

Orlean Bullard Beeson School of Education



and Professional Studies

Administration

Jean Ann Box, Dean, Professor, Teacher Education
 Jo Beth Newton, Associate Dean, Assistant Professor, Teacher Education
 James B. Angel, Associate Dean of Budgets,
 Professor, Kinesiology and Nutrition Science
 Kristie B. Chandler, Chair, Assistant Professor, Family Studies
 Alan P. Jung, Chair, Associate Professor, Kinesiology and Nutrition Science
 H. Elizabeth (Betsy) Rogers, Chair, Assistant Professor, Teacher Education
 J. Maurice Persall, Chair, Orlean Bullard Beeson Professor, Graduate Studies
 Clara E. Gerhardt, Director of International Education, Professor, Family Studies
 Suzanne Montgomery, Director of Samford After Sundown

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Mission

The mission of the Orlean Bullard Beeson School of Education and Professional Studies is to guide, develop, and challenge students, academically, professionally, personally, and spiritually to prepare leaders who will positively influence and shape society. The School strives to provide the highest quality Christian education led by a dedicated faculty and staff committed to student success.

Vision

The vision of the Orlean Bullard Beeson School of Education and Professional Studies is to be known as one of the leading institutions for intellectual and spiritual development through teaching, scholarship, and service that will positively impact local, national, and global communities.

Values

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

- Faith** - We demonstrate Christian faith in our daily lives.
- Respect** - We treat all with respect and fairness.
- Honesty** - We promote honesty and integrity.
- Service** - We commit ourselves and our talents to serve God and humankind through generosity of spirit and caring.
- Collegiality** - We collaborate with one another to maximize knowledge, skills, and experiences.
- Scholarship** - We promote intellectual rigor, reflection, and thorough preparation.
- Learning** - We confirm that learning is a life-long commitment.
- Distinctiveness** - We affirm Samford's commitment to quality education and to distinctive practices and programs.

Strategic Principles

1. We will ensure a culture of excellence.
2. We will obtain the funding necessary for teaching, scholarship, and service to accomplish our mission.
3. We will offer innovative programs and practices that enhance the educational experience, promote creativity, and prepare students for graduate study and careers.
4. We will support faculty and staff with professional development to assure current and best practices.
5. We will provide resources, such as time, technology, materials, and facilities, to optimize the learning environment.
6. We will promote greater awareness of the accomplishments of the Orlean Bullard Beeson School of Education and Professional Studies.
7. We will evaluate programs and practice through assessment and evidence of excellence.
8. We will fulfill our professional responsibilities in a manner consistent with our Christian faith.



Family Studies

Faculty

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

Undergraduate Programs and Requirements

Majors

Family Studies
 Family Studies with a Concentration in Child Development Education

Minor

Family Studies

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

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

Mission Statement

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

Certification

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

Degree Programs

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

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

The department also offers a minor in family studies.

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

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

Concentration in Child Development Education

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

Career Options

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

While family studies is a solid foundation for a career in the helping professions, a master's degree or higher may be required to practice and be employed at a competitive level. A significant portion of family studies students plan to attend a master's degree program in areas such as social work, marriage and family therapy, counseling, early childhood education, occupational therapy and seminary.

Competencies

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

Students who complete a family studies degree:

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

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required courses. General Education Requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult pp. 74 and 203 for a list of applicable courses.

For the family studies major (FAMS), a student can satisfy the language requirement by taking up to 16 credits (language 101, 102, 201, 202).* However, the requirement can be waived if the student demonstrates proficiency on the Samford foreign language placement exam.

*Four credits of language (202 or higher for FAMS majors only) will be applied to the general education language requirement while the balance of language credits will be applied to general electives.

Family Studies Major

Family Studies Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		38
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> MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Languages (proficiency through 202 or higher)		4
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 300 Parenting	4	
FAMS 322 Family Life Education	2	
FAMS 324 Human Sexuality	4	
FAMS 331 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 Practicum in Family Studies	4	
FAMS 383 Research Methods	2	
FAMS 400 Family Law and Public Policy	4	
FAMS 483 Senior Research	2	
Family Studies Electives (select one course)		4
FAMS 310 Counseling Foundations	4	
FAMS 330 Death and Dying	4	
FAMS 350 Intro to Non-Profits & Grant Writing	4	
FAMS 375 Independent/Special Study	1-5	
FAMS 413 Multicultural Perspectives	4	
KINS 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		18
Total Required Credits		128

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

Family Studies Minor

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

**Family Studies Major with
Child Development Education Concentration**

Family Studies Major with Child Development Education Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		26
Natural and Computational Sciences		4
BIOL 110 Human Biology	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics*		8
MATH 110 Contemporary Mathematics <i>or</i> MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts		4
Physical Activity		2
Other General Education		4
COMS 221 Interpersonal Communication	4	
Family Studies Major with Child Development Education Concentration		76
Family Studies Core		54
FAMS 202 Marriage and the Family	4	
FAMS 300 Parenting	4	
FAMS 322 Family Life Education	2	
FAMS 324 Human Sexuality	4	
FAMS 331 Family Dynamics	4	
FAMS 346 Family Economics	4	
FAMS 365 Adolescent and Adult Development	4	
FAMS 383 Research Methods	2	
FAMS 390 Child Life Practicum	4	
FAMS 400 Family Law and Public Policy	4	
FAMS 413 Multicultural Perspectives	4	
FAMS 483 Senior Research	2	
FAMS 491 Child Development Education Internship	12	
Education		22
ART 206 School Art	2	
EDUC 311 The Development of the Young Child	2	
EDUC 312 Principles of Early Learning	6	
EDUC 313 Application of Early Learning	6	
EDUC 316 Practical Teaching and Learning	2	
KINS 241 First Aid and CPR**	2	
KINS 321 Motor Development	2	
General Electives		4
Total Required Credits		128

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

** Registration permit may be required. See advisor for more information.

Courses**FAMS 202 Marriage and the Family (4)**

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

FAMS 300 Parenting (4)

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

FAMS 310 Counseling Foundations (4)

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

FAMS 322 Family Life Education (2)

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

FAMS 324 Human Sexuality (4)

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

FAMS 330 Death and Dying (4)

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

FAMS 331 Family Dynamics (4)

Analysis of family dynamics from a systemic, developmental framework. Students are challenged to examine common and particular needs and issues of families as they navigate through the family life cycle. Includes examination of the contemporary social context in which families operate. As a writing course, FAMS 331 focuses on training students to develop effective APA research writing skills. Prereq: FAMS 202. Offered: Spring.

FAMS 345 Families and Health (4)

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

FAMS 346 Family Economics (4)

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

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

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

FAMS 360 Infant and Child Development (4)

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

FAMS 365 Adolescent and Adult Development (4)

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

FAMS 370 Practicum in Family Studies (4)

Students complete a practicum of 125 hours in a child/family/social/community agency, as well as attend class. The focus is on personal and professional development, ethical guidelines of various helping professions, and compilation of a professional portfolio. Practicum sites must meet specified criteria, available from the FAMS practicum supervisor. Enrollment is limited to juniors and seniors. Prereq: FAMS 202. Offered: Fall and Spring.

FAMS 375 Independent/Special Study (1-5)

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

FAMS 383 Research Methods (2)

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

FAMS 390 Child Life Practicum (4)

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

FAMS 400 Family Law and Public Policy (4)

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

FAMS 413 Multicultural Perspectives (4)

Overview of contemporary family science scholarship related to multicultural, diversity and gender perspectives. Examines the centrality of cultural identity and gender in the organization, structure and functioning of families and societies. Cultural competence and cross cultural skills are explored through multicultural and diversity perspectives in national and international contexts. Offered: On rotation.

FAMS 483 Senior Research (2)

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

FAMS 490 Child Life Internship (12)

Students complete an approved Child Life internship experience in a hospital setting. All internship experiences are supervised by a certified Child Life Specialist and involve a minimum of 480 hours of experience. Enrollment in this course is dependent upon acceptance into an approved hospital program. Security clearance and proper immunizations may be required by the hospital prior to the start of the internship. Failure to meet these requirements may result in termination of enrollment. Prereq: Instructor permission.

FAMS 491 Child Development Education Internship (12)

Students complete an approved internship involving a minimum of 450 hours of clinical, structured experiences working with young children and their families in one or more early childhood learning center locations. Hours include a minimum of four supervisory consultations by approved University personnel. Travel within and outside the Birmingham metro area may be required to reach the site(s). Students enrolled in this course MUST have a **negative security clearance** by the Alabama Department of Human Resources prior to the start of their internship. Failure to receive clearance may result in termination of enrollment. Prereq: Instructor permission. Offered: Spring.

Kinesiology and Nutrition Science

Faculty

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

Mission

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

Vision

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

Values

Five fundamental values form the foundation of the Department of Kinesiology and Nutrition Science (KINS) culture.

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

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

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

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

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

Undergraduate Programs and Requirements

Majors

Athletic Training
 Exercise Science (Pre-Physical Therapy)
 Fitness and Health Promotion
 Foods and Nutrition
 Nutrition and Dietetics
 Sport Administration
 Sport Administration with a Concentration in Sports and Recreation Ministry
 Sports Medicine

Minor

Nutrition and Dietetics

The Department of Kinesiology and Nutrition Science offers majors in athletic training (ATHT), exercise science (pre-physical therapy) (EXSC), fitness and health promotion (FHPR), foods and nutrition (FONU), nutrition and dietetics (NTDT), sport administration (SPAD), and sports medicine (SPMD) leading to a bachelor of science degree. The sport administration major also has an optional concentration available in sports and recreation ministry. See department chair for details. The department also offers a minor in nutrition and dietetics.

A minimum grade of C- must be achieved in all KINS prefix courses within each major and minor.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required courses. General Education Requirements are detailed in the individual KINS degree tables, with the exception of the physical activity requirement. Consult p. 203 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 Kinesiology and Nutrition Science (KINS) 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 KINS faculty has developed PBL throughout the curriculum of each departmental major.

Athletic Training Major

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

The program is offered as a nonteaching major containing, in addition to athletic training studies, courses in nutrition and psychology. The program was developed to prepare students to meet the Board of Certification requirements.

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

Admission Requirements and Procedures

1. Accepted for admission to Samford University.
2. Make a written request for an Athletic Training Education Program application packet to: Director of Athletic Training Education, Samford University, Birmingham, Alabama, 35229.
3. Complete an application and obtain three letters of recommendation, three reference forms, and official transcripts from all high schools and higher education institutions attended. Submit materials to: Director of Athletic Training Education, Samford University, Birmingham, Alabama 35229.
4. Priority consideration will be given to prospective students who meet the following academic standards:
 - a. Achieve a composite score of 21 on the ACT or 900 on the SAT.
 - b. Graduate from high school with a GPA of 3.00 or above.
 - c. Transfer to Samford University from another institution with a GPA of 3.00 or above.
5. Approved by the Athletic Training Admissions Committee (ATAC). The ATAC reviews all application packets and makes a report to the director of athletic training education regarding eligibility for admission to the program.
6. After eligibility status has been approved, the applicant must interview with the ATAC.
7. Must demonstrate technical standards for admission. (See Technical Standards for Admission box on p. 195.)
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 pp. 16-17 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: KINS 232, 274, 275, 276, 277, 300, 345, 374, 375, 376, 450, 451, 473, 476, 477, 478, 485, 486, 498, and 499.
4. A student may repeat only one required course (see list above) in which a grade of less than C was received. Failure to make at least a C in two required courses or one course twice will result in dismissal from the program.
5. Any student who, in the opinion of the ATAC, is judged to have developed characteristics that are deemed to be undesirable for the profession of athletic training may, with proper review, be dismissed from the program.
6. A student must be able to demonstrate technical standards to continue in the program.
7. Athletic training students are required to submit a current CPR/AED certification card at the beginning of each school year. The certification must be current through the end of that school year.
8. Students will attend a basic review of OSHA guidelines and complete a quiz regarding the information discussed in this review.
9. All athletic training students must abide by the disciplinary rules of Samford. Any student not abiding by the rules will be subject to University discipline.
10. All athletic training students are subject to random drug testing in accordance with Department of Athletics rules. All discipline will be carried out in the appropriate manner as specified and defined in the Department of Athletics drug testing policy and procedures statement.
11. Appeals regarding any of the retention rules and requirements will be heard by the director of athletic training education, the chair of the Department of Kinesiology and Nutrition Science, 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 to the Athletic Training Education Program

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

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

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

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

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

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

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

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

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

Alternative statement for students requesting accommodations:

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

Athletic Training Major (Non-Teaching)

Athletic Training Major (Non-Teaching) Required Courses	Course Credits	Total Required Credits
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	3	
CHEM 109 General, Organic, & Biological Chem Lab	1	
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
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
INTL 360 British Heritage and Culture	4	
LAST 201 Latin American Studies	4	
PHIL 241 Introduction to Philosophy	4	
RELG/PHIL 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Theology	4	
Physical Activity		2
Athletic Training Major:		72
Kinesiology and Nutrition Science		68
KINS 141 Intro to KINS	2	
KINS 216 Personal Nutrition	4	
KINS 231 Personal and Community Health	4	
KINS 232 Prevention and Care of Athletic Injuries	2	
KINS 241 First Aid and CPR	2	
KINS 274 Practicum in Athletic Training I	1	
KINS 275 Practicum in Athletic Training II	1	
KINS 276 Therapeutic Modalities in Sports Medicine	4	
KINS 277 Practicum in Athletic Training III	1	
KINS 300 Rehab Techniques in Sports Medicine	4	
KINS 322 Lifespan Motor Development (Majors)	4	
KINS 345 Medical Aspects of Exercise and Sport	2	
KINS 374 Admin. of Athletic Training Prog.	1	
KINS 375 Practicum in Athletic Training IV	1	
KINS 376 Practicum in Athletic Training V	1	
KINS 420 Tests and Measurements	4	
KINS 450 Practicum in Athletic Training VI	1	
KINS 451 Practicum in Athletic Training VII	1	
KINS 473 Exercise Physiology	4	
KINS 476 Anatomy and Kinesiology	4	
KINS 477 Sports Nutrition	4	
KINS 478 Sport Psychology	4	
KINS 485 Recog/Eval of Athletic Injuries: Lower Body	4	
KINS 486 Recog/Eval of Athletic Injuries: Upper Body	4	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
Physics		4
PHYS 101 General Physics I	4	
General Electives (directed by advisor)		4
Total Required Credits		130

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. Students must have a minimum GPA of 2.5 for admission to the program.

Exercise Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		37
Natural and Computational Sciences		17
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 205/206 Foundations of Chemistry w/Lab	5	
CHEM 215/216 Fundamentals of Organic Chem w/Lab	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; see Athletic Training major table for a complete list of course options)		4
Physical Activity		2
Exercise Science Major:		58
Kinesiology and Nutrition Science Core		22
KINS 141 Intro to KINS	2	
KINS 322 Lifespan Motor Development (Majors)	4	
KINS 330 Externship in Physical Therapy	4	
KINS 473 Exercise Physiology	4	
KINS 476 Anatomy and Kinesiology	4	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
Kinesiology and Nutrition Science Electives		12
Biology (select two courses)		8
BIOL 225 Microbiology for Allied Health Sciences	4	
BIOL 333 Genetics	4	
BIOL 405 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
KINS 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	
General Electives (directed by advisor)		12
Total Required Credits		129

Fitness and Health Promotion Major

This major is designed to prepare students for employment in strength and conditioning, corporate wellness, fitness and wellness (e.g., YMCA), and cardiac rehabilitation. Academic training will be complemented by laboratory work and practicums in fitness-related programs. The coursework and practicums are designed to prepare students for the American College of Sports Medicine certification examination as a Health Fitness Specialist (HFS). Students must have a minimum GPA of 2.5 for admission to the program.

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	
Four additional credits in Nat/Comp Science (see p. 74)	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; see Athletic Training major table for a complete list of course options)		4
Physical Activity		2
Fitness and Health Promotion Major:		58-62
Kinesiology and Nutrition Science		58-62
KINS 141 Intro to KINS	2	
KINS 216 Personal Nutrition	4	
KINS 231 Personal and Community Health	4	
KINS 232 Prevention and Care of Athletic Injuries	2	
KINS 241 First Aid and CPR	2	
KINS 322 Lifespan Motor Development (Majors)	4	
KINS 420 Tests & Measurements	4	
KINS 473 Exercise Physiology	4	
KINS 476 Anatomy and Kinesiology	4	
KINS 477 Sports Nutrition	4	
KINS 478 Sport Psychology	4	
KINS 479 Exercise Testing and Prescription	4	
KINS 490 Exercise as Medicine	4	
KINS 495 Fitness & Health Promotion Externship	8 or 12	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
General Electives (directed by advisor)		12-16
Total Required Credits		128

Foods and Nutrition Major

The foods and nutrition major will allow students to plan a degree program based upon career goals. Students will develop a basic knowledge in foods and nutrition and may combine this base with a related field or discipline such as health, wellness, fitness, culinary arts, food service, journalism, business and marketing or communications. In addition to academic coursework, the students will have opportunities in hands-on laboratory classes and externships, and are encouraged in volunteer, service-based learning activities.

Foods and Nutrition Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		28
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	3	
CHEM 109 General, Organic, & Biological Chem Lab	1	
Social Sciences		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; see Athletic Training major table for a complete list of course options)		4
Physical Activity		2
Foods and Nutrition Major:		50-54
Kinesiology and Nutrition Science		50-54
KINS 110 Principles of Food Preparation	4	
KINS 210 Intro to Nutrition and Dietetics	2	
KINS 216 Personal Nutrition	4	
KINS 301 Foundations of Nutrition	4	
KINS 310 Lifecycle Nutrition	4	
KINS 312 Food, Culture, & Society	4	
KINS 350 Community Nutrition Education	4	
KINS 371 Externship	8 or 12	
KINS 412 Quantity Food Production & Management	4	
KINS 413 Food Service Organization & Management	4	
KINS 414 Experimental Foods	4	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
General Electives (directed by advisor)		24-28
Total Required Credits		128

Nutrition and Dietetics Minor

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

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. The Samford Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. Students seeking a degree in NTDI will be reviewed before their junior year (upon completion of 60 credits of college work). A minimum cumulative GPA of 2.75 to 3.00 is recommended to continue since entrance into a dietetic internship or AP4 program following graduation usually requires a 3.00 GPA. Students transferring into the program will be evaluated on their SAT/ACT score, as well as their cumulative GPA.

Nutrition and Dietetics Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		25
Natural and Computational Sciences		13
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 205 Foundations of Chemistry	4	
CHEM 206 Foundations of Chemistry Laboratory	1	
Social Sciences		4
PSYC 101 General Psychology	4	
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:		82-83
Kinesiology and Nutrition Science		64
KINS 110 Principles of Food Preparation	4	
KINS 210 Intro to Nutrition and Dietetics	2	
KINS 216 Personal Nutrition	4	
KINS 301 Foundations of Nutrition	4	
KINS 310 Lifecycle Nutrition	4	
KINS 312 Food, Culture, & Society	4	
KINS 350 Community Nutrition Education	4	
KINS 371 Externship	4	
KINS 410 Medical Nutrition Therapy I	4	
KINS 411 Medical Nutrition Therapy II	4	
KINS 412 Quantity Food Production & Management	4	
KINS 413 Food Service Organization & Management	4	
KINS 414 Experimental Foods	4	
KINS 416 Advanced Nutrition and Metabolism	4	
KINS 477 Sports Nutrition	4	
KINS 491 Nutrition Seminar	2	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
Biology, Chemistry, Economics, and Mathematics		18-19
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 215 Fundamentals of Organic Chemistry	3	
CHEM 216 Fundamentals of Organic Chemistry Lab	1	
CHEM 345 Nutritional Biochemistry	3	
ECON 201 Principles of Macroeconomics	4	
MATH 210 Elementary Statistics (4) <i>or</i>	3-4	
NURS 232 Statistics for Health Care Professionals (3)		
General Electives		4
Total Required Credits		133-134

Sport Administration Major

The sport administration major is designed to prepare students for employment in corporate and/or educational sport administration settings. Graduates may find employment in such positions as professional/collegiate level sport administration, high school athletic directors, or pursue an advanced degree in the discipline. The coursework and field experiences culminate with a semester long externship. Students must have a minimum GPA of 2.5 for admission to the program.

Sport Administration Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		28
Natural and Computational Sciences:		12
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
Four additional credits in Nat/Comp Science*	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		2
Sport Administration Major:		49
Kinesiology and Nutrition Science		49
KINS 141 Intro to KINS	2	
KINS 231 Personal and Community Health	4	
KINS 322 Lifespan Motor Development (Majors)	4	
KINS 351 Coaching Principles & Administration	3	
KINS 355 Legal Aspects of Sport	3	
KINS 365 Contemporary Issues in Sport	3	
KINS 380 Sport Marketing & Finance	3	
KINS 420 Tests & Measurements	4	
KINS 433 Organization & Administration	3	
KINS 478 Sport Psychology	4	
KINS 497 Externship in Sport Administration	12	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
General Electives (directed by advisor)		30
Total Required Credits		129

*See p. 64 for a complete list of natural and computational science course options. However, COSC 107 is excluded for students in the sport administration major.

Sport Administration Major with a Concentration in Sports & Recreation Ministry

Sport Administration Major with Sports and Recreation Ministry Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		28
Natural and Computational Sciences:		12
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
Four additional credits in Nat/Comp Science*	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		2
Sport Administration Major:		49
Kinesiology and Nutrition Science		49
KINS 141 Intro to KINS	2	
KINS 231 Personal and Community Health	4	
KINS 322 Lifespan Motor Development (Majors)	4	
KINS 351 Coaching Principles & Administration	3	
KINS 355 Legal Aspects of Sport	3	
KINS 365 Contemporary Issues in Sport	3	
KINS 380 Sport Marketing & Finance	3	
KINS 420 Tests & Measurements	4	
KINS 433 Organization & Administration	3	
KINS 478 Sport Psychology	4	
KINS 497 Externship in Sport Administration	12	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
Sports and Recreation Ministry Concentration:		16
Sports and Recreation Ministry Core		12
KINS 200 Intro to Sports & Recreation Ministry	2	
KINS 325 Practicum in Sports & Recreation Ministry	3	
KINS 390 Leadership & Programming in Sports/Rec	3	
RELG 221 Christian Theology	4	
Religion Elective (choose one of the following)		4
RELG 201 Introduction to World Religions	4	
RELG 210 Foundations of Congregational Studies	4	
RELG 310 Theories of Faith Development	4	
General Electives (directed by advisor)		16
Total Required Credits		131

*See p. 64 for a complete list of natural and computational science course options. However, COSC 107 is excluded for students in the sport administration major.

Sports Medicine Major

Sports Medicine Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		33
Natural and Computational Sciences		13
CHEM 205/206 Foundations of Chemistry w/Lab	5	
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; see Athletic Training major table for a complete list of course options)		4
Physical Activity		2
Sports Medicine Major:		61
Kinesiology and Nutrition Science		30
KINS 141 Intro to KINS	2	
KINS 216 Personal Nutrition <i>or</i>	4	
KINS 477 Sports Nutrition		
KINS 231 Personal and Community Health	4	
KINS 345 Medical Aspects of Exercise and Sport	2	
KINS 370 Health Professions Internship <i>or</i>	2	
KINS 405 Adv Research Techniques-Exercise Science		
KINS 420 Tests & Measurements <i>or</i>	4	
KINS 479 Exercise Testing and Prescription		
KINS 473 Exercise Physiology	4	
KINS 476 Anatomy and Kinesiology	4	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
Biology Core (complete both courses)		8
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
Biology Electives (choose 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 405 Cell and Molecular Biology	4	
BIOL 425 Basic Pathology	4	
Chemistry		15
CHEM 215/216 Fundamentals of Organic Chem w/Lab	4	
CHEM 315/316 Org Reactions & Mechanisms w/Lab	4	
CHEM 350 Biochemistry	3	
Chemistry Elective	4	
General Electives (directed by advisor)		16
Total Required Credits		132

Sports Medicine Major

This major is the department's pre-medicine program and is an alternative to the traditional pre-medical programs. It will provide valuable training for future physicians in areas of prevention such as nutrition, exercise, fitness, and weight management. 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 or other medically-based professional school (e.g., dental school). Students will gain competencies in exercise stress testing, maximal oxygen uptake testing, body composition, computerized-diet analysis, and exercise prescription. An interdisciplinary approach including nutrition, biology, mathematics, chemistry, athletic training, and exercise science is included in the major. Students must have a minimum GPA of 2.5 for admission to the program.

Courses

NOTE: Beginning 2012-2013, all courses formerly designated with the ESSM prefix now have the KINS prefix. Old course numbers are noted in parentheses at the end of each course description. PHED activity courses retain the PHED course prefix.

KINESIOLOGY & NUTRITION SCIENCE**KINS 110 Principles of Food Preparation (4)**

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

KINS 141 Introduction to KINS (2)

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. Prereq: Must be a KINS major. Offered: Fall and Spring. (Formerly ESSM 141)

KINS 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. Prereq: KINS 141. Offered: On rotation. (Formerly ESSM 143-145)

KINS 200 Introduction to Sports and Recreation Ministry (2)

Introduction to and overview of the field of recreation, sports, and leisure service. Course will examine the importance of recreation and leisure participation in our society, as well as how it can be a valuable tool for ministry. Students will explore a broad variety of program-providing entities. Offered: Spring.

KINS 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. Prereq: KINS 141. Offered: Spring. (Formerly ESSM 201)

KINS 202 Physical Education for Elementary Schools (2)

See course description for KINS 201. Offered: Spring and Jan Term. (Formerly ESSM 202)

KINS 210 Introduction to Nutrition and Dietetics (2)

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

KINS 216 Personal Nutrition (4)

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

KINS 231 Personal and Community Health (4)

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

KINS 232 Prevention and Care of Athletic Injuries (2)

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

KINS 241 First Aid and CPR (2)

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

KINS 250 Medical Terminology (2)

Systematic study of medical terminology emphasizing understanding and using medical terms. Restricted to majors and minors in the KINS department. Students majoring in other areas must have special permission of the instructor. Prereqs: KINS 141 or KINS 210. Offered: Spring, Summer, and Jan Term. (Formerly ESSM 250)

KINS 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 Commission on Accreditation of Athletic Training Education. Offered: Spring. (Formerly ESSM 274)

KINS 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 Commission on Accreditation of Athletic Training Education. Offered: Fall. (Formerly ESSM 275)

KINS 276 Therapeutic Modalities in Sports Medicine (4)

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

KINS 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 Commission on Accreditation of Athletic Training Education. Prereq: KINS 141. Offered: Spring. (Formerly ESSM 277)

KINS 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/contraindications, and clinical applications. Prereq: KINS 141. Offered: Spring. (Formerly ESSM 300)

KINS 301 Foundations of Nutrition (4)

Study of fundamental principles of normal nutrition and their relation to the health and physical fitness of individuals. Offered: Fall. (Formerly ESSM 301)

KINS 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: KINS 216. Offered: Spring. (Formerly ESSM 310)

KINS 312 Food, Culture, and Society (4)

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

KINS 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-KINS majors. (Formerly ESSM 321)

KINS 322 Lifespan Motor Development (Majors) (4)

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

KINS 325 Practicum in Sports and Recreation Ministry (1)

Designed to apply the principles of the sports and recreation ministry to a real world setting, this course will place the student in a professional setting to gain practical experience. May be repeated for a maximum of 3 credits. Prereq: KINS 200. Offered: Every semester.

KINS 330 Externship in Physical Therapy (4)

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

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

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

KINS 337 Strategies for Program Planning and Implementation (4)

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

KINS 339 Exercise for Special Populations (4)

Survey of proper physiological assessment, analysis of test data, and exercise programming for disease states (e.g., cardiovascular disease, diabetes, obesity, hypertension) and other special populations, including older adults, adolescents, and athletes. Prereq: KINS 141. Offered: Fall. (Formerly ESSM 339)

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

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

KINS 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: KINS 141 and KINS 232; BIOL 217 and BIOL 218. Offered: Spring. (Formerly ESSM 345)

KINS 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: KINS 216. Offered: Fall. (Formerly ESSM 350)

KINS 351 Coaching Principles and Administration (3)

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

KINS 353 Sport Governance (3)

Critical analysis and research of policies and governance of various sport organizations at differing levels of competition, including high school, college and professional sport. Combines lecture, case study and classroom discussion. Prereq: KINS 141 and permission of the instructor. Offered: Summer and Jan Term. (Formerly ESSM 353)

KINS 355 Legal Aspects of Sport (3)

Explores the various legal principles applicable to the sport industry. Contemporary society is becoming increasingly litigious resulting in a dramatic increase in the number of lawsuits. This trend is evident within the realm of sport and physical activity. Emphasis will be placed on legal issues related to sport administration. Prereq: KINS 141. Offered: Fall. (Formerly ESSM 355)

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

Overview of the curriculum, content, instructional methods, and management of middle and high school health, and physical education classrooms. Prereqs: KINS 141, 201, 322, and 336. Offered: Fall. (Formerly ESSM 360)

KINS 362-363 Coaching Techniques (2 each course)

Opportunity 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: KINS 141. Prereq or Co-req: KINS 351. (Formerly ESSM 362-363)

KINS 365 Contemporary Issues in Sport (3)

Study of contemporary issues related to athletics and sport administration. Through case studies and problem-based learning, students will research and critically analyze selected issues related to sport. Settings will include interscholastic, intercollegiate, and recreational and youth sport settings. Prereq: KINS 141. Offered: Spring. (Formerly ESSM 365)

KINS 370 Health Professions Internship (2 or 4)

Understanding and insight into the duties of a physician, or other health care profession, in a medical setting. May be repeated for a maximum of 6 credits. Prereq: KINS 141. Offered: Fall, Jan Term, and Summer 1. (Formerly ESSM 370)

KINS 371 Nutrition Externship (2-12)

In-depth study and practical experience in foods, nutrition and/or dietetics. Students may work in a variety of professional settings including clinical settings with dietetic preceptors, food service, food management, food production, nutritional counseling, etc. May be repeated three times for a maximum of 12 credits. Prereqs: KINS 110, 216, 301, 310, and permission of the instructor. Offered: Every semester. (Formerly ESSM 371)

KINS 374 Administration of Athletic Training Program (1)

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

KINS 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 Commission on Accreditation of Athletic Training Education. Prereq: KINS 141. Offered: Fall. (Formerly ESSM 375)

KINS 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 Commission on Accreditation of Athletic Training Education. Prereq: KINS 141. Offered: Spring. (Formerly ESSM 376)

KINS 380 Sport Marketing and Finance (3)

Provides students with an overview of the major marketing and financial issues facing the sport industry. Content will focus on developing basic knowledge and understanding of sport marketing and promotion, specifically the history of sport marketing, evaluation of sport marketing programs, sources of revenue, and public versus private sector funding in sports. Prereq: KINS 141. Offered: Fall. (Formerly ESSM 380)

KINS 390 Leadership and Programming in Sports and Recreation (3)

Introduction to core aspects of sports and recreation program planning. Assessment, implementation, and evaluation of total programs and individual program activities will be investigated, discussed, and applied. The roles of leadership and management within various organizations will be examined as will leadership and management styles, theories, and decision making processes. A personal approach to leadership and management will also be explored. Prereq: KINS 200. Offered: Fall.

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

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

KINS 405 Advanced Research Techniques in Exercise Science (2)

Externship designed to give the student in-depth practical experience in various areas of clinical and applied research techniques. Research techniques will be taught in an exercise-based research laboratory environment. At completion of externship, students will have gained practical knowledge and skills needed to function with competence in a laboratory-based research setting. Students will work with research personnel for 100 hours. Course is repeatable, for a maximum of 4 credits. Prereqs: KINS 141 and junior or senior status. Offered: Summer. (Formerly ESSM 405)

KINS 410 Medical Nutrition Therapy I (4)

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

KINS 411 Medical Nutrition Therapy II (4)

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

KINS 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: KINS 110. Offered: Fall. (Formerly ESSM 412)

KINS 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: KINS 412. Offered: Spring. (Formerly ESSM 413)

KINS 414 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: KINS 110. Offered: Fall. (Formerly ESSM 414)

KINS 416 Advanced Nutrition and Metabolism (4)

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

KINS 420 Tests and Measurements (4)

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

KINS 433 Organization and Administration (3)

Practical study of organizational and administrative theories and principles in exercise, health, and sport-related professions. Prereq: KINS 141. Offered Fall. (Formerly ESSM 433)

KINS 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 Commission on Accreditation of Athletic Training Education. Prereqs: KINS 141, 274, 275, 277, 375, and 376. Offered: Fall. (Formerly ESSM 450)

KINS 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 Commission on Accreditation of Athletic Training Education. Prereq: KINS 141. (Formerly ESSM 451)

KINS 472 Problems and Practical Experiences in Kinesiology (1-6)

Concentrated study in the area of kinesiology, designed to meet the particular needs and interests of individual students. May be repeated for a maximum of 6 credits. (Formerly ESSM 472)

KINS 473 Exercise Physiology (4)

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

KINS 476 Anatomy and Kinesiology (4)

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

KINS 477 Sports Nutrition (4)

Introduction to the functions of nutrients, their availability in foods, and factors affecting their utilization. Emphasis on food and fluid planning for proper athletic performance and the selecting and planning of adequate diets for good health. Prereq: KINS 141 or KINS 210. (Formerly ESSM 477)

KINS 478 Sport Psychology (4)

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

KINS 479 Exercise Testing and Prescription (4)

Classroom and practical study of a variety of exercise testing techniques used to determine cardiorespiratory fitness, muscular fitness, body composition, flexibility, and blood pressure in healthy populations. Primary focus includes selection of appropriate tests, proper administration of tests, and accurate interpretation of test results. Further study will include use of testing results to determine appropriate exercise prescriptions for improving health and fitness. Prereq/Co-req: KINS 473. Offered: Spring. (Formerly ESSM 479)

KINS 485 Recognition & Evaluation of Athletic Injuries: Lower Body (4)

Practical and classroom study in clinical evaluation of lower body injuries and illnesses commonly sustained by the competitive athlete. Emphasis on proper evaluation for the purpose of (1) administering proper first aid and emergency care and (2) making appropriate referrals to physicians for diagnosis and medical treatment. Prereqs: KINS 141 and KINS 476. Offered: Fall. (Formerly ESSM 485)

KINS 486 Recognition & Evaluation of Athletic Injuries: Upper Body (4)

Practical and classroom study in clinical evaluation of upper body injuries and illnesses commonly sustained by the competitive athlete. Emphasis on proper evaluation for the purpose of (1) administering proper first aid and emergency care and (2) making appropriate referrals to physicians for diagnosis and medical treatment. Prereqs: KINS 141 and KINS 485. Offered: Spring. (Formerly ESSM 486)

KINS 490 Exercise as Medicine (4)

Integration of classroom work with laboratory exercises to increase the understanding of exercise as medicine. Includes exposure to laboratory equipment used in physiological research. Prereqs: KINS 141 and KINS 473. Offered: Fall. (Formerly ESSM 490)

KINS 491 Nutrition Seminar (2)

Capstone course for nutrition and dietetics majors, covering professional issues and responsibilities, including Dietetic Internship application. Should be taken in the final semester of the senior year. Offered: Spring. (Formerly ESSM 491)

KINS 493 Problems in Nutrition (1-4)

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

KINS 495 Fitness and Health Promotion Externship (8 or 12)

Practical externship experience in one of various areas of fitness and health promotion. Settings and/or experiences may include wellness coordinator/director, fitness leader, exercise programming, cardiac rehabilitation, strength and conditioning, fitness management, research assistant, and/or corporate wellness. Prereqs: KINS 479, 490, 498, and senior status. Offered: Fall, Spring, and Summer. (Formerly ESSM 495)

KINS 497 Externship in Sport Administration (12)

Professional externship designed to be the culmination of the sport administration major's practical experiences. This course will place the student in a professional setting to gain practical experience in the sport administration environment. Prereq or Co-req: KINS 498. Offered: Fall and Spring. (Formerly ESSM 497)

KINS 498 Research Methods (2)

Mastery of content and ability to bridge knowledge and application through development of a research proposal. Provides opportunity to compare "actual" with "expected" student outcomes so that alignment can be improved between expectations, actual results, and educational programs. Prereq: KINS 141. Offered: Fall and Spring. (Formerly ESSM 498)

KINS 499 Senior Seminar in Kinesiology and Nutrition Science (2)

Mastery of content and demonstration of ability to apply skills through completion of a comprehensive experimental research project. Includes preparation of results for publication, presentation of results in a professional setting, and a comprehensive examination. Prereqs: KINS 141 and KINS 498. Offered: Fall and Spring. (Formerly ESSM 499)

PHYSICAL EDUCATION (CORE CURRICULUM)

UCFH 120 Concepts of Fitness and Health (2)

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

PHYSICAL ACTIVITY PROGRAM

Students enrolled in the Air Force ROTC program or veterans who have active duty service may substitute that experience for all or part of their general education physical activity requirement. One semester of ROTC can substitute for one (1 credit) activity course requirement, up to a maximum of two credits. This does not include UCFH 120. See the KINS department chair for details. Students with physical disabilities may consult the KINS department chair for special consideration. Students may select any combination of one-credit courses to complete their general education physical activity requirement; however, one course MUST be a non-varsity physical activity. An activity course may not be taken twice to fulfill this requirement. If PHED 138 (Water Safety Instructor Course, 2 credits) is passed, the successful completion of UCFH 120 will fulfill the student's physical activity requirement. Varsity athletes may substitute only one varsity sport for one activity course requirement; however, a varsity sport may be taken no more than twice. Students in the Marching Band may substitute MUSC 1739 or MUSC 3739 for one activity course requirement. Students completing DANC 100, 101, 102, 201, 202, 211, 212, 301, or 302 may substitute one of those dance courses for only one physical activity credit. This does not include UCFH 120. All varsity sports are graded pass/fail.

PHYSICAL ACTIVITY COURSES (NON-VARSITY)

All regular physical activity courses earn standard letter grades, and only one instance of an individual course can be applied towards the general education physical activity requirement.

- PHED 101 Outdoor Adventure (1)
- PHED 102 Softball (1)
- PHED 103 Flying Disc Sports (1)
- PHED 104 Aqua Aerobics (1)
- PHED 105 Beginner/Intermediate Golf (1)
- PHED 106 Tennis (1)
- PHED 107 Fitness Walking (1)
- PHED 108 Fitness Running (1)
- PHED 109 Strength Training-Physical Conditioning (1)
- PHED 110 Personal Fitness (1)
- PHED 111 Scuba (1)
- PHED 112 Basketball (1)
- PHED 113 Racquetball-Badminton (1)
- PHED 114 Aerobics (1)
- PHED 115 Volleyball-Wallyball (1)
- PHED 116 Snow Skiing (1)
- PHED 117 Beginning Social Dance-Women (1)
- PHED 118 Beginning Social Dance-Men (1)
- PHED 119 Karate (1)
- PHED 120 Fitness Swimming (1)
- PHED 121 Jazz/Tap for Fitness (1)
- PHED 122 Spin@ Cycling (1)
- PHED 123 Kayaking (1)
- PHED 124 Dance for Fitness (1)
- PHED 127 Yoga (1)
- PHED 131 Soccer (1)
- PHED 132 Lacrosse (1)
- PHED 133 Beginning Swimming (1)
- PHED 134 Intermediate Swimming (1)
- PHED 135 Synchronized Swimming (1)
- PHED 136 Fencing (1)
- PHED 137 Lifeguard Training (1)
- PHED 138 Water Safety Instructor Course (2)
(Prereq: Advanced swimming skills)
- PHED 139 Pilates (1)
- PHED 140 Special Physical Activity (1) (Section titles vary)

VARSITY SPORTS

All varsity sports are graded pass/fail and may be repeated once, for a maximum of 2 credits. Only one instance of varsity sports can be applied towards the general education physical activity requirement.

- 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 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)

Teacher Education - Undergraduate

Faculty

- H. Elizabeth (Betsy) Rogers, Chair, Assistant Professor
- Charlotte Freeman, Professor
- Martha B. Ralls, Professor, Director of Secondary Education
- David M. Finn, Associate Professor, CEO, Children's Learning Center, Director of Special Education
- Amanda S. Hilsmier, Associate Professor
- Karen J. Birkenfeld, Assistant Professor
- Amy Hoaglund, Assistant Professor
- 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
- History
- P-12 Education
- Secondary Education

Minor

- Missions Education

Teacher Certifications

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

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

Each program in teacher education complies with teacher certification requirements prescribed by the Alabama State Department of Education. Certification requirements outlined by the Alabama State Department of Education differ slightly from traditional Arts and Sciences majors and must be followed exactly. The bachelor of science in education with a major in English (ENGT) includes a language arts component, with requirements in communication studies, journalism, and theatre, in addition to English and education. The bachelor of science in education with a major in history (HISD) includes a general social studies component, with requirements in economics, geography, and political science in addition to history and education. Information about other programs may be obtained from the department chair or advisement counselor. Students planning to earn certification in secondary education must come to the Orlean Bullard Beeson (OBB) School of Education and Professional Studies at the beginning of the freshman year for advisement.

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

All certification programs offered through the teacher education department are aligned with the No Child Left Behind (NCLB) Act of 2001.

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 Studies	World Languages: (French, German, Spanish) History Mathematics	World Languages: (French, German, Spanish) Instrumental Music Vocal/Choral Music

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 or music and those earning secondary certification in English, or history 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 their content area.
5. All students earning certification must successfully pass the Alabama Prospective Teacher Testing Program (APTTP)

Admission to Teacher Education

Requirements for admission to teacher education undergraduate programs are:

1. Minimum ACT score of 20.
2. Grade of C- or better required in all courses.
3. Formal application for admission.
4. Successful completion of EDUC 221 and EDUC 222.
5. Completion of 60 credits of coursework with a GPA of at least 3.00 for ESEC majors and 2.80 for secondary and P-12 majors.
6. Completion of projected schedule and agreement form.
7. Completion of an interview with a faculty member in the OBB School of Education and Professional Studies.
8. Two letters of recommendation for ESEC majors.
9. Two letters of recommendation for secondary education or P-12 from a professor in the student's major department and a professor in the teacher education department.
10. Document on file verifying ABI and FBI criminal background checks.
11. Passing scores on the Applied Math, Reading for Information, and Writing sections of the Alabama Prospective Teacher Testing Program (APTTP) examination.
12. Demonstration of satisfactory potential for teaching, including evidence of emotional stability and a satisfactory record as to conduct, character, and mental health, to the effect that the applicant does not have any personal qualities prejudicial to satisfactory performance as a teacher.

Acceptance is contingent upon the recommendation of the admissions panel, which meets twice yearly. Applicants will be notified in writing of their acceptance or rejection. Transfer students follow the same admission policies. Education courses may not be transferred into the teacher education program without permission from the department chair.

Retention in Teacher Education

Once admitted into the teacher education program, the minimum GPA requirement (3.00 for ESEC majors; 2.80 for secondary and P-12 majors) must be maintained in all of the following three areas: cumulative, major courses, and professional courses. Failure to maintain the required minimum cumulative GPA and the required minimum GPA in the major teaching and professional fields prevents a student from enrolling in specific education courses until that GPA is met. 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 the Adult Degree Program, 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 338 for specific procedures.

Clinical Requirements

All teacher education majors are required to complete a wide variety of clinical experiences. These begin in the first semester of the education curriculum and extend throughout the program. ESEC majors will complete a minimum of 30 weeks. This includes one three-week Jan Term experience and observing a first day of school. Secondary majors will complete a minimum of 24 weeks. This includes one three-week Jan Term experience and observing a first day of school. Students must maintain satisfactory evaluations of performance in all clinical experiences in order to progress through the teacher education program.

Professional Semester

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

Students planning on student teaching in the fall must submit the student-teaching application during the preregistration period of the preceding fall. Students planning on student teaching in the spring must submit the student-teaching application during the preregistration period of the preceding spring. Applications must be turned in to the Office of Clinical Experience in OBB Room 322.

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 (ESEC majors) or 2.80 (secondary and P-12 majors) 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 (ESEC majors) or 2.80 (secondary and P-12 majors) GPA in the area or areas of specialization, in the professional components, in the higher education GPA, and performing satisfactorily as a teacher during the professional semester. Students must also demonstrate professional dispositions as explained in the departmental dispositions policy. In order to receive certification, all students must be fingerprinted. Students enrolled in EDUC 221/222 will be informed of the ABI and FBI fingerprinting procedures.

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

Special Program for Students Interested in Teaching Overseas

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

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

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required courses. General education requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult pp. 74 and 203 for a list of applicable courses. For ESEC and history majors, INTL 202 is an acceptable substitution for the fine arts general education requirement.

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	Global Geography	4	
RELG 201	Introduction to World Religions	4	
RELG 210	Foundations of Congregational Studies	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.



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:			40
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 150	Physical Geography		
PHYS 100	Physics for Society <i>or</i>	4	
PHYS 150	Introduction to Astronomy		
Social Sciences			4
GEOG 101	Global 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	
Other Gen Ed: Kinesiology & Nutrition Science			6
KINS 231	Personal and Community Health	4	
KINS 321	Motor Development (Non-Majors)**	2	
ESEC Major:			78
Major Courses*			43
ART 206	School Art***	2	
EDUC 221	Issues within the Educational Culture***	4	
EDUC 222	Clinical Experiences-Educ Culture***	4	
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 324	The Arts Curriculum	6	
EDUC 329	The Science Curriculum	6	
EDUC 373	Practical Classroom Experience***	1	
KINS 202	Physical Educ for Elementary Schools***	2	
MUSC 3300	School Music***	2	
Professional Courses*			35
EDUC 223	Introduction to Technology***	1	
EDUC 323	Overview of Child Development	2	
EDUC 330	Curriculum Application	2	
EDUC 413	Classroom Management	2	
EDUC 414	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.

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

*** These are the only courses that can be taken prior to formal admittance.
NOTE: Program subject to change if state and/or federal requirements are revised.

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

English Major (BSE) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		24
Natural and Computational Sciences		8
Social Sciences: JMC 200 Mass Media & Society		4
Mathematics: MATH 210 Elementary Statistics		4
Fine Arts: INTL 200 The British Theatre <i>or</i> THEA 200 Theatre Appreciation <i>or</i> THEA 399 London Theatre Performance		2
Humanities: ENGL 205 Fiction and Film		4
Physical Activity		2
English Major (BSE):*		119
English Core		32
ENGL 210 American Literature	4	
ENGL 301 British Literature to 1798	4	
ENGL 302 British Literature since 1798	4	
ENGL 310 Literary Theory	4	
ENGL 309 Special Topics in Literature <i>or</i>	4	
ENGL 328 Minority Literature <i>or</i>		
ENGL 420 Comparative Literature		
ENGL 340 Shakespeare	4	
ENGL 400 History of the Language	4	
ENGL 410 Senior Thesis	4	
English Electives (select three courses)		12
ENGL 303 Poetry	4	
ENGL 304 Short Story	4	
ENGL 305 Novel	4	
ENGL 306 Drama	4	
ENGL 307 Film	4	
ENGL 308 American Literary Movements	4	
ENGL 309 Special Topics in Literature	4	
ENGL 311 Creative Writing: Short Fiction	4	
ENGL 312 Creative Writing: Poetry	4	
ENGL 320 The Canterbury Tales	4	
ENGL 321 Fantasy Literature & the Renaissance	4	
ENGL 322 Novels & Seduction in 18th Century Lit	4	
ENGL 323 Romantic	4	
ENGL 324 American Renaissance	4	
ENGL 325 19th Century British Literature	4	
ENGL 326 Counterculture & Modern British Lit	4	
ENGL 327 The American Century	4	
ENGL 333 Internship	4	
Communication Studies, Journalism, and Theatre		30
COMS 215 Public Speaking	4	
COMS 221 Interpersonal Communication	4	
COMS 311 Rhetorical Criticism <i>or</i>	4	
COMS 320 Legal Communication <i>or</i>		
COMS 399 Special Topics in London <i>or</i>		
COMS 415 Persuasion <i>or</i>		
COMS 417 Political Communication		
JMC 310 Mass Media Production	6	
Take the following THEA courses in sequence:		
THEA 212 Acting I	3	
THEA 242 Fundamentals of Design	3	
THEA 322 Beginning Directing	3	
THEA 312 Acting II <i>or</i>	3	
THEA 313 Acting III <i>or</i>		
THEA 415 Creative Drama		
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 first)		28
EDUC 223 Introduction to Technology	1	
EDUC 315 Teaching/Learning-Secd Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 414 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		165

*A minimum GPA of 2.80 is required.

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

Secondary Education and P-12 Majors

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

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

History Major (BSE) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		24
Natural and Computational Sciences		8
Social Sciences		4
PSYC 100 Introduction to Psychology <i>or</i>	4	
SOCI 100 Introduction to Sociology		
Mathematics: MATH 210 Elementary Statistics		4
Fine Arts (select one course)		2
ART 200 Art Appreciation <i>or</i>	2	
MUSC 200 Music Appreciation <i>or</i>		
THEA 200 Theatre Appreciation		
Humanities (select one course)		4
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
ENGL 210 American Literature	4	
INTL 360 British Heritage & Culture	4	
LAST 201 Latin American Studies	4	
PHIL 241 Introduction to Philosophy	4	
RELG/PHIL 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Doctrine	4	
Physical Activity		2
History Major (BSE):*		116
History		44
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
HIST 300 The Historian's Craft	4	
HIST 495 Senior Seminar <i>or</i>	4	
HIST 497 Independent Research		
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		
POLS 310 U.S. Foreign Relations <i>or</i>	4	
POLS 313 International Organization <i>or</i>		
POLS 319 International Relations since WW II <i>or</i>		
POLS 322 Latin American Politics <i>or</i>		
POLS 351 European Politics <i>or</i>		
POLS 453 The State		
Economics and Geography		15
ECON 201 Principles of Macroeconomics	4	
ECON 202 Principles of Microeconomics	3	
GEOG 101 Global 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 first)		28
EDUC 223 Introduction to Technology	1	
EDUC 315 Teaching/Learning-Secd Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 414 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		162

*A minimum GPA of 2.80 is required.

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

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. Co-req: EDUC 222.

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. Co-req: EDUC 221.

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. Co-reqs: EDUC 312, 313, and 316.

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-reqs: EDUC 311, 313, and 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. Co-reqs: EDUC 311, 312, and 316.

EDUC 315 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-reqs: EDUC 311, 312, and 313.

EDUC 323 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. Co-reqs: EDUC 416, 417, and 418. Offered: Fall.

EDUC 414 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. Prereqs: EDUC 221 and EDUC 222.

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. Co-reqs: EDUC 413, 417, and 418. 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. Co-reqs: EDUC 413, 416, and 418. 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. Co-reqs: EDUC 413, 416, and 417. 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 Studies - Education

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Faculty

J. Maurice Persall, Chair, Orlean Bullard Beeson Professor
 Leslie Sturdivant Ennis, Associate Director, Professor
 J. Mark Bateman, Associate Professor
 F. Jane Cobia, Associate Professor
 David C. Little, Associate Professor
 Patricia F. Wood, Associate Professor
 Robin C. Duncan, Assistant Professor
 Patricia Neill, Assistant Professor
 Jo Beth Newton, Assistant Professor

Graduate Programs and Requirements

Degrees/Majors

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

Early Childhood Education OR Elementary Education
 Fifth-Year Non-Traditional: Early Childhood and Elementary Education
 Fifth-Year Non-Traditional: Secondary Education
 Gifted Education
 Instructional Leadership
 Secondary Collaborative
 Music Education*

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

Early Childhood Education
 Elementary Education
 Instructional Leadership
 Teacher Leader

Doctor of Education (Ed.D.)

Educational Leadership

Graduate programs in education are offered in six areas (early childhood education, elementary education, gifted education, instructional leadership, secondary collaborative, and secondary education) and at two levels of certification (provided current certification requirements of the Alabama State Department of Education have been met): a master of science in education (M.S.E.) degree with Class A certification and an educational specialist (Ed.S.) degree with Class AA certification. See the Graduate Advisement subsection at right for contact information.

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

Graduate Admission Standards for Traditional and Fifth-Year Non-Traditional Programs

Admission Requirements

1. Completion of application and payment of application fee.
2. Receipt of two official transcripts from all institutions attended.
3. Satisfactory score on Graduate Record Exam (GRE) admissions test or Miller Analogies Test (MAT).
4. Alabama Class B or Class A certification (except for fifth-year non-traditional programs) to be eligible for certification.
5. Satisfactory performance on statement of purpose essay.
6. Satisfactory performance on scholarly writing sample.
7. Three letters of reference. One must be from the applicant's supervisor.

Additional requirements may apply to specific programs.

Levels of Admission

Formal Admission

1. Minimum GPA of 3.00 for all college work attempted. (Fifth-year non-traditional program in secondary education requires a 2.80 on all college work attempted.)
2. Minimum of 295 (combined verbal and quantitative) on the Graduate Record Exam (GRE) or a minimum of 396 on the Miller Analogies Test (MAT). Applicants submitting a GRE score will be given preference.
3. Satisfactory performance on scholarly writing essay.
4. Completion of undergraduate prerequisites or passing score on the appropriate content area Praxis II test (fifth-year non-traditional program only).

Transfer Credit

In the traditional graduate studies, a student may transfer up to six semester hours of graduate credit from an accredited four-year college or university which has a state-approved graduate program in the major and in teacher education for degree programs only. Transfer credits will be evaluated by the graduate studies chair for applicability to the Samford program after application to the graduate studies is received. For the interview with the chair, each graduate transfer student will be asked to bring a catalog from the college where the courses were taken. Transfer credits more than six years old will not be accepted. These policies apply to each graduate program.

Please note: Courses may not be transferred into the fifth-year non-traditional program in early childhood/elementary education (MSE-ECCEL) or the doctoral program, nor can any course taken for undergraduate credit be used to count toward graduate credit. No more than two content area courses may be transferred into the fifth-year non-traditional program in secondary education (MSE-FYNT).

Graduate Tuition Scholarships

Tuition scholarships are available to all candidates who have been accepted for graduate study at the master of science or educational specialist level. These scholarships are available for courses in education throughout the year. Please note that this scholarship is not available for doctoral students.

Retention and Completion

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

Graduate Advisement

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

Requests for information about or applications to graduate studies should be addressed to the Chair of Graduate Studies, Department of Graduate Studies, Samford University. This office is located in OBB Room 226. For the fifth-year non-traditional program in early childhood/elementary education (MSE-ECCEL), requests should be addressed to the Certification Officer, Department of Teacher Education, Samford University, OBB Room 322. For the fifth-year non-traditional program in secondary education (MSE-FYNT), requests should be addressed to the Director of Graduate Admissions, phone: 726-2947, e-mail: fynt@samford.edu.

Master of Science in Education

The master of science in education (M.S.E.) degree is open to candidates who hold a bachelor's degree from a regionally accredited institution. Completion of the degree requires 30 credits beyond a bachelor's degree. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification, provided current certification requirements of the Alabama State Department of Education have been met.

Early Childhood Education OR Elementary Education

This major is designed for those holding a bachelor's degree and who are seeking advanced preparation in the field. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the chair of graduate studies, OBB 226, for requirements and additional information.

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

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

Fifth-Year Non-Traditional Program: Early Childhood and Elementary Education (MSE-ECEL)

This program is designed for candidates who have earned a bachelor's degree in another field and who now wish to earn a master of science in education with Class A certification. Upon successful completion of this one-year program, the candidate is eligible for the master of science in education degree in early childhood (P-3) and elementary education (K-6) and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the program advisor, OBB 308, for requirements and additional information.

Fifth-Year Non-Traditional Program: Early Childhood & Elementary Education Required Courses		Course Credits	Total Required Credits
EDUC 531	Child Growth and Learning within the Educational Culture	6	
EDUC 532	Early Childhood & Elementary Ed Programs	6	
EDUC 533	The Arts: Curriculum & Instruction in the Early Childhood and Elementary Grades	8	
EDUC 534	The Sciences: Curriculum & Instruction in the Early Childhood and Elementary Grades	6	
EDUC 535	Current Issues in Education	4	
EDUC 592	Student Teaching	12	
Total Required Credits			42

Gifted Education

This major is designed for those holding a bachelor's degree and who are seeking advanced preparation in the field. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the chair of graduate studies, OBB 226, for requirements and additional information.

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

Instructional Leadership

This major is designed for those holding a bachelor's degree and who are seeking advanced preparation in the field. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the chair of graduate studies, OBB 226, for requirements and additional information.

Instructional Leadership Required Courses		Course Credits	Total Required Credits
EDUC 520	Foundations of Instructional Leadership	3	
EDUC 521	Issues in School Finance	3	
EDUC 522	Management Design for School Improvement	3	
EDUC 523	Managing the P-12 Exceptional Ed Program	3	
EDUC 525	Practicum in School Improvement	3	
EDUC 526	Legal & Ethical Issues in Education	3	
EDUC 527	Internship in Instructional Leadership	3	
	Electives (with approval of advisor)	9	
Total Required Credits			30

Secondary Collaborative

This major is designed for those holding a bachelor's degree and who are seeking advanced preparation in the field. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the chair of graduate studies, OBB 226, for requirements and additional information.

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

Master of Science in Education (Alternative A Program)

Class A Certification - Fifth-Year Non-Traditional Program: Secondary Education (MSE-FYNT)

The master of science in education Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT) is an 18-month teacher training program designed to prepare prospective teachers who already hold a degree from an accredited university/college the opportunity to earn Class A teacher certification, grades 6-12, in biology, English/language arts, general science, history, mathematics, social science, and Spanish. The program offers an accelerated approach to certification through advanced courses in the teaching field (12) and a core of professional courses (24) in education. All courses are offered in the evening and some science courses are offered on Saturday. If employed full-time, students must be willing to use vacation or personal leave to fulfill 20-45 hours of clinical experience associated with each education course. The final semester requires a full-time commitment to student teaching.

Master of Science in Education (Alternative A) Class A Certification - Fifth-Year Non-Traditional Program: Secondary Education Required Courses		Course Credits	Total Required Credits
Professional Core		24	
EDUC 550	Foundations and Issues	2	
EDUC 553	Student Development and Learning	2	
EDUC 556	Methods, Management, and Technology	3	
EDUC 559	Exceptional Learners and Collaboration	3	
EDUC 563	Curriculum, Reading, and Assessment	3	
EDUC 567	The Professional Secondary Teacher	3	
Secondary Education Teaching Course (complete one course depending on chosen teaching field below/at right)*		2	
EDUC 570	Teaching Secondary English <i>or</i>		
EDUC 571	Teaching Secondary Mathematics <i>or</i>		
EDUC 572	Teaching Secondary Science** <i>or</i>		
EDUC 573	Teaching Secondary Social Science*** <i>or</i>		
EDUC 569	Teaching Secondary Spanish		
EDUC 591	Internship for Secondary Education	6	
Teaching Field (select from teaching fields below/at right)		12	
Total Required Credits		36	

* Students complete the chosen secondary education teaching course above and then all requirements (12 crds) in the corresponding teaching field block below.

** EDUC 572 (Teaching Secondary Science) is required for students completing either the Biology or General Science teaching field.

*** EDUC 573 (Teaching Secondary Social Science) is required for students completing either the History or Social Science teaching field.

Content Courses for Teaching Field (select one)

Teaching Field: English/Language Arts

Teaching Field: English/Language Arts Required Courses		Course Credits	Total Required Credits
COME 519	Argumentation and Debate	4	
ENGE 500	African-American Literature	4	
ENGE 510	Southern Literature	4	
Total Required Credits		12	

Teaching Field: Mathematics

Teaching Field: Mathematics Required Courses		Course Credits	Total Required Credits
MATE 530	Abstract Algebra for Teachers	4	
MATE 540	Foundations of Analysis for Teachers	4	
MATE 560	Discrete Mathematics for Teachers	4	
Total Required Credits		12	

Teaching Field: Biology

Teaching Field: Biology Required Courses		Course Credits	Total Required Credits
BIOE 504	Basic Toxicology	3	
BIOE 514	Wetlands	3	
BIOE 517	Environmental Biomonitoring	3	
BIOE 519	Conservation Biology	3	
Total Required Credits		12	

Teaching Field: General Science

Teaching Field: General Science Required Courses		Course Credits	Total Required Credits
PHYE 510	General Physics for the Secondary Educator	3	
General Science (choose any three)		9	
BIOE 504	Basic Toxicology <i>or</i>		
BIOE 514	Wetlands <i>or</i>		
BIOE 517	Environmental Biomonitoring <i>or</i>		
BIOE 519	Conservation Biology		
Total Required Credits		12	

Teaching Field: History

Teaching Field: History Required Courses		Course Credits	Total Required Credits
HISE 521	Seminar in American History	4	
HISE 531	Seminar in World History	4	
HISE 541	Seminar in History and Culture	4	
Total Required Credits		12	

Teaching Field: Social Science

Teaching Field: Social Science Required Courses		Course Credits	Total Required Credits
GEOE 510	Human Geography	4	
Social Science (choose any two)		8	
HISE 521	Seminar in American History <i>or</i>		
HISE 531	Seminar in World History <i>or</i>		
HISE 541	Seminar in History and Culture		
Total Required Credits		12	

Teaching Field: Spanish (6-12 Certification)

Teaching Field: Spanish (6-12 Certification) Required Courses		Course Credits	Total Required Credits
SPAE 501	Advanced Methodology & Applied Linguistics	4	
SPAE 502	Hispanic Culture in the Foreign Language Classroom	4	
SPAE 503	Literature & Film of the Spanish-Speaking World	4	
Total Required Credits		12	

Educational Specialist

The educational specialist (Ed.S.) program is open to candidates who hold a master's degree from a regionally accredited institution. Completion of the degree requires 30 credits beyond a master's degree. Upon successful completion, the candidate is eligible for the educational specialist degree and Class AA certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the chair of graduate studies, OBB 226, for requirements and additional information.

Early Childhood Education

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

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

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

Elementary Education

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

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

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

Instructional Leadership

This degree is open to candidates holding a master's degree from a regionally accredited institution. This degree is designed to provide administrators in public and private K-12 schools with advanced knowledge and skills to be successful instructional leaders.

Instructional Leadership 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 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 637	Current Issues in Education & Leadership	3	
EDUC 638	Professionalism & Ethics in Education	3	
EDUC 681	Research in Certification Field	3	
Total Required Credits			30

Teacher Leader

This program is available to candidates holding a master's degree from a regionally accredited institution. The degree is designed to provide teachers in public and private K-12 schools with advanced knowledge and skills to be successful teacher leaders. The program encompasses essential competencies for improving schools and increasing student achievement, utilizing research-based "best practices" for adult learners. Upon successful completion, the candidate is eligible for the educational specialist degree and Class AA certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the chair of graduate studies, OBB 226, for requirements and additional information.

Teacher Leader Required Courses		Course Credits	Total Required Credits
Teacher Leader Core			21
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies & Tactics	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 640	Trends and Issues in Teacher Leadership	3	
EDUC 641	Mentor Training & Professional Development in Teacher Leadership	3	
EDUC 642	Leadership for Differentiation in Schools	3	
EDUC 681	Research in Certification Field	3	
Teacher Leader Electives (select three courses)			9
EDUC 625	Legal and Policy Issues in Education	3	
EDUC 638	Professionalism & Ethics in Education	3	
EDUC 670	Advanced Curriculum Workshop	3	
EDUC 671	Program Planning & Evaluation in Gifted Ed	3	
EDUC 672	Seminar in Gifted Education	3	
Total Required Credits			30

Graduate Courses

EDUC 505 Independent Study (1-3)

Individual research project carried out under the supervision of a faculty advisor. Course may be taken for 1, 2, or 3 credit hours and repeated for a maximum of 6 credit hours total. See faculty advisor for course requirements. Offered: Every semester.

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

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

EDUC 510 Instructional Adaptation for Student Diversity (3)

Exploration of current legal requirements, best practice in program delivery, and services for students with special needs. Special emphasis on attitudes, knowledge, and skills needed by regular education teachers for working effectively with special needs populations in the regular classroom.

EDUC 511 Classroom Management Techniques for the Elementary Teacher (3)

Emphasis on modern classroom discipline and management techniques.

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

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

EDUC 513 Instructional Design for Optimal Student Learning (3)

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

EDUC 514 Social Dynamics and Student Learning (3)

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

EDUC 515 Standards-Driven Teacher Leadership (3)

Design and implementation of classroom and school improvement plans with emphasis on "best practices" for increasing student achievement in the elementary school.

EDUC 516 Instructional Design for Active Learning (3)

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

EDUC 517 Effective Curriculum Design (3)

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

EDUC 518 Action Research: Theory and Techniques (3)

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

EDUC 519 Field-Based Action Research (3)

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

EDUC 520 Foundations of Instructional Leadership (3)

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

EDUC 521 Issues in School Finance (3)

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

EDUC 522 Management Design for School Improvement (3)

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

EDUC 523 Managing the P-12 Exceptional Education Program (3)

Students explore current legal requirements, state and federal legislation, administrative rulings, recent case law decisions, existing standards, research-based best practices, and leadership trends used in programs serving children who have special needs. Offered: Fall, Spring, and Summer.

EDUC 524 Curriculum Design for P-12 Instructional Leaders (3)

Provides a forum where students will reflect upon the context, student, and content factors that influence curriculum design. Offered: Fall, Jan Term, Spring, and Summer.

EDUC 525 Practicum in School Improvement (3)

Purposeful "hands-on" experiences designed to prepare students to lead the essential work of school improvement. Leadership skills are developed through studying the key concepts and skills used by effective leaders, by observing effective models, and by experiencing one's own trial and error in the workplace.

EDUC 526 Legal and Ethical Issues in Education (3)

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

EDUC 527 Internship in Instructional Leadership (3)

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

EDUC 529 Program Design for School Improvement (3)

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

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

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

EDUC 532 Early Childhood and Elementary Education Programs (6)

Emphasis on the study of exemplary early childhood and elementary programs. Examination of developmentally appropriate curricula design, implementation, and assessment for infant and toddler, preschool, kindergarten, primary and elementary programs.

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

Integrated course of study dealing with the teaching of reading, diagnosis, and remediation of reading problems, language arts, and fine arts.

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

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

EDUC 535 Current Issues in Education (4)

Review of emerging issues impacting schools and classrooms, and how to acquire the skills needed to participate effectively in creating an effective educational improvement. Focus on educational reform and restructuring, the impact of technological change on the classroom of the future, the impact of the standards movement on classroom instruction, dealing with controversial issues and special interest groups, reflective decision-making with a multicultural emphasis, and legal issues that affect the classroom teacher.

EDUC 546 Teaching Reading in the Content Area (3)

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

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

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

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

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

EDUC 577 Current Issues in Gifted Education Seminar (3)

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

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

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

EDUC 579 Practicum in Gifted Education (3)

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

EDUC 580 Developing Creative and Critical Thinking Skills (3)

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

EDUC 582 Issues and Trends in Special Education (3)

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

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

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

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

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

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

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

EDUC 592 Student Teaching (12)

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

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

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

EDUC 595 Practicum in Secondary Collaborative (3)

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

EDUC 596 Current and Emerging Instructional Technologies (3)

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

EDUC 597 Curriculum Integration of Technology (3)

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

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

EDUC 607 Early Childhood Exemplary Programs (3)

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

EDUC 608 Elementary Exemplary Programs (3)

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

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

Review of knowledge and skills necessary to lead a school in the process of continuous improvement. Includes instruction in the tools and techniques of school improvement planning using concepts from continuous quality improvement and from professional learning communities. Students plan and implement a school improvement project in their school and/or classroom that engages them in the practical application of the theories and concepts of professional learning communities.

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

Development of skills and understanding necessary for successful management of educational enterprise. Focus on study of re-engineering organizations, strategic planning and decision making, the economics of education, finance and taxation, including the issues of equity and adequacy, the use of technology in managing the educational organization, and creating customer-focused schools and school systems.

EDUC 622 Seminar in Instructional Leadership (3)

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

EDUC 623 Organizational Innovation: Strategies and Tactics (3)

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

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

Study of contemporary theories of learning so that reflective decisions made about the design and development of school programs are grounded in research-based conceptions of learning and the developmental nature of learners.

EDUC 625 Legal and Policy Issues in Education (3)

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

EDUC 626 Social Problems of Children and Youth (3)

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

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

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

EDUC 628 Advanced Evaluation of Teaching and Learning (3)

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

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

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

EDUC 630 Quality Improvement Practicum in Education (3)

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

EDUC 636 Formative Leadership Theory (3)

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

EDUC 637 Current Issues in Education and Leadership (3)*

Addresses current issues and trends in education with particular emphasis on leadership for meeting the needs of diverse learners. Candidates will use content knowledge regarding evidence-based best practices, including differentiation of curriculum and instruction, to provide teachers models and strategies that support student learning. Offered: Fall, Spring, and Summer.

EDUC 638 Professionalism and Ethics in Education (3)*

Addresses the educational leader's role as the "first citizen" of the educational community. Candidates will develop the ability to examine personal and professional values that reflect a code of ethics, accepting responsibility for using their position ethically and constructively on behalf of the school/system where they work. Offered: Fall, Spring, and Summer, on rotation.

EDUC 640 Trends and Issues in Teacher Leadership (3)*

Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. This course addresses current trends and issues in education for prospective teacher leaders with particular emphasis on professionalism, ethics, and meeting diverse needs in the classroom. Candidates will use content knowledge regarding evidence-based best practices, including differentiation of curriculum and instruction, to provide teachers with models and strategies that support student learning. Offered: Fall, Spring, and Summer.

EDUC 641 Mentor Training and Professional Development in Teacher Leadership (3)*

Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. The purpose of this course is to prepare teacher leaders to become effective mentors, providing guidance and professional support; to successfully facilitate interactions among colleagues; and to develop and implement professional development programs that increase student achievement. Emphasis is placed on developing expertise in coaching colleagues in curriculum and instruction. Offered: Fall, Spring, and Summer.

EDUC 642 Leadership for Differentiation in Schools (3)*

Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. This course addresses leadership for meeting the needs of diverse learners in schools. Candidates will use content knowledge regarding evidence-based best practices, including differentiation of curriculum and instruction, to provide colleagues models and strategies that support student learning. Offered: Fall, Spring, and Summer.

EDUC 670 Advanced Curriculum Workshop (3)*

Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. The purpose of this course is to offer advanced training in curriculum development and implementation for elementary and secondary students. Offered: Fall, Spring, and Summer.

EDUC 671 Program Planning and Evaluation in Gifted Education (3)*

Intended for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. This course offers advanced training in program planning and evaluation for gifted education specialists or individuals who administer gifted education programs. Offered: Fall, Spring, and Summer.

EDUC 672 Seminar in Gifted Education (3)

Designed for candidates in education who obtained their master's degree and certification at the Class A Level in gifted education or for those individuals who administer gifted education programming in the schools. The purpose of the course is to encourage reflective decision making and leadership skills by conducting professional learning and investigating topics related to gifted education. Offered: Fall, Spring, and Summer.

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.

Graduate Courses (for the MSE-FYNT Program)

NOTE: A prerequisite for each of the following courses is admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). These courses cannot be applied towards a different graduate education program.

EDUC 550 Foundations and Issues (2)

Exploration of political, economic, and sociological events that impact education in America and shape philosophical and historical trends in secondary education. Survey of contemporary educational issues that prospective teachers encounter in their work. Class members will reflect upon the teacher as a moral role model in relation to fairness in teaching, school reform, equality of opportunity, student diversity, and professional leadership. Offered: Fall.

EDUC 553 Student Development and Learning (2)

Study of the lifespan between childhood and adulthood, a developmental period in which major adaptations are made in all levels of human functioning: physiological, physical, psychosocial, sexual, moral, and cognitive. Primary focus on how students at the secondary level meet the challenges of adolescence within the educational culture and society. Extensive coverage of the learning component as well as the motivational factor will be provided. Offered: Summer.

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EDUC 556 Methods, Management and Technology (3)

Introduction to classroom management approaches, instructional strategies, and educational technologies that facilitate learning in diverse secondary classrooms and enable teachers of pre-adolescent and adolescent students to establish effective learning environments. Emphasis is upon developing reflective teachers who address holistic student needs and concerns. Offered: Fall.

EDUC 559 Exceptional Learners and Collaboration (3)

Overview of special education in the secondary environment. Includes characteristics of specific disabilities, laws, issues, trends, methods of collaboration with general education teachers, and transition issues. Offered: Jan Term.

EDUC 563 Curriculum, Reading, and Assessment (3)

Overview of curriculum standards, long and short-range planning, and multiple means of assessment for use in secondary classrooms. Practice in the design, implementation, and measurement of desired student outcomes in content teaching fields with special emphasis upon utilization of reading comprehension strategies effective for adolescent students. Offered: Spring.

EDUC 567 The Professional Secondary Teacher (3)

Overview of resources, ethics, and interactive and collaborative skills necessary for lifelong development as professional teachers, including knowledge of professional literature, national and state professional associations, mentoring, action research, reflective decision-making, and ethical standards. Offered: Fall.

EDUC 569 Teaching Secondary Spanish (2)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 Spanish classes. Prospective teachers of secondary level language students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Spanish. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Offered: Spring.

EDUC 570 Teaching Secondary English (2)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 English/language arts classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for English/Language Arts. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Offered: Spring.

EDUC 571 Teaching Secondary Mathematics (2)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 mathematics classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Mathematics. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Offered: Spring.

EDUC 572 Teaching Secondary Science (2)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 science classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Science. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Offered: Spring.

EDUC 573 Teaching Secondary Social Science (2)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 social science classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Social Science. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Offered: Spring.

MSE-FYNT= Master of Science in Education (Alternative A) Fifth-Year Non-Traditional Program in Secondary Education

EDUC 591 Internship for Secondary Education (6)

Supervised field internship for prospective teachers in the secondary education (Alternative A) program, grades 6-12, in a specialty area classroom. Offered: Fall.

BIOE 504 Basic Toxicology (3)

Examination of the basics of applied toxicology for the non-technician. Course covers experimental toxicology definitions, biochemical mechanisms, and signs of exposure and insult. Includes an overview of how toxic materials enter the body, how they interact with the body, and how they are eliminated. Students learn specific toxic effects of metals, pesticides, and solvents. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereq: ENVM 501 or permission of the department. Offered: Fall.

BIOE 514 Wetlands (3)

Introduction to the development, structure, and importance of wetlands, including the background necessary to understand the current controversies concerning wetland protection. Instructional methods include lecture, problem sheets, and field exercises. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 501, 502, 504, and 505, or permission of the department.

BIOE 517 Environmental Biomonitoring (3)

Review of the basics of modern environmental analysis. Topics include proper field sampling and preservation, legal aspects, traceability, and chain of custody records. Aspects of a quality assurance and quality control program are addressed, as well as fundamentals of laboratory instrumentation and air quality monitoring. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 501 and ENVM 505, or permission of the department.

BIOE 519 Conservation Biology and Natural Resource Management (3)

Study of the basic theories, models, and techniques of the science of conservation biology and their utilization in the conservation and management of natural resources. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 502 and ENVM 505, or permission of the department.

COME 519 Argumentation and Debate (4)

Teaches students to analyze, understand, and present public arguments as practiced in law, politics, science, and other public arenas. As a result, it will give roughly equal attention to argument theory and practice. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Summer.

ENGE 500 African-American Literature (4)

Focuses on representative poetry, fiction, essays, film, and music that reflect important movements in African-American literary history. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

ENGE 510 Southern Literature (4)

Examines texts which address dominant themes in the Southern tradition and investigates the current movement of New Southern Studies. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

GEOE 510 Human Geography (4)

Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Meets a requirement in the social science teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

HISE 521 Seminar in American History (4)

Focuses on social, intellectual, cultural, and political developments in American history. Meets a requirement in the history or social science teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

HISE 531 Seminar in World History (4)

Focuses on historical and cultural developments in one nation or geographic region as a model for understanding world history. Meets a requirement in the history or social science teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

HISE 541 Seminar in History and Culture (4)

Focuses on historical and cultural developments in American, European, and/or world histories. Meets a requirement in the history or social science teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

MATE 530 Abstract Algebra for Teachers (4)

Introduces students to topics from abstract algebra, including group theory, ring theory, field theory, and rings of polynomials. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

MATE 540 Foundations of Analysis for Teachers (4)

Introduction to the essential elements of real analysis, including a thorough discussion of the set of real numbers and the topology of the real line, functional limits and continuity, sequences and series of real numbers, the derivative, sequences and series of functions, the definite integral, Fourier series, Lagrange interpolation, Newton interpolation, and introductory splines. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

MATE 560 Discrete Mathematics for Teachers (4)

Introduction to a variety of topics in discrete mathematics. Includes study of graph theory and various counting techniques. Other topics may include Latin squares, magic squares, block designs, and codes. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

PHYE 510 General Physics for the Secondary Educator (3)

Instructional emphasis on basic physical principles, such as Newton's Laws, energy and momentum conservation, and the application of these principles in diverse areas of physics, such as mechanics, thermodynamics, wave motion and electricity and magnetism. Includes problem-solving and laboratory measurement techniques appropriate for the secondary education classroom. Course concentrates on developing advanced understanding of previously-learned material at both the theoretical (lecture) and practical (practicum) levels. Meets a requirement in the general science teaching field of the MSE-FYNT program. Prereq: One algebra-based course in general physics. Offered: Fall, Spring, and Summer, on rotation.

SPA 501 Advanced Methodology and Applied Linguistics (4)

Addresses two essential areas for teachers of Spanish: advanced foreign language methodology and applied linguistics. Students will examine methods unique to language teaching and language teachers and use technology for language learning. In applied linguistics students will review Spanish phonetics, second language acquisition, and bilingualism. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

SPA 502 Hispanic Cultures in the Foreign Language Classroom (4)

Using national standards of the American Council on the Teaching of Foreign Language, the course provides an overview of methodologies and approaches to teaching Latin American and Spanish cultures in the foreign language classroom for secondary education. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

SPA 503 Literature and Film of the Spanish-Speaking World (4)

Students will review masterpieces of Hispanic literature and film while developing linguistic proficiency in reading, speaking, writing, and understanding the Spanish language. They will also strengthen their understanding of literary terminology and critical analysis while exploring pedagogical strategies for teaching literature and film in their own classrooms. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

Doctor of Education in Educational Leadership (Ed.D.)

Curriculum

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

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

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

Admission decisions will be based on a combined evaluation of the candidate's GPA or previous graduate work, qualifying score on the Graduate Record Exam (GRE) or Miller's Analogy Test (MAT), 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 and an educational specialist degree in educational leadership or teacher leader 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 earned a minimum combined verbal and quantitative score of 1000 on the GRE, or a minimum score of 400 on the MAT.
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. in Educational Leadership

Students can pursue either the Ed.S. in instructional leadership (top table) or the Ed.S. in educational administration (as seen in the 2010-2011 catalog). One or the other program must be completed before a prospective student may be admitted to the Ed.D. Program in Educational Leadership (bottom table).

Ed.S. Program Instructional Leadership 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 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 637	Current Issues in Education & Leadership	3	
EDUC 638	Professionalism & Ethics in Education	3	
EDUC 681	Research in Certification Field	3	
Total Required Credits			30

Ed.D. Program Educational Leadership Courses		Course Credits	Total Required Credits
Educational Leadership Core			30
EDLD 731	Educational Policy Development & Analysis: The Political Dimension of Schooling	3	
EDLD 732	Foundations of Educational Inquiry	3	
EDLD 733	Field-Based Inquiry: Authentic Problems of Practice	3	
EDLD 734	Strategic Planning	3	
EDLD 735	Ethical Issues in Education: The Moral Dimension of Schooling	3	
EDLD 737	Organizational Dynamics: Creating the School of the Future	3	
EDLD 739	Foundations of Qualitative Inquiry	3	
EDLD 741	Directed Doctoral Study	2	
EDLD 743	Seminar in Educational Leadership	1	
EDLD 744	The Emerging School Superintendency: The Practice of Paradoxical Leadership	3	
EDLD 746	Behavioral Research and Statistics	3	
Educational Leadership Elective (Take one of the following as determined by the program director)			3
EDLD 738	The Learning Organization	3	
EDLD 745	The Art & Practice of Negotiation and Conflict Resolution	3	
Total Required Credits			33

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

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

EDLD 734 Strategic Planning (3)

Review of the skills and understanding necessary for successful management of the educational enterprise. Focus on a study of re-engineering organizations, strategic planning and decision making, the use of technology in managing the educational organization, and creating customer-focused schools and school systems.

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

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

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

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

EDLD 738 The Learning Organization (3)

Exploration of the art and practice of learning organizations as applied to educational institutions. Students are provided with the knowledge needed to develop their skills in leading schools by taking a learning orientation as the major strategy for educational reform.

EDLD 739 Foundation of Qualitative Inquiry (3)

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

EDLD 741 Directed Doctoral Study (2)

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

EDLD 742 Dissertation Research (1)

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

EDLD 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.

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

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

EDLD 746 Behavioral Research and Statistics (3)

Designed to enhance innovative research in the doctoral program, this course builds on the introduction to research and basic statistics course (EDLD 733 Field Based Inquiry). It provides students the opportunity to develop advanced skills in quantitative research design, advanced statistics, and the use of a social science statistical software package (Predictive Analytic Software [PASW]). Students will explore a large-scale data set to pose an educational research question of their choice. Students will analyze data, interpret, and write up results. Prereq: EDLD 733. Offered: Fall and Spring.



Photo courtesy of Ken Boyd

Samford After Sundown Professional and Personal Development

Administration

Suzanne Montgomery, Director of Samford After Sundown

Noncredit Programs and Requirements

Noncredit Programs

Alabama Naturalist Certificate
Healthcare Interpreter Training Certificate
Pharmacy Technician Certificate
Photography Certificate
Miscellaneous Online and On-Campus Courses

Mission

Samford After Sundown creates a bridge between the Birmingham community and Samford University, identifying and addressing the educational needs of our local workforce and introducing the values and meaning of the University to the individuals we serve. Samford After Sundown contributes to the fulfillment of the mission of Samford University by offering noncredit programs that respond to the educational needs of individuals, businesses, industries, and government agencies in the community, as well as to professional groups within the region.

Noncredit Curriculum

The noncredit curriculum encompasses two programmatic thrusts: professional development and personal/intellectual enrichment. Programs are offered on a quarterly basis and include courses, conferences, workshops and seminars. Most programs are open to everyone without entrance restrictions and a few programs require the completion of prerequisite courses. Instructors include full-time Samford University faculty members and community members with significant expertise in a particular field.

Noncredit programs employ a variety of methods to deliver learning material. Many courses are offered on campus, taking advantage of Samford's state-of-the-art classroom and laboratory facilities. Other courses are available online, offering convenient twenty-four hour access to virtual classrooms. Samford After Sundown works with local businesses and non-profit organizations to design and administer customized training programs onsite to satisfy specific learning needs and objectives.

Noncredit courses offered as a means of personal development span a wide array of topics. There is something for everyone at Samford After Sundown including painting, drawing, linoleum block printing, paper marbling, numerous photography courses, languages (including Italian, Spanish, French, Haitian Creole for Aid/Missionary Workers), metal arts, yoga, improvisation/comedy, antiques, knitting, cake decorating, financial planning and Alabama naturalist courses. Continuing Education Units (CEUs) are awarded to each person who satisfactorily

completes a noncredit activity. One CEU corresponds to ten contact hours of participation in an organized continuing education experience. A permanent record of CEUs is maintained and a transcript of CEUs earned at Samford University may be obtained upon request.

Noncredit Certificate Programs

Samford After Sundown offers noncredit certificate programs that provide comprehensive professional training. These include the Alabama Naturalist Certificate Program, Healthcare Interpreter Training Certificate Program, the Pharmacy Technician Certificate Training Program and the Photography Certificate Program.

The **Alabama Naturalist Certificate Program** is the first of its kind offered in Alabama. The mission of the program is to raise awareness and develop an appreciation of the diversity of wildlife and their habitats in Alabama. Participants are trained in the fundamentals of natural history, nature interpretation and teaching, and are instilled with an appreciation of the importance of responsible environmental stewardship. Students in the Alabama Naturalist Program are required to complete nine core courses including Alabama Ecosystem, Birds, Fishes/Aquatic Environments, Flowering Plants, Geology and Soils, Insects and Butterflies, Mammals, Reptiles and Amphibians, and Trees and Flowering Plants of Alabama, as well as an approved volunteer naturalist project in association with an Alabama nonprofit organization. The Alabama Naturalist Certificate Program also assists in the development of a core of highly trained, qualified volunteers to assist government agencies, schools, and nonprofit organizations with research, outdoor recreation development, and environmental education and preservation. Upon completion of the nine basic core classes and the volunteer project, participants receive a final certification diploma. Alabama naturalists may keep their certification current by successfully completing a minimum of two elective classes through Samford After Sundown annually.

The **Healthcare Interpreter Training Certificate Program** is designed to train bilingual and bicultural students to develop the awareness, knowledge and skills necessary for effective language interpretation in healthcare settings. Through academic preparation, practical skills training, and service in community-based healthcare settings, certificate candidates learn the roles and responsibilities of a healthcare interpreter, basic knowledge of common medical conditions, treatments and procedures, language and cultural nuances for specific communities, and advanced interpreting skills. The nine-month program consists of over 200 hours of coursework taught one evening each week and two weekend days each month. To qualify for admission, prospective students must have completed at least a high school diploma and must be bilingual in English and Spanish, as determined by verbal and written pretests.

The **Pharmacy Technician Certificate Training Program** prepares students to become part of the fastest-growing profession in the healthcare industry. Pharmacy technicians assist pharmacists with technical tasks and are employed in community and hospital pharmacies, prescription processing companies, home health care organizations and other pharmaceutical industries. Samford University's Pharmacy Technician Certificate program is taught by Samford University pharmacy faculty and registered pharmacists and introduces the necessary clerical, business, and technical aspects of the industry. The program includes hands-on experience in sterile compounding and processing prescriptions. Students are prepared to take the national certification examination offered by the Pharmacy Technician Certification Board to become a Certified Pharmacy Technician (CPhT).

The **Photography Certificate Program** is designed to enable students to function at a high level in the photographic market. The program requires students to complete a core curriculum of courses consisting of Basic, Intermediate, and Advanced Photography; Artificial Lighting; Post Processing and Professional Portfolio Development; and three electives; plus successful submission of a portfolio for evaluation. Students select an advisor from among the photography instructors to guide them through the process. Students who successfully complete the requirements will be awarded the Photography Certificate of Achievement at award ceremonies held twice annually each year.

For more information about Samford After Sundown, visit the following Web site, www.samford.edu/sundown, or call (205) 726-2739.