

Orlean Bullard Beeson School of Education



and Professional Studies



Administration

Jean Ann Box, Ralph W. Beeson Dean, Professor
 James B. Angel, Associate Dean of Budget and Operations,
 Professor, Exercise Science and Sports Medicine
 Charles D. Sands, Chair, Associate Professor, Exercise Science and
 Sports Medicine
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 Professor, Teacher Education
 Leslie S. Ennis, Director of Legal Assistant Certificate Program,
 Associate Professor
 Cindy Formanek Kirk, Executive Director, Metro Programs

Departments	Page
Exercise Science and Sports Medicine	138
Family Studies	148
Interior Design	151
Legal Assistant Certificate Program	163
Metro Programs	212
Teacher Education	153

Mission

The mission of the Orlean Bullard Beeson School of Education and Professional Studies is to nurture and encourage faculty, staff, and students within a Christian community in order to facilitate growth and renewal; to prepare students for professional careers and community service, through classroom and practical experience; to help students develop a sense of competence in their professions and confidence in their abilities to interact effectively with others of varied backgrounds and circumstances; to continuously improve educational opportunities for all learners; to expand the successful functioning of the family system; to encourage lifetime fitness and improve preventative health practices within the university and community.

Exercise Science and Sports Medicine

Faculty

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

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 Majors

Fitness and Health Promotion and Nutrition and Dietetics
 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. Dual majors in fitness and health promotion and nutrition/dietetics and physical education with an athletic training option are also available. See department chair for details. A minimum grade of C- must be achieved in all PHED prefix courses.

The department also offers a minor in nutrition and dietetics.

Technology Equipment Requirement

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

University Core Curriculum and General Education Requirements

See University Core Curriculum 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. 145 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 is currently developing PBL throughout the curriculum of each departmental major.

Athletic Training Major

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

The program offers the student a choice of two available tracks. One has the same requirements as the P-12 physical education major plus an additional twenty-seven (27) credits of study in athletic training. The other is a nonteaching major containing, in addition to athletic training studies, courses in nutrition and psychology. These tracks were developed to prepare students to meet the Board of Certification requirements. Samford University has received undergraduate program curriculum accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on Educational Programs in Athletic Training (JRC-AT: www.jrc-at.org).

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. 140.)
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: PHED 232, 274, 275, 276, 277, 300, 374, 375, 376, 401W, 473W, 476, 477, 478, 479, 485, and 486.
4. A student may repeat only one required course (see list above) in which a grade of less than C was received. Failure to make at least a C in two required courses or one course twice will result in dismissal from the program.
5. Any student who, in the opinion of the ATAC, is judged to have developed characteristics that are deemed to be undesirable for the profession of athletic training may, with proper review, be dismissed from the program.
6. A student must be able to demonstrate technical standards to continue in 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	
INFORMATION	
<i>(20 Points Needed for Unconditional Acceptance)</i>	
Application	Scoring: 3 = excellent 2 = good 1 = average 0 = poor
Three (3) Reference Forms and/or Letters of Recommendation	Scoring: 3 = excellent 2 = good 1 = average 0 = poor (Reference #1) Scoring: 3 = excellent 2 = good 1 = average 0 = poor (Reference #2) Scoring: 3 = excellent 2 = good 1 = average 0 = poor (Reference #3)
Application Essay	Scoring: 3 = excellent 2 = good 1 = average 0 = poor
Interview	Scoring: 3 = excellent 2 = good 1 = average 0 = poor
Grade Point Average	Scoring: 3 = 3.50-4.00 2 = 3.00-3.49 1 = 2.50-2.99 0 = less than 2.50
ACT or SAT Equivalent	Scoring: 3 = 25+ 2 = 22-24 1 = 20-21 0 = below 20
CPR/AED Training	Scoring: 1 = YES 0 = NO
Hepatitis B Vaccination	Scoring: 1 = YES 0 = NO
Technical Standards Agreement	Scoring: 1 = YES 0 = NO
Confidentiality Agreement	Scoring: 1 = YES 0 = NO

Technical Standards for Admission

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 (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). 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 NATABOC 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
University Core Curriculum		22
General Education Requirements		32
Natural and Computational Sciences		12
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics		8
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		4
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
Physical Activity		2
Athletic Training Major:		74
Physical Education Core		66
PHED 141 Intro to ESSM and Related Technology	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 274 Practicum in Athletic Training I	1	
PHED 275 Practicum in Athletic Training II	1	
PHED 276 Therapeutic Modalities in Sports Medicine	4	
PHED 277 Practicum in Athletic Training III	1	
PHED 300 Rehab Techniques in Sports Medicine	4	
PHED 322W Motor Development (Majors)	4	
PHED 374 Admin. of Athletic Training Prog.	1	
PHED 375 Practicum in Athletic Training IV	1	
PHED 376 Practicum in Athletic Training V	1	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 420W Tests and Measurements in ESSM	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 478 Sport Psychology	4	
PHED 479 Behavioral Issues of the Athlete	4	
PHED 485 Recog/Eval of Athletic Injuries: Lower Body	4	
PHED 486 Recog/Eval of Athletic Injuries: Upper Body	4	
Nutrition and Physics		8
NTDT 216 Personal Nutrition	4	
PHYS 101 General Physics I	4	
General Electives (directed by advisor)		4
Total Required Credits		132

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
University Core Curriculum		22
General Education Requirements		36
Natural and Computational Sciences		16
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics		8
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		4
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
Physical Activity		2
Exercise Science Major:		76
Physical Education Core		52
PHED 141 Intro to ESSM and Related Technology	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 276 Therapeutic Modalities in Sports Medicine	4	
PHED 322W Motor Development (Majors)	4	
PHED 330 Externship in Physical Therapy	4	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 420W Tests & Measurements in ESSM	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 485 Recog/Eval of Athletic Injuries: Lower Body	4	
PHED 486 Recog/Eval of Athletic Injuries: Upper Body	4	
Biology (select two courses)		8
BIOL 225 Microbiology for Allied Health Sciences	4	
BIOL 333 Genetics	4	
BIOL 405W Cell and Molecular Biology	4	
BIOL 425 Basic Pathology	4	
Physics		8
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Psychology (select two courses)		8
PHED 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	
Total Required Credits		134

Fitness and Health Promotion Major

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

Fitness and Health Promotion Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		32
Natural and Computational Sciences		12
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 108 General, Organic & Biological Chemistry	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics		8
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		4
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
Physical Activity		2
PHED 109 Strength Training-Physical Conditioning	1	
Any physical activity course	1	
Fitness and Health Promotion Major:		80
Physical Education Core		72
PHED 141 Intro to ESSM and Related Technology	4	
PHED 230 Health and Fitness Applications	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 335 Health Fitness Management	4	
PHED 337 Strategies for Program Planning/Implement	4	
PHED 339 Adolescent and Senior Adult Fitness	4	
PHED 340 Practicum in Fitness & Health Promotion	8/12*	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 420W Tests & Measurements in ESSM	4	
PHED 460 Health Promotion**	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 478 Sport Psychology	4	
PHED 490 Advanced Exercise Physiology	4	
Nutrition and Psychology		8
NTDT 216 Personal Nutrition	4	
PSYC 205 Life-Span Development	4	
Total Required Credits		134

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

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

Fitness and Health Promotion and Nutrition and Dietetics Dual Major

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

Fitness and Health Promotion and Nutrition and Dietetics Dual Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements*		32
Fitness and Health Promotion/ Nutrition and Dietetics Dual Major:		120
Physical Education Core		56
PHED 141 Intro to ESSM and Related Technology	4	
PHED 230 Health and Fitness Applications	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 335 Health Fitness Management	4	
PHED 337 Strategies for Prog. Planning/Implement	4	
PHED 339 Adolescent and Senior Adult Fitness	4	
PHED 340 Practicum in Fitness & Health Promotion	4**	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 420W Tests & Measurements in ESSM	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
Nutrition & Dietetics		44
NTDT 110 Principles of Food Preparation	4	
NTDT 210 Intro to Helping Professions/Related Tech	2	
NTDT 216 Personal Nutrition	4	
NTDT 300 Foundations of Nutrition	2	
NTDT 310 Lifecycle Nutrition	4	
NTDT 350 Community Nutrition Education	4	
NTDT 410 Medical Nutrition Therapy I	4	
NTDT 411 Medical Nutrition Therapy II	4	
NTDT 412 Quantity Food Production & Mgt.	4	
NTDT 413 Food Service Organization & Mgt.	4	
NTDT 414W Experimental Foods	4	
NTDT 416W Advanced Nutrition & Metabolism	4	
Biology and Chemistry		12
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 301 Organic Chemistry I	4	
CHEM 345 Nutritional Biochemistry	4	
Economics and Psychology		8
ECON 201 Economics I (macro)	4	
PSYC 101 General Psychology	4	
General Electives (directed by advisor)		2
Total Required Credits		176

*See Fitness and Health Promotion Major, General Education Requirements.
 **Health Fitness Instructor track will substitute PHED 460 for one 4-credit PHED 340.

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

Nutrition and Dietetics Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		24
Natural and Computational Sciences		12
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics (select one course)		4
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Physical Activity		2
Nutrition and Dietetics Major:		79-80
Nutrition and Dietetics Core		60
NTDT 110 Principles of Food Preparation	4	
NTDT 210 Intro to Nutrition and Dietetics	2	
NTDT 216 Personal Nutrition	4	
NTDT 300 Foundations of Nutrition	4	
NTDT 310 Lifecycle Nutrition	4	
NTDT 350 Community Nutrition Education	4	
NTDT 370 Externship	4	
NTDT 383 Research Methods	2	
NTDT 410 Medical Nutrition Therapy I	4	
NTDT 411 Medical Nutrition Therapy II	4	
NTDT 412 Quantity Food Production & Management	4	
NTDT 413 Food Service Organization & Management	4	
NTDT 414W Experimental Foods	4	
NTDT 416W Advanced Nutrition and Metabolism	4	
NTDT 483W Senior Research	2	
NTDT 490 Senior Seminar	2	
PHED 477 Sports Nutrition	4	
Biology, Chemistry, Economics, and Mathematics		19-20
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 301 Organic Chemistry I	4	
CHEM 345 Nutritional Biochemistry	4	
ECON 201 Economics I (macro)	4	
MATH 210 Elementary Statistics (4) <i>or</i> NURS 333 Statistics for Health Care Professionals (3)	3-4	
General Electives		8
Total Required Credits		133-134

Physical Education Major

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

Physical Education Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		27
Natural and Computational Sciences:		12
Biology (complete both courses)	8	
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
Chemistry and Physics (select one course)	4	
CHEM 108 General, Organic, and Biological Chemistry	4	
PHYS 100 Physics for Society	4	
PHYS 108 Exploring Physics for Education	4	
PHYS 150 Introduction to Astronomy	4	
Mathematics		8
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities and Social Sciences (select one course)		4
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	
Physical Activity		1
PHED 133-138 or Scuba	1	
Physical Education Major:		86
Physical Education Core		76
PHED 141 Intro to ESSM and Related Technology	4	
PHED 143-145 Core Program for Majors	6	
PHED 201 Instructional Strategies for Elementary School Physical Educators	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 336 Fund Sports Skills:Acquisition/Analysis	4	
PHED 351 Coaching Principles & Administration	3	
PHED 360 Curriculum Design & Instructional Strategies for Physical Education	4	
PHED 362-363 Coaching Techniques	4	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 404 Student Teaching Physical Education P-12	12	
PHED 420W Tests & Measurements in ESSM	4	
PHED 433 Org & Admin of Health/Physical Education	3	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
Education		10
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	
Total Required Credits		135

Physical Education Major with Athletic Training Option

Physical Education Major with Athletic Training Option* Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		31
Physical Education Major*		86
(See Physical Education Major table for major requirements)		
Athletic Training Option:		26
PHED 274 Practicum in Athletic Training I	1	
PHED 275 Practicum in Athletic Training II	1	
PHED 276 Therapeutic Modalities in Sports Medicine	4	
PHED 277 Practicum in Athletic Training III	1	
PHED 300 Rehab Techniques in Sports Medicine	4	
PHED 374 Administration of Athletic Training Program	1	
PHED 375 Practicum in Athletic Training IV	1	
PHED 376 Practicum in Athletic Training V	1	
PHED 478 Sport Psychology	4	
PHED 485 Recog/Eval of Athletic Injuries: Lower Body	4	
PHED 486 Recog/Eval of Athletic Injuries: Upper Body	4	
Total Required Credits		165

Nutrition and Dietetics Minor

Nutrition and Dietetics Minor Required Courses	Course Credits	Total Required Credits
Nutrition and Dietetics Core		12
NTDT 110 Principles of Food Preparation	4	
NTDT 216 Personal Nutrition	4	
NTDT 300 Foundations of Nutrition	4	
Nutrition and Dietetics Electives (select two courses from the following)		8
NTDT 310 Lifecycle Nutrition	4	
NTDT 312 International Foods	4	
NTDT 412 Quantity Food Production and Mgmt	4	
NTDT 413 Food Service Organization and Management	4	
NTDT 414W Experimental Foods	4	
PHED 477 Sports Nutrition	4	
Total Required Credits		20

Sports Medicine Major

Sports Medicine Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
Natural and Computational Sciences		12
CHEM 203 General Chemistry I	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics		8
MATH 210 Elementary Statistics	4	
Select one calculus course:	4	
MATH 150 Precalculus <i>or</i>		
MATH 240 Calculus I <i>or</i>		
MATH 260 Calculus II		
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		4
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
Physical Activity		2
Sports Medicine Major:		84
Physical Education Core		48
PHED 141 Intro to ESSM and Related Technology	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 370 Health Professions Internship	4	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 420W Tests & Measurements in ESSM	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 485 Recog/Eval of Athletic Injuries: Lower Body	4	
PHED 486 Recog/Eval of Athletic Injuries: Upper Body	4	
Biology		16
Select two courses:	8	
BIOL 110 Human Biology	4	
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
Select two courses:	8	
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	
Chemistry and Nutrition		20
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
CHEM 302 Organic Chemistry II	4	
CHEM 350 Biochemistry I	4	
NTDT 216 Personal Nutrition	4	
Total Required Credits		138

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.

Courses

HEALTH EDUCATION

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

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

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

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

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

NUTRITION AND DIETETICS

NTDT 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 and Jan Term.

NTDT 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.

NTDT 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.

NTDT 300 Foundations of Nutrition (4)

Study of fundamental principles of normal nutrition and their relation to the health and physical fitness of individuals. Offered: Fall.

NTDT 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: NTDT 216. Offered: Spring.

NTDT 312 International Foods (4)

Survey of foods and meal planning from various regions of the world. Emphasis on planning, preparing, and serving typical authentic meals each day from different countries. Special customs and geography are reflected in foods served. Offered: Jan Term and summer.

NTDT 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: NTDT 216. Offered: Fall.

NTDT 370 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: Jan Term and summer.

NTDT 383 Research Methods (2)

Introduction to research methods in nutrition. Drawing on examples from the discipline, this course introduces students to the basic elements of scientific thought and stages in the quantitative research process. Students design a research project that is completed in the senior research course to follow. Offered: Fall.

NTDT 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. Prereq: NTDT 216 or NTDT 300. Offered: Fall.

NTDT 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. Prereq: NTDT 410. Offered: Spring.

NTDT 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: NTDT 110. Offered: Fall.

NTDT 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: NTDT 412. Offered: Spring.

NTDT 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: NTDT 110. Offered: Spring.

NTDT 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 301 and CHEM 345. Offered: Spring.

NTDT 483W Senior Research (2)

Study and application of research methods and techniques in nutrition and dietetics. Prereq: NTDT 383; and senior status, or permission of the instructor. Offered: Fall.

NTDT 490 Senior 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.

NTDT 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.

PHYSICAL ACTIVITY PROGRAM

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

When students—including transfer students—begin academic work, they should register for UCFH 120 (Concepts in Fitness and Health). In addition, students may 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) is passed, the successful completion of UCFH 120 will fulfill the student's physical activity requirement. Varsity athletes may substitute one varsity sport for which they are registered for one activity course requirement. This does not include UCFH 120.

PHED 102 Basketball-Softball (1)**PHED 109 Strength Training-Physical Conditioning (1)****PHED 113 Racquetball-Badminton (1)****PHED 114 Aerobics (1)****PHED 115 Volleyball-Wallyball (1)****PHED 119 Karate (1)****PHED 122 Recreational Activities (1)****PHED 124 Introduction to Dance (1)****PHED 125 Varsity Track and Field (1)****PHED 126 Varsity Cheerleading (1)****PHED 128 Varsity Tennis (1)****PHED 129 Varsity Golf (1)****PHED 130 Varsity Basketball (Men) (1)****PHED 133 Beginning Swimming (1)****PHED 134 Intermediate Swimming (1)****PHED 137 Lifeguard Training (1)****PHED 138 Water Safety Instructor Course (2)**

(Prereq: Advanced swimming skills)

PHED 140 Special Physical Activity (1)**PHED 147 Varsity Volleyball-Women (1)****PHED 148 Varsity Baseball (1)****PHED 149 Varsity Soccer-Women (1)****PHED 150 Varsity Basketball-Women (1)****PHED 151 Varsity Football (1)****PHED 152 Varsity Softball-Women (1)****PHED 153 Varsity Cross Country (1)****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. Required in freshman year or first semester of transfer.

PROFESSIONAL COURSES

PHED 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. Co-req: PHED 141L. Offered: Fall and Spring.

PHED 141L Introduction to ESSM and Related Technology Lab (0)

Laboratory companion course to PHED 141. Co-req: PHED 141. Offered: Fall and Spring.

PHED 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. Offered: On rotation.

PHED 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. Offered: Spring.

PHED 202 Physical Education for Elementary Schools (2)

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

PHED 230 Health and Fitness Applications (4)

Examination of the value of exercise in the overall positive health of individuals. Valuable for future physicians and fitness directors. Offered: Spring.

PHED 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.

PHED 232 Prevention and Care of Athletic Injuries (2)

Study of safety and preventive measures and treatment of injuries incurred in athletic contests or practices.

PHED 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.

PHED 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. Offered: Spring.

PHED 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. Offered: Fall.

PHED 276 Therapeutic Modalities in Sports Medicine (4)

Introduction to the proper use of therapeutic modalities. Emphasis on practical experience and hands-on operation. Offered: Fall.

PHED 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. Offered: Spring.

PHED 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. Offered: Spring.

PHED 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.

PHED 322W Motor Development (Majors) (4)

Study of perceptual motor development and psychomotor development in early childhood. Includes exposure to a broad range of motor/cognitive disabilities. For ESSM majors only.

PHED 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. Offered: Fall.

PHED 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. Offered: Fall.

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

Opportunity to acquire the knowledge and skill necessary for analysis and teaching of sports skills. Offered: Spring.

PHED 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. Offered: Spring.

PHED 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. Offered: Fall.

PHED 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.

PHED 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: PHED 232; BIOL 217 and 218. Offered: Spring.

PHED 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. Offered: Spring.

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

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

PHED 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 or Co-req: PHED 351.

PHED 370 Health Professions Internship (4)

Understanding and insight into the duties of a physician in a medical setting. Offered: Jan Term and Summer I.

PHED 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. Offered: Spring.

PHED 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. Offered: Fall.

PHED 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. Offered: Spring.

PHED 400W 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. Co-req: PHED 420W. Offered: Fall and Spring.

PHED 401W Senior Seminar in Exercise Science & Sports Medicine (2)

Mastery of content and ability to bridge knowledge and application. Provides opportunity to compare "actual" with "expected" student outcomes so that alignment can be improved between expectations, actual results, and educational programs. Students demonstrate mastery through completion of a research project, presentation of results, and comprehensive examination. Prereqs: PHED 400W and PHED 420W. Offered: Fall and Spring.

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

Supervised field internship for prospective teachers of elementary and secondary students, grades P-12.

PHED 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. Prereq: MATH 210 or equivalent. Offered: Fall and Summer I.

PHED 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. Offered Fall.

PHED 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. Prereq: PHED 274, 275, 277, 375, and 376. Offered: Fall.

PHED 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.

PHED 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. Offered: Spring.

PHED 473W 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. Prereq: BIOL 217 and BIOL 218, or equivalent, and permission of the instructor.

PHED 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. Prereq: BIOL 217 and BIOL 218 or equivalent.

PHED 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.

PHED 478 Sport Psychology (4)

Overview of essential/psychological considerations involved in athletic participation, athletic training, and in coaching athletic teams. Prereq: PSYC 101 or equivalent. Offered: Spring.

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

Study of the essential behavioral issues involved in athletic participation, rehabilitation of injuries, and in caring for athletic teams. Prereq: PSYC 101 or equivalent. Offered: Fall.

PHED 480 Applications of Sport Psychology (4)

Introduction to the application of exercise and sport psychology intervention strategies. Students participate in various individual focused performance enhancement training procedures and produce a personalized performance enhancement plan. Prereq: PHED 478 or permission of the instructor. Offered: Jan Term.

PHED 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. Prereq: Permission of the instructor. Offered: Fall.

PHED 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. Prereq: Permission of the instructor. Offered: Spring.

PHED 490 Advanced Exercise Physiology (4)

Integration of classroom work with laboratory exercises. Includes exposure to laboratory equipment used in physiological research. Prereq: PHED 473. Offered: Spring.

Family Studies

Faculty

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

Undergraduate Programs and Requirements

Majors

Family Studies
 Family Studies with a Concentration in Child Life

Minor

Family Studies

The family studies major (FAMS) recognizes the crucial role of families in society. The FAMS curriculum focuses on personal relationships and their connection to and impact on human living and development. The curriculum includes an internship requirement; internships are available for students participating in Samford's London program. Since 1999, the FAMS curriculum has met the requirements for the Provisional Certified Family Life Educator (CFLE) designation awarded by the National Council on Family Relations (NCFR; www.ncfr.org).

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

General Track

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

Child Life Concentration

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

Metro Programs

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

University Core Curriculum and General Education Requirements

See University Core Curriculum 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. 60 and 145 for a list of applicable courses.

Family Studies Major

Family Studies Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		38-50
Natural and Computational Sciences		4
BIOL 110 Human Biology*	4	
Social Sciences		8
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Mathematics		8
MATH 110 Contemporary Mathematics <i>or</i>	4	
MATH 150 Precalculus		
MATH 210 Elementary Statistics	4	
World Languages (200 level required)		4-16
Fine Arts		4
Humanities		4
RELG 200 Christian Ethics	4	
Physical Activity		2
Other General Education		4
COMS 221 Interpersonal Communication	4	
Family Studies Major:		50
Family Studies Core		46
FAMS 202 Marriage and the Family	4	
FAMS 210 Intro to Helping Professions	2	
FAMS 300 Parenting	4	
FAMS 322 Family Life Education	2	
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 391 Human Sexuality (2) <i>or</i>	2-4	
PSYC 324 Human Sexuality (4)		
FAMS 400 Family Law and Public Policy	4	
FAMS 483W Senior Research	2	
Family Studies Electives (select one course)		4
FAMS 294 Child Life & the Hospitalized Child/Youth	4	
FAMS 330 Death and Dying	4	
FAMS 375 Independent/Special Study	1-5	
FAMS 413 Multicultural and Gender Perspectives	4	
FAMS 420 Families and Religion	4	
NTDT 216 Personal Nutrition	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	
General Electives		6-18
Total Required Credits		128

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

Family Studies Major with Child Life Concentration

Family Studies Major with Child Life Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		46
Natural and Computational Sciences		8
BIOL 110 Human Biology	4	
IDSC 201 Scientific Methods*	4	
Social Sciences		12
PSYC 101 General Psychology	4	
PSYC 203 Psychology of Adjustment	4	
SOCI 100 Introduction to Sociology	4	
Mathematics		8
MATH 110 Contemporary Mathematics <i>or</i>	4	
MATH 150 Precalculus		
MATH 210 Elementary Statistics	4	
World Languages		8
101 and 102 of any foreign language	8	
Fine Arts		4
Physical Activity		2
Other General Education		4
COMS 221 Interpersonal Communication	4	
Family Studies Major w/Child Life Concentration:		52-56
FAMS 202 Marriage and the Family	4	
FAMS 294 Child Life & the Hospitalized Child/Youth	4	
FAMS 300 Parenting	4	
FAMS 330 Death and Dying	4	
FAMS 331W Family Dynamics	4	
FAMS 345 Families and Health	4	
FAMS 360 Infant and Child Development	4	
FAMS 365 Adolescent and Adult Development	4	
FAMS 380 Medical Terminology	2	
FAMS 383 Research Methods	2	
FAMS 390 Child Life Practicum	4	
FAMS 483W Senior Research	2	
FAMS 490 Child Life Internship	8-12	
PHED 321 Motor Development	2	
General Electives		4-8
Total Required Credits		128

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

Family Studies Minor

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

Courses

FAMS 202 Marriage and the Family (4)

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, and extended family. Offered: Fall and Spring.

FAMS 210 Introduction to Helping Professions (2)

Introduction to the broad scope of helping professions. Emphasis on increasing awareness of similarities and differences among the helping disciplines, such as counseling, school and guidance counseling, social work, clinical psychology, psychiatry, marriage and family therapy, pastoral counseling, and chaplaincy. Offered: Spring.

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

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

FAMS 300 Parenting (4)

Exploration of an emotional, physical, and sociological aspect of parenthood, with special attention given to the needs of children. Includes introduction to parenting philosophies and parenting a child with special needs. Also, review of ways a family life educator can use available parent education programs. Prereq: FAMS 202. Offered: Fall.

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 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: Fall.

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 throughout the life span in the family setting. Focus on both preventive and remedial approaches to safeguarding emotional and physical health to promote optimal health for families, plus the impact of illness and disabilities on family dynamics. Emphasis on family behaviors related to diet, fitness, stress, and illness. Includes recent advancements in nutrition and their application to health and meal planning, helping students seek accurate and current information so they can take responsibility for their own and other families' health and well-being. Prereq: FAMS 202. Offered: Spring.

FAMS 346 Family Economics (4)

Study of management practices relating to human and nonhuman resources. Investigation of career choices and habits necessary for decision-making. Emphasis on practical aspects of consumer and family economics. Includes lectures, class discussion, case studies, and independent study. Prereq: FAMS 202. Offered: Fall.

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, mental, social, emotional, and spiritual development of persons from adolescence through later life. Major theories of 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. Offered: Spring.

FAMS 370 Internship (4)

Internship of 125 hours of child and/or family social/community agency involvement. Criteria for internship sites and course requirements available from the department. Enrollment limited to juniors and seniors by permission of the family studies program supervisor. Required of all family studies majors. 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 380 Medical Terminology (2)

Introduction to terms utilized in medical settings, particularly as they relate to the Child Life profession. Designed to help students learn a word-building system for medical terminology through a programmed-learning format. Offered: Fall.

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. Students design a research project that is completed in the senior research course to follow. Prereq: FAMS 202. Offered: Spring.

FAMS 390 Child Life Practicum (4)

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

FAMS 391 Human Sexuality (2)

Examination of psychological and physiological aspects and issues regarding human sexuality. Implications for personal values formation and decision-making are discussed, and program designs for sexuality education across the life span are developed and critiqued. Prereq: FAMS 202. Offered: Spring.

FAMS 400 Family Law and Public Policy (4)

Students encounter legislation relating to marriage, family leave, divorce, family support, child custody, and child protection. Policy issues related to economic support for children and families are also addressed. Prereq: FAMS 202. Offered: Spring.

FAMS 413 Multicultural and Gender Perspectives (4)

Overview of contemporary family science scholarship related to gender and multicultural perspectives. Students learn to consider the family as a primary institution for constructing gender and organizing gender relations in society. Includes exploration of the centrality of gender in the organization and functioning of family life. Multicultural focus examines the diversity of ideas and practices related to family structure and function across cultures. Prereq: FAMS 202. Offered: Spring, on rotation.

FAMS 420 Families and Religion (4)

Overview of the mutually influencing relationship between the social institutions of family and religion. Utilizes both social science and religious readings and resources. Prereq: FAMS 202. Offered: On rotation.

FAMS 483W Senior Research (2)

Capstone course designed to familiarize seniors with theoretical and applied research 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 Child Life internship experience. All internship experiences are supervised by a certified Child Life specialist and involve a minimum of 480 hours of experience. Students have an option of completing their internship out of town. During this internship students are expected to demonstrate skills and abilities in working with children/youth and their families. Prereq: Last semester senior, FAMS 294, and FAMS 390. Offered: Spring.

Interior Design

Faculty

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

Undergraduate Programs and Requirements

Major

Interior Design (with a required minor in Art)

Interior Design

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

Accreditation

The Samford University interior design program is accredited by the Foundation for Interior Design Education Research (FIDER).

Interior Design as a Profession

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

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

Designers need to be familiar with materials, construction, lighting, and support systems for comfort. They then 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, 26 credits for an art minor, and 53 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 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. 145 for a list of applicable activity courses.

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. 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). 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. 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. 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. Studio format. Prereqs: ART 101, 102, 221, and 231. Offered: Fall.

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. 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. Studio format. Prereqs: INTD 122, 221, 222, 223, 230, and 300. Offered: Fall.

Interior Design Major

Interior Design Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
Natural and Computational Sciences (select one)		4
IDSC 201 Scientific Methods	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Social Sciences		8
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Mathematics		4
MATH 110 Contemporary Mathematics	4	
World Languages		8
101 and 102 of any foreign language	8	
Fine Arts: (select one course)		2
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Physical Activity		2
Other General Education (select one course)		4
COMS 215 Oral Communication	4	
COMS 221 Interpersonal Communication	4	
COMS 453W Writing in the Professions	4	
Interior Design Major:		53
Interior Design Core		49
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 403 Design Concepts III	4	
INTD 412 Lighting	2	
INTD 415 Professional Practice for Interior Designers	2	
INTD 455 Internship	4	
INTD 495W Senior Thesis	4	
Interior Design Electives (select four credits)		4
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	
Art Minor (Required):		26
ART 101 Structure I	4	
ART 102 Structure II	4	
ART 221 Drawing I	3	
ART 231 Painting I	3	
ART 381W Hist/Theory of Art, Architecture, Design I	4	
ART 382W Hist/Theory of Art, Architecture, Design II	4	
ART 383W Hist/Theory of Art, Architecture, Design III	4	
Total Required Credits		133

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. 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. 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. 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 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. 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. 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. 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. Prereqs: INTD 301 and INTD 302. Offered: See advisor.

INTD 495W 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. Prereqs: INTD 301, 302, and 403. Offered: See advisor.

Teacher Education

Faculty

Carol D. Dean, Chair, Associate Professor
 John W. Harris, Jr., Director of Special Projects, Orlean Bullard Beeson Professor
 Charlotte Freeman, Professor
 Raymond L. King, Professor
 J. Maurice Persall, Professor, Director of Graduate Programs
 Martha B. Ralls, Professor, Director of Secondary Education
 David M. Finn, Associate Professor, Faculty Director, Children's Learning Center, Director of Special Education
 David C. Little, Associate Professor, Director of Elementary Education
 Becky M. Atkinson, Assistant Professor
 Deborah Childs-Bowen, Assistant Professor, Director of Institute for Teaching and Student Achievement
 Amanda S. Hilsmier, Assistant Professor
 Angela O. Owusu-Ansah, Assistant Professor, Director of Assessment
 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)
 Secondary Education (Grades 6-12)

Each program in teacher education complies with teacher certification requirements prescribed by the Alabama State Department of Education. Certification requirements outlined by the Alabama State Department of Education differ slightly from traditional Arts and Sciences majors and must be followed exactly. As an example, a Bachelor of Science 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 School of Education and Professional Studies at the beginning of the freshman year for advisement.

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

Recently, the Department of Teacher Education won an "Award for Effective Teacher Preparation" given by the U.S. Department of Education. The department

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

was one of four programs recognized 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 (APTPP)

Admission to Teacher Education

Requirements for admission to Teacher Education undergraduate programs are:

1. Minimum ACT score of 20.
2. Grade of C- or better required in all courses.
3. Formal application for admission.
4. Successful completion of EDUC 221 and EDUC 222.
5. Completion of 60 credits of coursework with a GPA of at least 3.00. Students entering Samford University Fall 2000 or later must have a cumulative GPA of 3.00 for admission, retention, and certification in Teacher Education.
6. Completion of projected schedule and agreement form.
7. Completion of an interview with a faculty member in the OBB School of Education and Professional Studies.
8. Two letters of recommendation for ESEC majors.
9. Three letters of recommendation for Secondary Education or P-12 from either the head of the student's major department and/or a professor in their major area.
10. Completion of signed document verifying ABI and FBI criminal background checks.
11. Passing score on the Alabama Prospective Teacher Testing Program (APTPP) 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 to Teacher Education, students are expected to meet the requirements of the program. Failure to maintain a cumulative 3.00 GPA and a 3.00 GPA in the major teaching and professional fields prevents a student from enrolling in specific education courses until the GPA is 3.00. No grade below C- in any course is permitted; in case of a lower grade, the course must be repeated. These GPA requirements also pertain to graduation and certification.

Any student who, in the opinion of the 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 two weeks of independent experience. Students must maintain satisfactory evaluations of performance in all clinical experiences in order to progress through the Teacher Education Program.

Professional Semester

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

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

To be eligible for student teaching, a student must have been admitted to Teacher Education, be in good academic standing, have demonstrated necessary dispositions to be a successful teacher, have successfully completed the required clinical experience, 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 and of the new Alabama Prospective Teacher Testing Program (APTTP).

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 the exit examination is passed.

University Core Curriculum and General Education Requirements

See University Core Curriculum 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. 60 and 145 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.

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 on p. 156, and students interested in this program may apply some of these courses toward the regular requirements in Teacher Education.

ESEC Major

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

ESEC Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			22
General Education Requirements:			34
Natural and Computational Sciences			12
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		
Social Sciences			4
GEOG 101	World Regional Geography	4	
Mathematics			12
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	
Fine Arts (select one course)			2
ART 200	Art Appreciation	2	
MUSC 200	Music Appreciation	2	
THEA 200	Theatre Appreciation	2	
Humanities (select one course)			4
HIST 217	Early America to 1877	4	
HIST 218	Modern America since 1865	4	
ESEC Major:			84
Major and Professional Courses*			22
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	
MUSC 309	School Music	2	
PHED 202	Physical Education for Elementary Schools	2	
PHED 231	Personal and Community Health	4	
PHED 321	Motor Development (Non-Majors)***	2	
Education (formal admission required before taking the following courses)			62
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	
Total Required Credits			140

* A minimum GPA of 3.00 is required.

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

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

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
University Core Curriculum		22
General Education Requirements		24
Natural and Computational Sciences		8
Social Sciences		4
SOCI 100 Introduction to Sociology	4	
Mathematics		4
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		4
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	
PHIL 241 Introduction to Philosophy	4	
RELG 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Doctrine	4	
Physical Activity		2
History/Social Science Major:*		112
History		40
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	
Political Science		12
POLS 200 Introduction to Political Science	4	
POLS 205 Introduction to American Politics <i>or</i>	4	
POLS 312 State and Local Government	4	
POLS 310W U.S. Foreign Relations <i>or</i>	4	
POLS 319W International Relations since WW II <i>or</i>	4	
POLS 322 Latin American Politics <i>or</i>	4	
POLS 351W Major European Governments	4	
Economics and Geography		15
ECON 201 Principles of Macroeconomics	4	
ECON 202 Principles of Microeconomics	3	
GEOG 101 World Regional Geography	4	
Geography Elective	4	
Professional Courses**		17
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	
Education (formal admission required before taking the following courses)		28
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	
Total Required Credits		158

*A minimum GPA of 3.00 is required.

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

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

English/Language Arts Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		24
Natural and Computational Sciences		8
Social Sciences		4
JMC 200 Mass Media and Society	4	
Mathematics		4
MATH 210 Elementary Statistics	4	
Fine Arts		2
THEA 200 Theatre Appreciation	2	
Humanities		4
ENGL 205 Fiction and Film	4	
Physical Activity		2
English/Language Arts Major:*		117
English		44
ENGL 210 American Literature	4	
ENGL 301W British Literature to 1798	4	
ENGL 302W British Literature since 1798	4	
ENGL 310W Approaches to Literature	4	
ENGL 328W Minority Literature	4	
ENGL 340W Shakespeare	4	
ENGL 400W History of the Language	4	
ENGL 410W Senior Thesis	4	
Literary Forms (select one course)	4	
ENGL 300W Creative Writing	4	
ENGL 303W Poetry <i>or</i>	4	
ENGL 304W Short Story <i>or</i>	4	
ENGL 305 Novel <i>or</i>	4	
ENGL 306W Drama <i>or</i>	4	
ENGL 307W Film	4	
Literature in its Own Time (select two courses)	8	
ENGL 308 American Literary Movements <i>or</i>	4	
ENGL 320W Medieval to 1485 <i>or</i>	4	
ENGL 321 Renaissance 1485-1660 <i>or</i>	4	
ENGL 322W Restoration and Eighteenth Century <i>or</i>	4	
ENGL 323W Romantic <i>or</i>	4	
ENGL 324W American Renaissance <i>or</i>	4	
ENGL 325W Victorian <i>or</i>	4	
ENGL 326W Twentieth Century British <i>or</i>	4	
ENGL 327W Twentieth Century American	4	
Communication Studies, Journalism, and Theatre		28
COMS 215 Oral Communication	4	
COMS 221 Interpersonal Communication	4	
COMS 319 Argumentation and Debate	4	
JMC 310 Mass Media Production	6	
THEA 212 Acting I	2	
THEA 242 Fundamentals of Technical Theatre	2	
THEA 322 Beginning Directing	2	
THEA 415 Creative Dramatics	4	
Professional Courses**		17
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	
Education (formal admission required before taking the following courses)		28
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	
Total Required Credits		163

*A minimum GPA of 3.00 is required.

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

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	
Total Required Credits			19-20

*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.

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

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

Early Childhood Education
Elementary Education
Educational Administration
Music Education

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

Early Childhood Education
Elementary Education
Educational Administration

Doctoral Program (Ed.D.)

Doctor of Education in Educational Leadership

Graduate programs in education are offered in three areas (early childhood education, elementary education, and educational administration) and at two levels of certification: Master of Science in Education (M.S.E.) degree with Class A certification and an Education Specialist degree with Class AA certification. For graduate programs in music education, refer to Associate Dean, School of Music.

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

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

Admission Requirements

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

Levels of Admission

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).

Transfer Credit

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

Graduate Tuition Scholarships

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

Retention and Completion

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

Graduate Advisement

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

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

Class A Certification

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

Class A Certification - Early Childhood Education

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

Class A Certification - Elementary Education

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

Class A Certification - Early Childhood/Elementary Education

Class A Certification Early Childhood Education OR Elementary Education Required Courses		Course Credits	Total Required Credits
EDUC 509	Advanced Techniques for the Diagnosis and Remediation of Reading Problems	3	
EDUC 510	Instructional Adaptation for Student Diversity	3	
EDUC 513	Instructional Design for 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	2	
Electives (with approval of advisor)		8	
Total Required Credits			31

Class A Certification - Educational Administration

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

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

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

Class AA Certification**Class AA Certification - Educational Specialist**

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

Class AA Certification - Early Childhood Education

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

Class AA Certification Early Childhood Education Required Courses		Course Credits	Total Required Credits
EDUC 607	Early Childhood Exemplary Programs	3	
EDUC 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	
Total Required Credits			30

Class AA Certification - Elementary Education

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

Class AA Certification Elementary Education Required Courses		Course Credits	Total Required Credits
EDUC 608	Elementary Education Programs	3	
EDUC 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	
Total Required Credits			30

Class AA Certification - Educational Administration

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

Class AA Certification Educational Administration Required Courses		Course Credits	Total Required Credits
EDUC 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	
Total Required Credits			30

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 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 (2)

Implementation of action research and evaluation of a special research project that focuses upon improving teaching and learning in diverse early childhood and elementary classrooms.

EDUC 520 Educational Leadership (3)

Survey of selected theoretical and operational bases for decision making related to the responsibilities, duties, and problems of the effective K-12 leader. Designed for students seeking Class A certification in educational administration.

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 School Management (3)

In-depth study of knowledge skills and experiences necessary to become a successful reflective manager of schools in the next decade.

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

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

EDUC 527 Field Experience in Educational Administration (3)

Field experience in the day-to-day activities of a school administrator. Focus on supervised experiences in administrative tasks at the elementary, middle, and high school levels, and at the school system central office. Offered: Summer I.

EDUC 528 Internship in Educational Administration (3)

Practical experience in curriculum and instruction, professional staff development, student services, leadership skills, school and community relations, management skills, and legal responsibilities. Includes reflective seminars for the purpose of reviewing and evaluating internship experiences, interacting with university staff and practicing administrators, participating in class discussion, and engaging in case study analysis and decision making. Three hundred (300) clock hours required under the direction of practicing administrator. Offered: Fall.

EDUC 529 Curriculum Design and Instructional Leadership (3)

Development of curriculum and instructional leaders who are able to lead teachers in decisions about planning, presenting, and assessing functions of teaching.

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

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 592 Student Teaching (12)

(Fifth Year Non-Traditional)

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

EDUC 595 Computer-Based Technologies for Educators (3)

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 ways to enhance their teaching strategies with computer-based technologies. First in a series of three.

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. Second in a series of three.

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. Third in a series of three.

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 semester-credit educational specialist program and then begin 30 semester credits of coursework for the Ed.D. degree. The coursework is organized in the following five categories as recommended by the National Council for the Accreditation of Teacher Education (NCATE):

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

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

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

1. The candidate shall have earned a master of science degree from an accredited college or university.
2. The candidate shall have earned a 3.70 GPA on all previous graduate work.
3. The candidate shall have scored a minimum of 46 on the MAT (prior to October 2004) or a minimum of 405 (after October 2004) or 1000 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.

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

Ed.D. Program Strategic Leadership Courses		Course Credits	Total Required Credits
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	
Total Required Credits			15

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

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

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

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 740 Dissertation Seminar (3)

Exploration of doctoral research and dissertation writing. Review of exemplary research practice, current research topics, and effective research methodologies. Students complete a formal proposal for completion of the dissertation. Designed for doctoral students preparing to engage in dissertation research.

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 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.

Legal Assistant Certificate Program

The offices of the Legal Assistant Certificate Program may be contacted by calling (205) 726-2783 in the Orlean Bullard Beeson School of Education and Professional Studies.

Legal Assistant Certificate Program

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

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

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

Legal Assistant Certificate Program

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

See Metro Programs section for MCPG course descriptions.