with counseling clients who are facing death, as well as the concerns of family members going through the grief process. Offered: On rotation.

### FAMS 331W Family Dynamics (4)

Analysis of 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. Includes examination of the contemporary social context in which families operate. As a writing course, FAMS 331 focuses on training students to develop effective APA research writing skills. Prereq: FAMS 202. Offered: Spring.

### FAMS 345 Families and Health (4)

Study of dynamic aspects of health and wellness in the family throughout the lifespan. Focus on preventative and remedial approaches to safeguarding emotional and physical health to promote optimal well-being for families. Impact of illness and disabilities on family dynamics. Emphasis on family behaviors related to nutrition, fitness, stress, and illness, and responsibly contributing to their own and others' health and well-being. Prereq: FAMS 202 or instructor permission. Offered: Spring.

### FAMS 346 Family Economics (4)

Study of economic topics as they pertain to family resource management. Focus on financial decisions throughout the lifespan, including budgeting, investments, retirement planning, insurance, housing, and informed consumer decisions. Developing and protecting personal and family resources. Investigation of career choices and habits necessary for constructive financial and resource related decisions. Prereq: FAMS 202 or instructor permission. Offered: Fall.

### FAMS 350 Introduction to Non-Profit Organizations & Grant Writing (4)

Survey course that explores the role of non-profit organizations in society. Students will examine the theoretical, philosophical, practical, and ethical perspectives related to the creation and administration of non-profit organizations, including grant writing. Prereq: FAMS 202. Offered: On rotation.

### FAMS 360 Infant and Child Development (4)

Overview of the science of child development. Includes introduction to major theories of child development and a close examination of the major domains of child development (cognitive, physical, social-emotional) from prenatal to early adolescence. Special focus will also be given to specific disabilities which interplay with development (e.g., ADHD, autism). Additionally, students will gain hands on training and practice administering the Denver II instrument. Prereq: FAMS 202. Offered: Fall.

### FAMS 365 Adolescent and Adult Development (4)

In depth study of the physical, emotional, cognitive, social, personality, and spiritual development of persons from adolescence through later life. Major theories of adolescent and adult development are presented as well as various issues related to these stages such as peer relationships, dating, marriage, career choice, transitions to parenting, empty nest, mid-life, and retirement. Prereq: FAMS 202 or instructor permission. Offered: Spring.

**FAMS 370 Internship (4)**

Internship of 125 hours of child/family/social/community agency involvement, as well as class attendance. Emphasis on ethics, and the ethical guidelines of various helping professions. Personal and professional development focus and compilation of a professional portfolio. Select lay counseling skills, such as active listening, are developed. Internship sites have to meet specified criteria, available from FAMS internship supervisor. Enrollment limited to juniors and seniors. Prereq: FAMS 202. Offered: Fall and Spring.

**FAMS 375 Independent/Special Study (1-5)**

Individual problem selected by the student, with approval of the department chair, arranged with the guidance and supervision of an assigned staff member. Prereq: FAMS 202. Offered: See advisor.

**FAMS 383 Research Methods (2)**

Introduction to research methods in family studies. Drawing on examples from the discipline, this course introduces students to basic elements of scientific thought and stages in the quantitative research process, as well as research ethics. Students design a research project that is completed in the senior research course to follow. Prereq: FAMS 202. Co-req: Must be taken with FAMS 331. Offered: Spring.

**FAMS 390 Child Life Practicum (4)**

Students work (as volunteers) in an early childhood learning program under supervision of the children's learning center staff and Samford faculty. Class meets once per week for 2 hours and 40 minutes, plus 8 hours per week of field experience. (Students pursuing the former child life concentration will work as volunteers in a hospital child life program under supervision of the hospital child life staff and Samford faculty.)

**FAMS 400 Family Law and Public Policy (4)**

Promotion of interdisciplinary knowledge in the content areas of family law and public policy. Topics include legislation and policies relating to marriage, family leave, divorce, family support, child custody, child protection, and economic support for children and families. Ethics are emphasized as pertaining to the lifespan and to the helping professions, specifically family studies. Prereq: FAMS 202 or instructor permission. Offered: Spring.

**FAMS 413 Multicultural and Gender Perspectives (4)**

Overview of contemporary family science scholarship related to multicultural, diversity, and gender perspectives. Multicultural focus examines ideas and practices related to family structure and function across cultures in contemporary American society. Explores the centrality of cultural identity and gender in the organization and functioning of family and societal relations. Offered: On rotation.

**FAMS 483W Senior Research (2)**

Capstone course designed to familiarize seniors with theoretical and applied research, and research ethics, as it relates to their particular discipline and interests. Final objective is a senior project, which is evaluated by practitioners in the field. Prereq: FAMS 383. Offered: Fall.

**FAMS 490 Child Life Internship (12)**

Students must complete an approved early childhood learning internship experience. During this internship students are expected to demonstrate skills and abilities in working with children and their families. Prereq: FAMS 390. (Students pursuing the former child life concentration must complete an approved child life internship experience, supervised by a certified child life specialist, and involving a minimum of 480 hours of experience. Internship may be completed out of town.)

# Interior Design

## Faculty

Jeannie C. Krumdieck, Chair, Associate Professor  
 Ken Brazil, Associate Professor  
 Charles L. Ford, Assistant Professor

## Undergraduate Programs and Requirements

### Major

Interior Design (with a required minor in Art)

The Department of Interior Design offers a major in interior design leading to a bachelor of arts degree. Interior design majors must declare art as their first minor, but are free to add a second minor if desired. Note: The art minor that's part of the interior design major is technically different from the independent art minor as seen on p. 191. Students majoring in interior design should follow the minor requirements as detailed in the degree table on the next page.

### 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 Council for Interior Design Accreditation (CIDA).

### 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 combine these elements in a personally styled solution.

### Curriculum

Interior design students work toward a bachelor of arts degree. Course requirements include 54 core/general education credits, 22 credits for an art minor, and 57 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 and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required courses. General Education Requirements are detailed in the degree table, with the exception of the physical activity requirement. Consult p. 148 for a list of applicable activity courses.

### Technical/Studio Course Fee

There is an \$80 fee per semester for students enrolling in technical/studio courses. The following courses are taught in the technical/studio format: INTD 122, 221, 222, 223, 230, 300, 301, 302, 315, 320, 401, 403, 450, and 495. This fee is subject to change without notice. See the Bursar's Office Web site for more information.

### Requirements for Admission to Interior Design Undergraduate Program

Because the bachelor of arts in interior design (INTD) presupposes a certain level of professional competence, each interior design major is required to fulfill application requirements for this major.

1. Minimum ACT score of 18.
2. Minimum cumulative GPA of 2.5 after completion of 30 credit hours, including ART 101, 102, 221, 231, and INTD 122, or the equivalents.
3. Successful completion of Portfolio Review (to include work from ART 101, 102, 221, 231, and INTD 122, or the equivalents as approved by the interior design department chair) to continue in the program.
4. Successful completion of an interview with interior design faculty members following completion of the aforementioned courses to continue in the program.
5. Completion of application form.

**Note:** Entering freshmen and transfer students are required to attend a seminar during the fall semester. This will include delineation of the course of study, the purpose of the art minor, explanation of the portfolio review, and outline specifications for personal computers and software that will be required for the sophomore, junior, and senior courses of study. Formal acceptance into the program will occur after completion of the items listed above.

## Courses

### INTD 122 Technical Drawing (2)

Introduction to technical drawing skills required for the practice of interior design. Technical/studio format. Offered: Spring.

### INTD 215 Building Codes (2)

Exploration of responsibilities of interior designers with regard to health, safety, and welfare of the public as affected by their designs. Guidelines used include building codes, the Americans with Disabilities Act, and Licensing Agency standards. Lecture format. Offered: Spring.

### INTD 221 CAD I (2)

Introduction to computer application of technical drawing skills required for the practice of interior design. Builds upon skills introduced in INTD 122 (Technical Drawing). Technical/studio format. Prereq: INTD 122. Offered: Fall.

### INTD 222 CAD II (2)

Further development of computer skills and applications introduced in INTD 221. More complex drawing types are explored and 3-D modeling is introduced. Technical/studio format. Prereq: INTD 122 and INTD 221. Offered: Spring.

### INTD 223 Construction Documents/Building Systems (4)

Technical study of the basic components of building construction documents, as well as of structural, mechanical, plumbing, and electrical building systems, and how these relate to interior design. Technical/studio format. Prereq: INTD 222. Offered: Fall.

### INTD 230 Introduction to Three-Dimensional Design (2)

Study of three-dimensional composition as it relates to space design, building upon basic principles and elements of design introduced in Art Structure I and II. Technical/studio format. Prereqs: ART 101, 102, 221, and 231. Offered: Fall.

## Interior Design Major

Interior Design Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>32</b>
<b>Natural and Computational Sciences</b> (select one)		<b>4</b>
IDSC 201 Scientific Methods	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
<b>Social Sciences</b>		<b>8</b>
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
<b>Mathematics</b>		<b>4</b>
MATH 110 Contemporary Mathematics	4	
<b>World Languages</b>		<b>8</b>
101 and 102 of any foreign language	8	
<b>Fine Arts:</b> (select one course)		<b>2</b>
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Physical Activity</b>		<b>2</b>
<b>Other General Education</b> (select one course)		<b>4</b>
COMS 215 Oral Communication	4	
COMS 221 Interpersonal Communication	4	
COMS 453W Writing in the Professions	4	
<b>Interior Design Major:</b>		<b>57</b>
<b>Interior Design Core</b>		<b>53</b>
INTD 122 Technical Drawing	2	
INTD 215 Building Codes	2	
INTD 221 CAD I	2	
INTD 222 CAD II	2	
INTD 223 Construction Documents/Bldg Systems	4	
INTD 230 Introduction 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 320 Presentation Methods	3	
INTD 380 Hist/Theory of Interiors & Furnishings	4	
INTD 403 Design Concepts III	4	
INTD 412 Lighting	2	
INTD 415 Professional Practice for Interior Designers	2	
INTD 455 Internship	4	
INTD 495 Senior Thesis	4	
<b>Interior Design Electives</b> (select four credits)		<b>4</b>
INTD 325 Historic Preservation & Adaptive Reuse	4	
INTD 400 Interior Design Independent Study	1-4	
INTD 401 Special Topics in Interior Design	1-4	
INTD 450 Portfolio	2	
<b>Art Minor (Required):</b>		<b>22</b>
ART 101 Structure I	4	
ART 102 Structure II	4	
ART 221 Drawing I	3	
ART 231 Painting I	3	
ART 382W Hist/Theory of Art, Architecture, Design II	4	
ART 383W Hist/Theory of Art, Architecture, Design III	4	
<b>Total Required Credits</b>		<b>133</b>

**INTD 246 Textiles and Materials (2)**

Exploration of 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)**

Application of knowledge and skills attained in prerequisite courses to the development of functional, aesthetically pleasing, and physically and psychologically supportive spaces. Emphasis on human factors, space standards, and pragmatic project requirements. Technical/studio format. Prereqs: ART 101, 102, 221, and 231; and INTD 122, 221, and 230. Offered: Spring.

**INTD 301 Design Concepts I (4)**

Introduction to the design methodology process, as abstract principles are applied to spatial problem-solving. Based on elements and principles of design that were introduced in the art minor. Technical/studio format. Prereqs: INTD 122, 221, 222, 223, 230, and 300. Offered: Fall.

**INTD 302 Design Concepts II (4)**

Continuation of concepts as presented in Design Concepts I, with greater application of the design methodology process toward spatial problem-solving. Although project types vary, focus is on residential issues. Technical/studio format. Prereq: INTD 301. Offered: Spring.

**INTD 315 Furniture and Millwork Design (2)**

Introduction to the design process as well as technical criteria to be considered in the design of furniture and millwork items. Students should have a basic knowledge of the design process and artistic and technical drawing as used as tools to develop project design solutions. Technical/studio format. Prereqs: ART 101, 102, and 325; and INTD 122, 221, 222, and 223. Offered: Fall.

**INTD 320 Presentation Techniques (3)**

Studio course for interior design majors that focuses on developing perspective sketches, rendering techniques, and graphic compositions for presentation purposes. Skills acquired in ART 221 (Drawing I) and INTD 122 (Technical Drawing) serve as a foundation for this course. Technical/studio format. Prereq: INTD 122. Offered: Spring.

**INTD 325 Historic Preservation and Adaptive Reuse (4)**

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 its original purpose or to a converted purpose. Prereqs: ART 101 and 102; and INTD 222, 223, and 301. Offered: Spring.

**INTD 380 History and Theory of Interiors and Furnishings (4)**

Study of the development of architectural interiors and furnishings from pre-history to the present, grounding students in each cultural period of hallmarking a set of determinants that shaped the culture's aesthetics and design history. Offered: Fall and Spring.

**INTD 400 Interior Design Independent Study (1-4)**

Exploration of a particular design content area as selected by the student, with approval of the program coordinator, under guidance and supervision of an assigned staff member. Offered: See advisor.

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

Special topics in interior design not normally examined in depth in regular course offerings. May explore a special design interest of a faculty member or a newly emerging area in interior design. Topics vary depending on the instructor. Technical/studio format. Offered: See advisor.

**INTD 403 Design Concepts III (4)**

Continuation of concepts as presented in Design Concepts I and II, with further application of the design methodology process toward spatial problem-solving. Although project types vary, focus is on commercial design issues. Technical/studio format. Prereqs: INTD 301 and INTD 302. Offered: Fall.

**INTD 412 Lighting (2)**

Study of basic lighting principles and their application. Sources, lamp properties, fixture design, photometrics, lumen/footcandle calculations, and lifecycle evaluation are derived for specification. Prereq: ART 101 and 102; and INTD 222, 223, 300, and 301. Offered: Fall.

**INTD 415 Professional Practice for Interior Designers (2)**

Exploration of business practices of the profession of Interior Design, such as marketing, compensation, business structure, legal responsibilities, and more. Lecture format. Offered: Spring.

**INTD 450 Portfolio (2)**

Designed for upper-level interior design students who are preparing portfolios for job interviews, graduate school applications, design grants, or competitions. Technical/studio format. Prereqs: INTD 301, 302, and preferably 403. Offered: Spring.

**INTD 455 Internship (4)**

Independent study in which students gain practical experience while working in an architectural or interior design firm, or in a business involved in the practice of interior design. Grading is pass/fail only. Prereqs: INTD 301 and INTD 302. Offered: See advisor.

**INTD 495 Senior Thesis (4)**

Final, senior-level design studio course that incorporates components from all previously studied interior design courses. Students design projects based on their own research and program development. Technical/studio format. Prereqs: INTD 301, 302, and 403. Offered: See advisor.

# Teacher Education

## Faculty

Carol D. Dean, Chair, Professor  
 Charlotte Freeman, Professor  
 J. Maurice Persall, Professor, Director of Graduate Programs  
 Martha B. Ralls, Professor, Director of Secondary Education  
 Deborah Childs-Bowen, Associate Professor, Director of Institute for Teaching and Student Achievement  
 Leslie Sturdivant Ennis, Associate Professor, Associate Director of Graduate Programs  
 David M. Finn, Associate Professor, Faculty Director, Children's Learning Center, Director of Special Education  
 David C. Little, Associate Professor, Director of Elementary Education  
 Angela O. Owusu-Ansah, Associate Professor, Director of Assessment for Teacher Education  
 Amanda S. Hilsmier, Assistant Professor  
 Amy Hoaglund, Assistant Professor  
 Patricia Neill, Assistant Professor  
 Jo Beth Newton, Assistant Professor  
 Patricia F. Wood, Assistant Professor, Teacher Education  
 Myrtis A. Johnson, Instructor and Clinical Coordinator  
 Michele K. Haralson, Director of Curriculum Materials and Technology Center

## Undergraduate Programs and Requirements

### Majors

Early Childhood/Special Education/Elementary/Collaborative (ESEC)  
 English/Language Arts  
 History/Social Science  
 P-12 Education  
 Secondary Education

### Minor

Missions 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)

P-12 Education

Secondary Education (Grades 6-12)

The Department of Teacher Education offers three distinct majors—ESEC (early childhood/early childhood special education/elementary/elementary collaborative); ENLA (English/language arts), and HISO (history/social science)—all leading to a bachelor of science in education. Teacher certification is available in the combined ESEC program for grades P-3 (early childhood education and early childhood special education) and grades K-6 (elementary education and elementary collaborative education), and in secondary education for grades 6-12 (ENLA and HISO). In addition, the department offers P-12 certification in world languages, music, and physical education for students pursuing bachelor's degrees in those respective departments. The department also offers a minor in missions education, which is available only to students pursuing a teaching certificate.

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 with a major 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 (OBB) School of Education and Professional Studies at the beginning of the freshman year for advisement.

The teacher education department 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.

The teacher education department was recognized by the U.S. Department of Education as being one of the top four effective teacher preparation programs in the nation. All certification programs offered through the teacher education department are aligned with the No Child Left Behind (NCLB) Act of 2001.

### 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 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, currently Praxis II in content area.
5. All students earning certification must successfully pass the Alabama Prospective Teacher Testing Program (APTTP)

### 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.
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. Two letters of recommendation for secondary education or P-12 from a professor in the student's major department and a professor in the teacher education department.
10. Completion of signed document verifying ABI and FBI criminal background checks.
11. Passing score on the Alabama Prospective Teacher Testing Program (APTTP) examination.
12. 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 admissions panel, 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 into the teacher education program, the 3.00 GPA requirement must be maintained in all of the following three areas: cumulative, major courses, and professional courses. 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 OBB School of Education and Professional Studies Hearing Board, 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 Programs, 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 and observing a first day of school. Secondary majors will complete a minimum of 24 weeks. This includes one three-week Jan Term experience and observing a first day of school. 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, completed 56 of the required 64 convocation credits, 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.

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.

Students must also pass an exit examination (currently PRAXIS II) 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 both exams are 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 in the column at right, and students interested in this program may apply some of these courses toward the regular requirements in teacher education.

### University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required courses. General education requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult pp. 62 and 148 for a list of applicable courses. For ESEC and history/social science majors, LOND 202 is an acceptable substitution for the fine arts general education requirement.

### Teacher Certification Subject Areas Offered

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

### Missions Education Minor

Missions Education Minor Required Courses		Course Credits	Total Required Credits
EDUC 407	Cross-Cultural Practicum* <i>or</i>	3-4	
EDUC 409	Meeting Success in a Diverse World		
GEOG 101	World Regional Geography	4	
RELG 210	Foundations of Congregational Studies	4	
RELG 201	Introduction to World Religions	4	
UCBP 101	Biblical Perspectives	4	
<b>Total Required Credits</b>			<b>19-20</b>

\*While EDUC 407 is offered for variable credit (1-4 credits), the School of Education requires their majors/minors to take the course for 3 or 4 credits. Cannot take for 1 or 2 credits.

### Undergraduate Courses

#### EDUC 201 Sign Language I (1)

Introduction to finger spelling as well as American Sign Language issues pertaining to the deaf community.

#### EDUC 204 Tutoring Experiences in Education (2)

Provides an introductory field experience opportunity for undergraduates interested in pursuing a career in teaching. Offered: Fall and Spring.

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

Study of the life span between childhood and adulthood, a time when major adaptations are made in the total organism. Emphasis on these adjustments, including modifications of a physiological, physical, psychosocial, sexual, moral, and cognitive nature. Special consideration given to education of the adolescent, including gender differences, learning styles, learning theories, and motivation. Primary focus on how adolescents are impacted by these changes, how they deal with them, and how this is reflected in their behavior within the educational environment, plus implications for the educator. Clinical experiences included for secondary teacher education students, who should take course for 4 credits. Students not involved in clinical experiences should take the course for 2 credits. Offered: Fall and Spring.

#### EDUC 221 Issues within the Educational Culture (4)

Exploration of contemporary educational issues for prospective teachers. Students examine philosophical and historical bases of education as a profession and apply an understanding of such frameworks to an analysis of current issues in education. Emphasis 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 will develop an informed personal philosophy of education, which they will continue to challenge throughout their educational program.

#### EDUC 222 Clinical Experiences in the Educational Culture (4)

Intensive field experiences (45 hours) in urban, rural and suburban educational settings. Focus on student development of a personal philosophy of teaching/learning based on observation of sound teaching practices and strategies. Reflective decision-making skills developed through observational journal writing and actual classroom teaching experience. Methodologies include field experience, lecture, journals, case studies, and problem-solving sessions. Designed for prospective P-12 teachers.

**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).

<b>ESEC Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>34</b>
<b>Natural and Computational Sciences</b>		<b>12</b>
BIOL 105 Principles of Biology <i>or</i>	4	
BIOL 107 Contemporary Biology <i>or</i>		
BIOL 110 Human Biology <i>or</i>		
BIOL 111 Animal Biology <i>or</i>		
BIOL 205 Biology in Great Britain		
IDSC 201 Scientific Methods <i>or</i>	4	
GEOG 214 Physical Geography		
PHYS 100 Physics for Society <i>or</i>	4	
PHYS 108 Exploring Physics for Education <i>or</i>		
PHYS 150 Introduction to Astronomy		
<b>Social Sciences</b>		<b>4</b>
GEOG 101 World Regional Geography	4	
<b>Mathematics</b>		<b>12</b>
MATH 110 Contemporary Mathematics <i>or</i>	4	
MATH 150 Precalculus <i>or</i>		
MATH 240 Calculus I		
MATH 107 Mathematics for Elementary Teachers	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course)</b>		<b>4</b>
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
<b>ESEC Major:</b>		<b>84</b>
<b>Major and Professional Courses*</b>		<b>22</b>
ART 206 School Art	2	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences-Educational Culture	4	
EDUC 223 Introduction to Technology	1	
EDUC 373 Practical Classroom Experience	1	
ESSM 202 Physical Education for Elementary Schools	2	
ESSM 231 Personal and Community Health	4	
ESSM 321 Motor Development (Non-Majors)**	2	
MUSC 3300 School Music	2	
<b>Education (formal admission required before taking the following courses)</b>		<b>62</b>
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 323W Overview of Child Development	2	
EDUC 324 The Arts Curriculum	6	
EDUC 329 The Science Curriculum	6	
EDUC 330 Curriculum Application	2	
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 in the ESEC	12	
<b>Total Required Credits</b>		<b>140</b>

\* A minimum GPA of 3.00 is required.

\*\* While ESSM 321 is sometimes offered as a 1-credit course, ESEC majors must take it for 2 credits.

NOTE: Program subject to change if state and/or federal requirements are revised.

**English/Language Arts Major (B.S.E. w/Teacher Certification)**

<b>English/Language Arts Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>24</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
JMC 200 Mass Media and Society	4	
<b>Mathematics</b>		<b>4</b>
MATH 210 Elementary Statistics	4	
<b>Fine Arts</b>		<b>2</b>
THEA 200 Theatre Appreciation	2	
<b>Humanities</b>		<b>4</b>
ENGL 205 Fiction and Film	4	
<b>Physical Activity</b>		<b>2</b>
<b>English/Language Arts Major:*</b>		<b>117</b>
<b>English Core</b>		<b>32</b>
ENGL 210 American Literature	4	
ENGL 301W British Literature to 1798	4	
ENGL 302 British Literature since 1798	4	
ENGL 310W Literary Theory	4	
ENGL 328W Minority Literature <i>or</i>	4	
ENGL 420 Comparative Literature		
ENGL 340W Shakespeare	4	
ENGL 400W History of the Language	4	
ENGL 410W Senior Thesis	4	
<b>English Electives (select three courses)</b>		<b>12</b>
ENGL 303W Poetry	4	
ENGL 304W Short Story	4	
ENGL 305 Novel	4	
ENGL 306W Drama	4	
ENGL 307W Film	4	
ENGL 308 American Literary Movements	4	
ENGL 309 Special Topics in Literature	4	
ENGL 311 Creative Writing: Short Fiction	4	
ENGL 312 Creative Writing: Poetry	4	
ENGL 320W The Canterbury Tales	4	
ENGL 321 Fantasy Literature & the Renaissance	4	
ENGL 322W Novels & Seduction in 18th Century Lit	4	
ENGL 323W Romantic	4	
ENGL 324W American Renaissance	4	
ENGL 325W 19th Century British Literature	4	
ENGL 326 Counterculture & Modern British Lit	4	
ENGL 327W The American Century	4	
<b>Communication Studies, Journalism, and Theatre</b>		<b>28</b>
COMS 215 Public Speaking	4	
COMS 221 Interpersonal Communication	4	
COMS 320 Legal Communication	4	
JMC 310 Mass Media Production	6	
<i>The following THEA courses must be taken in sequence:</i>		
THEA 212 Acting I	2	
THEA 242 Fundamentals of Technical Theatre	2	
THEA 322 Beginning Directing	2	
THEA 415 Creative Drama	4	
<b>Professional Courses**</b>		<b>17</b>
EDUC 213 Adolescent Development-Educ Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences-Educational Culture	4	
EDUC 305 Teaching in the Middle School	4	
EDUC 373 Practical Classroom Experience	1	
<b>Education (formal admission required before taking the following courses)</b>		<b>28</b>
EDUC 223 Introduction to Technology	1	
EDUC 315W Teaching/Learning-Secd Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 414W Reading/Writing/Assessment-Curric Area	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 426 Professional Secd Engl/Lang Arts Teacher	3	
EDUC 475 Student Teaching Grades 6-12	12	
<b>Total Required Credits</b>		<b>163</b>

\*A minimum GPA of 3.00 is required.

NOTE: Program 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/advisor, OBB Room 322; or the head of the academic department involved. All secondary education majors are required to meet with the certification officer/advisor, 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.

### History/Social Science Major (B.S.E. w/Teacher Certification)

History/Social Science Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>24</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
SOCI 100 Introduction to Sociology	4	
<b>Mathematics</b>		<b>4</b>
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course)</b>		<b>4</b>
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
ENGL 210 American Literature	4	
LAST 201 Latin American Studies	4	
LOND 360 British Heritage & Culture	4	
PHIL 241 Introduction to Philosophy	4	
RELG 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Doctrine	4	
<b>Physical Activity</b>		<b>2</b>
<b>History/Social Science Major:*</b>		<b>112</b>
<b>History</b>		<b>40</b>
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
HIST 300W The Historian's Craft	4	
Six upper-level History courses	24	
<b>Political Science</b>		<b>12</b>
POLS 200 Introduction to Political Science	4	
POLS 205 Introduction to American Politics <i>or</i>	4	
POLS 312 State and Local Government		
POLS 310W U.S. Foreign Relations <i>or</i>	4	
POLS 319W International Relations since WW II <i>or</i>		
POLS 322 Latin American Politics <i>or</i>		
POLS 351W Major European Governments		
<b>Economics and Geography</b>		<b>15</b>
ECON 201 Principles of Macroeconomics	4	
ECON 202 Principles of Microeconomics	3	
GEOG 101 World Regional Geography	4	
Geography Elective	4	
<b>Professional Courses**</b>		<b>17</b>
EDUC 213 Adolescent Development-Educ Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences-Educational Culture	4	
EDUC 305 Teaching in the Middle School	4	
EDUC 373 Practical Classroom Experience	1	
<b>Education (formal admission required before taking the following courses)</b>		<b>28</b>
EDUC 223 Introduction to Technology	1	
EDUC 315W Teaching/Learning-Secd Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 414W Reading/Writing/Assessment-Curric Area	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 428 Professional Secd Hist/Social Sci Teacher	3	
EDUC 475 Student Teaching Grades 6-12	12	
<b>Total Required Credits</b>		<b>158</b>

\*A minimum GPA of 3.00 is required.

NOTE: Program subject to change if state and/or federal requirements are revised.

### EDUC 223 Introduction to Technology (1)

Introduction to currently available technology for prospective teachers. Includes instruction on how students can use various media in their classrooms, in their own education, and in their own professional careers. Emphasis on how multi-media can be used to meet the needs of various learning styles.

### EDUC 305 Teaching in the Middle School (4)

Study of middle school philosophy and objectives. Emphasis on curriculum plans and activities for meeting the educational needs of preteens and early teenagers. Offered: Spring.

### EDUC 307 Foundations of Leadership (4)

Introduction to the foundations of leadership and the importance of principled leadership in all areas of life. Offered: Fall and Spring.

### EDUC 311 The Development of the Young Child (2)

Introduction to the developmental characteristics of the child from conception to age eight, or the end of the primary grades. Special consideration given to 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 includes instructional planning and strategies for children with special needs.

### EDUC 312 Principles of Early Learning (6)

Introduction to the principles of early learning in preschool, kindergarten, and primary grades for the prospective teacher. Emphasis on development of an integrated curriculum in content areas, assessment, classroom management, teaching to divergent cultures, and inclusion of students with special needs. Class members are expected to apply knowledge of these principles of early learning as they analyze case studies and develop lesson plans. Students are also required to create an integrated, thematic unit and teach lesson plans they have written and evaluated. Co-req: EDUC 316.

### EDUC 313 Application of Early Learning (6)

Application of early learning principles through problem-based decision cases that focus on self-reflection and decision-making, plus the technology that supports the instructional process. Includes seminars with classroom teachers and interactive clinical experiences. Designed for prospective teachers of children from infancy through age eight.

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

Introduction to methods of teaching, classroom management, and the creation of effective learning environments for pre-adolescent and adolescent students with a goal of appreciating the great diversity that exists among students today. Emphasis is upon developing reflective practitioners who draw upon an array of solutions to classroom challenges as represented in literature, research, and informed practice in the field of secondary education. Offered: Fall.

### EDUC 316 Practical Teaching and Learning (2)

Early childhood field experience as a prelude to the professional semester. Emphasis on curriculum development and implementation, plus reflective decision-making and integrated teaching/learning strategies within the framework of a multicultural educational and special needs setting. Designed for elementary and early childhood education majors contemplating a P-6 teaching career. Co-req: EDUC 312.

### EDUC 323W Overview of Child Development (2)

Establishment of a comprehensive knowledge base of developmental characteristics regarding the child of elementary school age (nine to eleven). Includes major developmental theories related to the areas of cognition, learning, motivation, communication, language acquisition, physical, social, psychological, and moral development.

### EDUC 324 The Arts Curriculum (6)

Establishment of 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 include discussion, lecture, field experiences, projects and research. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.

**EDUC 329 The Science Curriculum (6)**

Study of the materials and methods used in teaching science, math, social studies, and technology. Emphasis on curriculum development, construction of knowledge, problem-solving techniques, and practical application to promote optimum teaching and learning. Emphasis also on reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Methodologies utilized include discussion, lab experience, case studies, lecture, field experience, and curriculum (unit/lesson) development. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.

**EDUC 330 Curriculum Application (2)**

Elementary field experience as a prelude to the professional semester. Emphasis on curriculum development and implementation to promote optimum teaching and learning. Emphasis also on reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.

**EDUC 331 Curriculum Applications in Secondary Classrooms (4)**

Application of conceptions of curriculum, instruction, classroom management and discipline, multimedia, and human resources, and assessment in the context of an actual classroom. Prospective secondary education teachers 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 on developing reflective classroom practitioners who consider a wide array of classroom variables in analyzing a particular educational context.

**EDUC 373 Practical Classroom Experience (1)**

Intensive clinical experiences in a public or private school classroom, focusing on methodologies and strategies for successful classroom performance. Designed for P-12 teacher education majors. Offered: Jan Term.

**EDUC 407 Cross-Cultural Practicum (1-4)**

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

**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 advisor.

**EDUC 413 Classroom Management (2)**

Establishment of a foundation of content and application relative to classroom management and discipline. Emphasis on reflective decision-making and integrated-teaching/learning strategies. Methodologies utilized include discussion, lecture, field experiences, projects and research. Designed for elementary and early childhood education majors contemplating a P-6 teaching career. Offered: Fall.

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

Introduction to a variety of teaching strategies that encourage reading and writing across the curriculum areas. Includes assistance with 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.

**EDUC 415 Technology across the Curriculum (2)**

Introduction to the wide variety of applications for multimedia in the classroom and to techniques for evaluating educational software and hardware. Emphasis on 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.

**EDUC 416 The Professional Educator (2)**

Review of major issues related to becoming a professional educator. Students explore and reflect on expectations of, and relationships with, principals, parents, and teaching colleagues. Course also serves as a culmination of the teacher education focus on problem-based learning, including exploration of the role of facilitator in a problem-based learning classroom. Students facilitate cases with other students entering the teacher education program and design and teach an open-ended problem in a classroom. Offered: Fall.

**EDUC 417 Educational Practices in Action (6)**

Application of sound educational practices within clinical settings as a means to facilitate student learning. Emphasis on 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 children with special needs. Includes experiences in inclusive and collaborative settings and opportunities to apply problem-based learning and classroom management techniques. Offered: Fall.

**EDUC 418 Collaboration in Educational Practices (4)**

Study of the principles of early childhood special education and elementary collaborative teaching. Emphasis on communication and involvement with families of children with special needs, 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 serve as vehicles for reflection and provide opportunities to develop decision-making skills necessary to make appropriate curricular and instructional choices for children with diverse needs. Designed for prospective teachers of children from infancy through grade six. Offered: Fall.

**EDUC 426 The Professional Secondary English/Language Arts Teacher (3)**

Field-based advanced preparation of secondary level language arts/English teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as language arts/English teachers.

**EDUC 427 The Professional Secondary Mathematics Teacher (3)**

Field-based advanced preparation of secondary level mathematics teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as mathematics teachers.

**EDUC 428 The Professional Secondary History/Social Science Teacher (3)**

Field-based advanced preparation of secondary level history/social science teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as history/social science teachers.

**EDUC 429 The Professional Secondary French/German/Spanish Teacher (3)**

Field-based advanced preparation of secondary level French, German, or Spanish teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as French, German, or Spanish teachers.

**EDUC 443 Creative Classroom Materials (3)**

Development of creative teaching materials that may be used in the preschool, elementary, or secondary school classroom. See advisor.

**EDUC 474 Student Teaching in the ESEC (12)**

Supervised field internship for prospective teachers of ESEC students, grades P-6.

**EDUC 475 Student Teaching Grades 6-12 (12)**

Supervised field internship for prospective teachers of middle and secondary students, grades 6-12.

## Graduate Programs and Requirements

### Degrees/Majors

Master of Science in Education (M.S.E.) - Class A Certification

- Early Childhood Education
- Elementary Education
- Gifted Education
- Instructional Leadership
- Secondary Collaborative
- Music Education\*

Educational Specialist (Ed.S.) - Class AA Certification

- Early Childhood Education
- Elementary Education
- Educational Administration

Doctor of Education (Ed.D.)

- Educational Leadership

Graduate programs in education are offered in five areas (early childhood education, elementary education, gifted education, instructional leadership, and secondary collaborative) and at two levels of certification: a master of science in education (M.S.E.) degree with Class A certification and an educational specialist (Ed.S.) degree with Class AA certification.

Requests for information about or applications to graduate programs 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.

\*See the School of the Arts Music Division section for details on graduate music education programs.

### 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

##### Formal Admission

1. Minimum GPA of 3.00 for all college work attempted.
2. Minimum of 40 on MAT (prior to October 2004) or minimum of 396 on MAT (after October 2004) 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).

##### Conditional Admission

1. Completion of all but two of the required prerequisite courses (fifth year non-traditional program only).
2. Conditional admittance for traditional graduate students is possible based on the decision of the Graduate Admissions Committee.

##### Transfer Credit

In the traditional graduate programs, a student may transfer up to six semester hours 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 graduate program director for applicability to the Samford program after application to the graduate program is received. For the interview with the director, each graduate transfer student will be asked

to bring a catalog from the college where the courses were taken. 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, nor can any courses taken for undergraduate credit be used to count toward graduate credit.

### Graduate Tuition Scholarships

Tuition scholarships in the amount of \$87 per semester credit are available to all students at the M.S.E. 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 Department of Teacher Education. Deadline for application is March 15. Selection is by a faculty committee.

### Retention and Completion

Students on the M.S.E. and Ed.S. level must maintain a GPA of 3.00; students on the Ed.D. level must maintain a GPA of 3.50. All students must follow a prescribed course of study specified on their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. All graduate students in an approved program must take and pass a comprehensive examination for each certification area following completion of their coursework. All graduate students receiving initial certification must also pass the Alabama Prospective Teacher Testing Program (APTP), which includes the appropriate PRAXIS examination. At the end of any semester, a student whose cumulative GPA falls below the required minimum (3.00 for M.S.E. and Ed.S.; 3.50 for Ed.D.) may not continue in the program. Any grade below a C- shall not be counted for credit and the course must be retaken.

### 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 or applications to graduate programs should be addressed to the Director of Graduate Programs, Department of Teacher Education, Samford University. This office is located in OBB Room 226.

## Master of Science in Education

The master of science in education (M.S.E.) 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.E. 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 (K-6), 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.

<b>Class A Certification Early Childhood Education OR Elementary Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 509	Adv Tech-Diag/Remediation-Reading Problems	3	
EDUC 510	Instructional Adaptation for Student Diversity	3	
EDUC 513	Instructional Design-Optimal Student Learning	3	
EDUC 514	Social Dynamics and Student Learning	3	
EDUC 515	Standards-Driven Teacher Leadership	3	
EDUC 517	Effective Curriculum Design	3	
EDUC 518	Action Research: Theory and Techniques	3	
EDUC 519	Field-Based Action Research	3	
EDUC 597	Curriculum Integration of Technology	3	
Electives (with approval of advisor)		3	
<b>Total Required Credits</b>			<b>30</b>

### Class A Certification - Gifted Education

This major is designed to prepare teachers to become gifted specialists (P-12). Students must hold a Class B certificate from the Alabama State Department of Education. The master's degree program requires 30 credits. Students holding a master's degree and Class A certification in another teaching field may be able to pursue an alternate path by completing courses required for Class A gifted certification. Please contact the director of gifted education, OBB 225, for admission requirements.

<b>Class A Certification (Masters/Cert) Gifted Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 574	Differentiating Instruction and Teaching the Gifted in the Regular Classroom	3	
EDUC 575	Nature and Needs of the Gifted Learner	3	
EDUC 577	Current Issues in Gifted Education Seminar	3	
EDUC 578	Curriculum Materials/Methods for the Gifted	3	
EDUC 579	Practicum in Gifted Education (Internship)	3	
EDUC 580	Developing Creative/Critical Thinking Skills	3	
EDUC 597	Curriculum Integration of Technology	3	
Electives (with approval of advisor)		9	
<b>Total Required Credits</b>			<b>30</b>

### Class A Certification - Instructional Leadership

This major is designed to prepare persons holding a bachelor of science in education and a Class B Alabama teaching certificate for leadership positions in P-12 schools. The master's degree program requires 30 credits. Students holding a master's degree and Class A certification in another teaching field may be able to add Class A certification in instructional leadership by completing a certification program rather than a degree program. Please contact the director of graduate programs, OBB 226, for admission requirements.

<b>Class A Certification Instructional Leadership Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 520	Foundations of Instructional Leadership	3	
EDUC 521	Issues in School Finance	3	
EDUC 522	Management Design for School Improvement	3	
EDUC 526	Legal & Ethical Issues in Education	3	
EDUC 527	Internship in Instructional Leadership	3	
EDUC 529	Program Design for School Improvement	3	
Electives (with approval of advisor)		12	
<b>Total Required Credits</b>			<b>30</b>

### Class A Certification - Secondary Collaborative

This program is focused on providing a master's degree in secondary collaborative special education to content-area teachers currently teaching at the secondary level. The program is intended to prepare future secondary special education teachers to meet the needs of students with disabilities in the general education secondary classroom.

<b>Class A Certification Secondary Collaborative* Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 582	Issues and Trends in Special Education	3	
EDUC 585	Assessment Procedures & Processes in Special Education	3	
EDUC 586	Managing Challenging Behavior in the Classroom-A Functional Behavioral Approach	3	
EDUC 589	Methods of Differentiating Instruction in the Secondary Classroom	3	
EDUC 593	Research-Based Methods of Instruction at the Secondary Level	3	
EDUC 595	Practicum in Secondary Collaborative	3	
EDUC 597	Curriculum Integration of Technology	3	
Electives (with approval of advisor)		9	
<b>Total Required Credits</b>			<b>30</b>

### 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 (P-3) and is open to students who hold a master's degree and Class A certification in early childhood education.

<b>Class AA Certification Early Childhood Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 607	Early Childhood Exemplary Programs	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	
EDUC 630	Quality Improvement Practicum in Education	3	
Electives (with approval of advisor)		3	
<b>Total Required Credits</b>			<b>30</b>

\*Note: This program is currently under review and is subject to change.

### Class AA Certification - Elementary Education

This program is designed to prepare specialists in the field of elementary education (K-6). The program described here is for students who hold a master's degree in elementary education.

<b>Class AA Certification Elementary Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 608	Elementary Education Programs	3	
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies and Tactics	3	
EDUC 624	Learning Theories: The Pursuit of Knowledge	3	
EDUC 625	Legal and Policy Issues in Education	3	
EDUC 627	Professional Development and 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	
EDUC 630	Quality Improvement Practicum in Education	3	
Electives (with approval of advisor)		3	
<b>Total Required Credits</b>			<b>30</b>

\*Note: This program is currently under review and is subject to change.

### Class AA Certification - Educational Administration

This 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. 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, OBB 226, for requirements and additional information.

<b>Class AA Certification Educational Administration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
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	
EDUC 630	Quality Improvement Practicum in Education	3	
<b>Total Required Credits</b>			<b>30</b>

## Graduate Courses

#### EDUC 505 Independent Study (3)

Individual research project carried out under the supervision of a faculty advisor. Permission from the dean may be required. See advisor.

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

Designed for teachers and/or administrators seeking the master of science in education degree in elementary/early childhood education. Focus on critical training in diagnosing and correcting a wide range of specific and general reading disabilities.

#### EDUC 510 Instructional Adaptation for Student Diversity (3)

Exploration of current legal requirements, best practice in program delivery, and services for students with special needs. Special emphasis on 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 (3)

Emphasis on modern classroom discipline and management techniques.

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

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)

Investigation of instructional planning as related to student achievement in a seminar setting.

#### EDUC 514 Social Dynamics and Student Learning (3)

Discussion of social issues as related to their impact on the child and the learning process.

#### EDUC 515 Standards-Driven Teacher Leadership (3)

Design and implementation of 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)

Discussion of current research linking active learning strategies to authentic learning and retention of knowledge. Focus on implementing active learning strategies in the classroom.

#### EDUC 517 Effective Curriculum Design (3)

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

#### EDUC 518 Action Research: Theory and Techniques (3)

Designed to provide graduate students an opportunity to formulate a research proposal, and implement and evaluate a special research project which focuses upon improving teaching and learning in diverse early childhood and elementary classrooms.

#### EDUC 519 Field-Based Action Research (3)

Implementation of action research and evaluation of a special research project—based on data collected for the research proposal developed in EDUC 518—which focuses upon improving teaching and learning in diverse early childhood and elementary classrooms. Prereq: EDUC 518.

#### EDUC 520 Foundations of Instructional Leadership (3)

Overview of the work required of an instructional leader with emphasis on specific skills used to create professional learning communities.

#### EDUC 521 Issues in School Finance (3)

Study of the economic factors relative to the financing of public schools. Involves in-depth study of taxation, state school finance systems, impact of school finance litigation, budgeting processes, and current/emerging issues in school finance policy.

#### EDUC 522 Management Design for School Improvement (3)

Exploration of enhanced learning through effective, efficient, and equitable utilization of resources and organizations used to create a learning environment conducive to school success.

#### EDUC 526 Legal and Ethical Issues in Education (3)

Overview of how public education is organized and operated and how local, state, and federal laws have played a role in establishing school policies and practices consistent with current legal and ethical standards.

#### EDUC 527 Internship in Instructional Leadership (3)

Completion of an explicit set of school-based assignments that progress from observing to participating in and then leading activities related to curriculum, instruction, and student achievement.

#### EDUC 529 Program Design for School Improvement (3)

Identification of strategies that successfully address barriers to learning, and implementation of these strategies in diverse K-12 classrooms.

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

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 on the study of exemplary early childhood and elementary programs. Examination of developmentally appropriate curricula design, implementation, and assessment 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)**

Integrated course of study dealing with the 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)**

Integrated course of study dealing with the teaching of mathematics, natural and physical sciences, and social studies. Primary components include curriculum design, educational assessment, case studies, and media/technology.

**EDUC 535 Current Issues in Education (4)**

Review of emerging issues impacting schools and classrooms, and how to acquire the skills needed to participate effectively in creating an effective educational improvement. Focus on 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)**

Overview of philosophies and methods of teaching reading skills in the middle and high school. Music education majors only. Co-req: EDUC 329

**EDUC 574 Differentiating Instruction and Teaching the Gifted in the Regular Classroom (3)**

Emphasis on developing differentiated curriculum and instructional strategies for meeting the needs of gifted learners in general education classrooms.

**EDUC 575 Nature and Needs of the Gifted Learner (3)**

Survey course examining the characteristics and identification of gifted and talented learners, developing gifted education programs, and special issues regarding gifted learners.

**EDUC 577 Current Issues in Gifted Education Seminar (3)**

Discussion of current issues in gifted education, such as academic and social-emotional needs of special populations of gifted learners.

**EDUC 578 Curriculum Materials and Methods for the Gifted (3)**

Development of curriculum materials and instructional strategies appropriate for gifted and talented learners.

**EDUC 579 Practicum in Gifted Education (3)**

Field experience in developing and delivering appropriate gifted education services in schools. Includes reflective seminars for reviewing and evaluating internship experiences. Practicum experiences are conducted in student's school/district. Prereqs: EDUC 574, 575, 577, 578, and 580.

**EDUC 580 Developing Creative and Critical Thinking Skills (3)**

Exploration of personal creative and critical thinking processes, with focus on integrating creative and critical thinking in the classroom.

**EDUC 582 Issues and Trends in Special Education (3)**

Overview of current practices in special education. Reviews appropriate methods of accommodating and modifying instruction to meet the needs of students with disabilities in general education classrooms.

**EDUC 585 Assessment Procedures & Processes in Special Education (3)**

Overview of the current processes and procedures in place for referral, assessment, placement, and reevaluation in special education. Prereq: EDUC 582.

**EDUC 586 Managing Challenging Behavior in the Classroom: A Functional Behavioral Approach (3)**

Examination of individualized behavioral management using a functional behavioral approach. Outlines the principles of applied behavioral analysis and how to apply those principles in the classroom. Prereq: EDUC 582.

**EDUC 589 Methods of Differentiating Instruction in the Secondary Classroom (3)**

Overview of the strategies, content enhancement routines, and effective instructional methods in a variety of content areas for teaching students with disabilities in the secondary classroom. Prereq: EDUC 582.

**EDUC 592 Student Teaching (12)**

(Fifth Year Non-Traditional) Supervised field internship for prospective teachers in early childhood and elementary, grades P-6.

**EDUC 593 Research-Based Methods of Instruction at the Secondary Level (3)**

Research-based methods of instruction for secondary level teachers who hold Class B certification in their respective content areas and who seek collaborative secondary teacher certification at the master's level. Prereq: EDUC 582.

**EDUC 595 Practicum in Secondary Collaborative (3)**

Application of experiences learned in all prior secondary collaborative coursework to the practicum coursework. Prereqs: EDUC 582, 585, 586, 589, and 593.

**EDUC 596 Current and Emerging Instructional Technologies (3)**

Additional review of computer-based instructional technologies as they are applied in the educational environment. Includes opportunities for teachers to become reflective decision makers as they explore opportunities in the classroom.

**EDUC 597 Curriculum Integration of Technology (3)**

Expanded review of computer-based instructional technologies as they are applied in the educational environment. Includes opportunities for teachers to become reflective decision makers as they develop the necessary skills to infuse technology into the curriculum.

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

**EDUC 607 Early Childhood Exemplary Programs (3)**

Investigation of the characteristics of exemplary programs in early childhood education. Includes study of models of current outstanding programs.

**EDUC 608 Elementary Exemplary Programs (3)**

Investigation of the characteristics of exemplary programs in elementary education. Includes study of models of current outstanding programs.

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

Review of knowledge and skills necessary to lead a school in the process of continuous improvement. Includes instruction in the tools and techniques of school improvement planning using concepts from continuous quality improvement and from professional learning communities. Students 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)**

Development of skills and understanding necessary for successful management of educational enterprise. Focus 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)**

Development of 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)**

In-depth study into the processes involved, and the skills required, to lead change in complex organizations. Emphasis on inquiry into organizational culture, group leadership, conflict management, and administrator-staff relationships.

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

Study of contemporary theories of learning so that reflective decisions made 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)**

In-depth study of legal and policy issues inherent in instructional, non-instructional, and administrative positions throughout the education profession. Special attention 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)**

Examination of appropriate solutions for social problems of children and youth which contribute to behavioral and learning difficulties. Emphasis on using acquired knowledge to reflect upon possible causes and solutions and to make informed decisions which will assist students and parents to deal successfully with societal forces.

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

Preparation for those who want to become effective mentors, providing guidance and professional support. Emphasis on reflective decision making concerning the strengths and needs of the mentoree.

**EDUC 628 Advanced Evaluation of Teaching and Learning (3)**

Review of methods of research especially suited for active involvement of practicing school administrators in scientific inquiry related to school problems. Emphasis on stimulating school leaders to think reflectively about current problems facing American schools at all levels, the methods available for collecting data about these problems, and how to seek solutions.

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

Participation in a school improvement project utilizing tools of the total quality education process. Emphasis on continuous improvement, identification of the customer/supplier relationship as applied to an education setting, working cooperatively in teams, and utilizing data in solving problems.

**EDUC 630 Quality Improvement Practicum in Education (3)**

Using concepts and tools learned in EDUC 629, students improve a process in a K-12 school or system and develop a plan to improve a curricular/instructional system for better student learning.

**EDUC 636 Formative Leadership Theory (3)**

Exploration and development of knowledge, skills, attitudes, and competencies required for successful leadership in twenty-first century organizations. Learning activities include study of the theoretical basis for formative leadership and application of principles in a clinical setting.

**EDUC 681 Research in Certification Field (3)**

Expansion of research skills already developed 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-credit educational specialist program and then begin 30 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 (prior to October 2004) or a minimum of 400 (after October 2004) or 1000 (combined verbal and quantitative) 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.

## Doctoral-Level Courses

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

Examination of the factors that influence the development of school and school system policy. Exploration of the origin of policy issues, the educational policy infrastructure, and the interrelationship of educational policy to school practice, with particular emphasis on the political process as the major driving force in the policy-making arena.

**EDLD 732 Foundations of Educational Inquiry (3)**

Development of skills in designing and implementing research methodologies, reading and interpreting research reports, and developing strategies for converting research into action. Students develop an awareness of, and appreciation for, educational research as a tool for advancing the educational renewal agenda.

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

Examination of authentic problems of practice in a clinical and/or field-based environment. Through this hands-on clinical process, students demonstrate leadership, administrative and management skills, and develop 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)**

Review of the skills and understanding necessary for successful management of the educational enterprise. Focus 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)**

Study of ethical and moral theory and consideration of school administration as a moral activity. Central focus on helping students articulate an explicit set of values and beliefs to guide their actions. Religious, economic, social, and cultural issues that affect expectations about schooling are explored in an effort to help school administrators understand that all administrative decisions have ethical implications.

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

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

**EDLD 738 The Learning Organization (3)**

Exploration of the art and practice of learning organizations as applied to educational institutions. Students are 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)**

Introduction to qualitative inquiry, including an understanding of qualitative research methods and guidance in designing and implementing a qualitative research project. Includes opportunity to design and implement a qualitative study through guided instructions.

**EDLD 741 Directed Doctoral Study (2)**

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)**

Additional support and direction in the completion of doctoral research. Student works with the dissertation committee to complete research, data analysis, dissertation writing, and dissertation debate. Grading is pass/fail only.

**EDLD 745 The Art and Practice of Negotiation & Conflict Resolution (3)**

Focuses on strategies of negotiation and conflict resolution such as managing organizational issues and conflicts, avoiding litigation, mediating differences, defusing crises, and dealing with difficult individuals.

**EDLD 743 Seminar in Educational Leadership (1)**

Doctoral students are provided additional opportunities to explore current political, economic, and social issues that impact the governance of education. Students read and discuss current literature and interact with leaders from education, business, and governmental agencies.

**EDLD 744 The Emerging School Superintendency: The Practice of Paradoxical Leadership (3)**

In-depth study of the major tasks and related activities of school superintendents. Students are provided opportunities to study complex issues driving the changing role of school superintendents. Problem-based learning, case study analysis, and action research are also used to develop the skills necessary for leading a complex organization operating in a chaotic environment.

<b>Ed.D. Program Instructional Leadership Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
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 & Learning	3	
<b>Total Required Credits</b>			<b>12</b>

<b>Ed.D. Program Strategic Leadership Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 627	Professional Development & Mentor Training for Quality Education	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 630	Quality Improvement Practicum in Education	3	
EDLD 734	Strategic Planning	3	
EDLD 744	The Emerging School Superintendency: The Practice of Paradoxical Leadership	3	
<b>Total Required Credits</b>			<b>15</b>

<b>Ed.D. Program Organizational Leadership Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Organizational Leadership (select 4 courses)</b>			<b>12</b>
EDUC 621	Educational Business Management: Strategic Planning and Policy Analysis	3	
EDUC 623	Organizational Innovation: Strategies and Tactics	3	
EDLD 737	Organizational Dynamics: Creating the School of the Future	3	
EDLD 738	The Learning Organization	3	
EDLD 745	The Art & Practice of Negotiation and Conflict Resolution	3	
<b>Total Required Credits</b>			<b>12</b>

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

<b>Ed.D. Program Field-Based Research Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDLD 732	Foundations of Educational Inquiry	3	
EDLD 733	Field-Based Inquiry: Authentic Problems of Practice	3	
EDLD 739	Foundations of Qualitative Inquiry	3	
EDLD 741	Directed Doctoral Study	2	
EDLD 743	Seminar in Educational Leadership	1	
<b>Total Required Credits</b>			<b>12</b>