

SCHOOL OF EDUCATION

Dean: TBA

Accredited by:

National Council for Accreditation of Teacher Education
Alabama State Department of Education
Accreditation Council for Education in Nutrition and Dietetics
American Association of Family and Consumer Sciences
Council for Accreditation of Counseling and Related Educational Programs

Member of:

American Association of Colleges for Teacher Education
Alabama Association of Colleges for Teacher Education

The mission of the School of Education is to prepare students for successful careers in a variety of professions through innovative teaching methodologies in a learning-centered environment.

The uniqueness of the school is reflected through the diversity of programs and services. The programs in Education and Family and Consumer Sciences are designed to assist students in developing skills in critical thinking/problem solving, innovation/creativity, communication, and collaboration.

The School of Education offers programs that are nationally accredited. The Department of Family and Consumer Sciences is accredited by the American Association of Family and Consumer Sciences (AAFCS). The dietetics program in Family and Consumer Sciences is accredited by the *Accreditation Council for Education in Nutrition and Dietetics* (ACEND). The counseling graduate programs in the Department of Educational Resources are accredited by the *Council for Accreditation of Counseling & Related Educational Programs* (CACREP). All teacher preparation and other school personnel programs (both initial and advanced) in the school are accredited by the *National Council for Accreditation of Teacher Education* (NCATE) and the *Alabama State Department of Education* (ALSDE). Students graduating from these professional education programs benefit from JSU's associate membership in the National Association of State Directors of Teacher Education and Certification (NASDTEC), allowing transferability of teaching credentials.

Please consult the *Graduate Bulletin* for details on Master of Science (MS), Master of Science in Education (MSE) and Educational Specialist (EdS) degree programs offered through the school.

HONESTY POLICY

Cheating

1. **Cheating: 1st Offense** - A student who cheats on an examination (or any other graded work) will receive a failing grade ("F") in the course.
2. **Cheating: 2nd Offense** - A student who cheats on an examination (or any other graded work) will be dismissed from the program of study and will not be allowed to enroll in any other programs of study in the School of Education at Jacksonville State University.

Plagiarism

1. **Plagiarism: 1st Offense** - A student who plagiarizes will receive a failing grade ("F") in the course. In addition, the student will be required to complete a remedial seminar on plagiarism. Failure to do so will result in an automatic 2nd Offense.
2. **Plagiarism: 2nd Offense** - A student who plagiarizes a second time will be dismissed from the program of study and will not be allowed to enroll in any other program of study in the School of Education at Jacksonville State University.

Exhibiting Unethical Disposition

1. **Exhibiting Unethical Disposition: 1st Offense** - A student who exhibits an unethical disposition, such as lying and/or falsifying documentation, to anyone in a supervisory role during any school or school-related activity associated with coursework will receive a failing grade ("F") in the course.
2. **Exhibiting Unethical Disposition: 2nd Offense** - A student who exhibits an unethical disposition, such as lying and/or falsifying documentation, to anyone in a supervisory role a second time will be dismissed from the program of study and will not be allowed to enroll in any other program of study in the School of Education at Jacksonville State University.

NOTES:

1. It should be noted that the occurrence of cheating or plagiarism is cumulative, i.e., it carries over to any other course taught in the School of Education.
2. If a student wishes to appeal at any level of the honesty policy, she (he) is to follow the School of Education grade appeal process.

Grades Dismissal Policies (Teacher Education Programs)

1. If a student receives consecutive grades of “D” or “F” (or any combination of “D” and “F” grades) in a “professional studies” course (or any course that requires eligibility to teacher education as a prerequisite), he (she) will be dismissed from the program regardless of his (her) grade point average (GPA). The only avenue for re-eligibility for TEP coursework is if the student employs the *academic forgiveness* policy removing one or more of the grades.
2. If a student accumulates more than three (3) grades of “D” or “F” (or any combination of “D” and “F” grades) in “professional studies” courses (or any course that requires eligibility to teacher education as a prerequisite), he (she) is dismissed from the program regardless of his (her) grade point average (GPA). The only avenue for re-eligibility for TEP coursework is if the student employs the *academic forgiveness* policy removing one or more of the grades.

Grade Point Average (GPA) Dismissal Policy (Teacher Education Programs)

Once an undergraduate student is enrolled in the teacher education program, he (she) must maintain a minimum grade point average (GPA) of 2.75 “overall,” 2.75 in the “professional studies” courses, and a 2.75 in the “teaching field” courses. If at any time during the program the GPA falls below the 2.75 minimum in any of the three areas, the student will be dismissed from the program. Re-eligibility for TEP coursework is possible if one of the following circumstances occurs:

- 1) The student receives *academic forgiveness*, and by doing so, the GPA increases to the 2.75 level or higher.
- 2) If the GPA drops below 2.75 in the “teaching field” or “overall,” the student may reapply to teacher education once the GPA has increased to the 2.75 level or higher.

Note: The only avenue for re-eligibility for TEP coursework if the GPA drops below 2.75 in “professional studies” is if the GPA increases to 2.75 or higher as a result of *academic forgiveness*. A student will not be allowed to retake “professional studies” courses since he (she) must be eligible for TEP in order to enroll in those courses.

EDUCATION PROGRAM REQUIREMENTS

Lisa R. Light
Director of Teacher Education Services and
Certification Officer

I. Eligibility requirements for the Teacher Education Program

Teacher education programs are approved by the Alabama State Board of Education and are, therefore, subject to periodic revision resulting from changes in State certification requirements. Therefore, modifications in students’ programs may become necessary at any time resulting in additions and/or deletions of program requirements. Issuance of Alabama teaching certificates is the legal responsibility of the Alabama State Department of Education. Universities cannot issue a professional certificate. To be eligible to apply for State certification, a student must complete an appropriate course of study at a college, school, or university which has been approved by the State Board of Education to offer a program leading to the desired State certificate. When a student completes the course of study, the institution recommends to the State Department of Education that the appropriate certificate be issued.

To enroll for professional education courses required for teacher certification, the prospective teacher must be eligible for the School of Education Teacher Education Program. Eligibility for this program is not automatic. To be eligible, the student must have met the minimum State Department of Education requirements, as well as our university requirements. See Requirements for Admission section for university requirements.

Any questions that you may have regarding eligibility for the Teacher Education Program may be directed to the Director of Teacher Education Services, School of Education, Ramona Wood Hall, Room 207.

At the beginning of the sophomore year, students may seek eligibility for teacher education by filing an application to a specific program. The application form is available on the Teacher Education Services website (www.jsu.edu/edprof/tsc/eligibility_requirements.html).

All the following criteria must be met:

1. The candidate must have earned a minimum of 54 semester hours of college credit in which at least 48 semester hours are in the general studies area.
2. The candidate must have earned an overall Grade Point Average of 2.75 based upon a 4.00 scale. After enrollment in the Teacher Education Program, the candidate is required to maintain a 2.75 grade point average in all of the following areas:
 - a. Overall
 - b. In selected teaching field(s)
 - c. In professional education courses or a course that requires eligibility for teacher education. Failure to maintain the appropriate GPA in any one of the three areas will result in dismissal from the Teacher Education Program.
3. The candidate must have successfully passed the ETS Praxis Core Academic Skills for Educators tests.
4. The candidate must have received one positive *Undergraduate Teacher Recommendation* evaluation from his/her ED 300 instructor.
5. The candidate must have successfully completed ED 300, Introduction to Teacher Education.

6. The candidate must have classroom observations at the level and in the teaching area in which he/she is seeking a degree or certification. A minimum of 20 hours of structured observation and 10 hours of tutoring through the Teaching Learning Center are required for all students and is completed during ED 300.
7. The candidate must satisfactorily complete an interview to provide information of the applicant's personality, interests, and aptitudes consistent with the requirements for a successful teaching career.
8. The candidate must read and sign a Statement of Understanding.
9. The candidate must provide documentation of a clear criminal background check conducted through the Alabama State Department of Education.

II. Graduation

Requirements for recommendation for a degree in education:

1. The candidate must have met all general university and degree program requirements as outlined in the catalog in effect at the time of the student's eligibility for the Teacher Education Program.
2. The candidate must have maintained an overall 2.75 grade point average in all applicable teaching field courses, all professional education courses at JSU, and/or all other institutions attended.
3. The candidate must have successfully completed the English Competency Examination.
4. The candidate must have successfully completed the EPP Examination.

III. Application for State Certification

Requirements for Alabama Certification:

1. Candidates are required to complete an application for Alabama Teacher Certification the last semester of course work (i.e., the internship semester). Instructions for completing the State certification form are found on Teacher Education Services website. The appropriate fees (receipt from money order or cashier's check made payable to the Alabama State Department of Education) must be submitted with the State application for certification. The application for State certification, fee payment, and the candidate's transcript are forwarded to the State Department of Education. JSU cannot recommend any candidate for State certification that has not satisfied all Alabama and JSU requirements for eligibility to and completion of an approved program.
2. No grade below "C" in professional studies or teaching field may be used to meet State certification requirements.
3. The School of Education does not certify teachers. The sole authority to certify teachers rests with the appropriate state agency. The School of Education will recommend a candidate that has successfully completed an approved program within five years of completion. Recommendation after five years will require completion of the current program in place at the time of the request.
4. Anyone convicted of a felony and/or misdemeanor other than a minor traffic violation may be denied State certification or have State certification revoked by the State Superintendent. Questions may be directed to the Director of Teacher Education Services, School of Education.
5. Teacher Education Programs are approved by the Alabama State Board of Education and are, therefore, subject to periodic revision resulting from changes in State certification requirements. Therefore, modifications in a candidate's programs may become necessary.

Brandy L. Russell
Assistant Director of Clinical Experiences

I. Practicum Requirements

The School of Education requires that a candidate pursuing a degree in education must engage in practicum experiences in approved schools and communities prior to the internship semester. For further details, check with the instructor of the respective education course as to the practicum requirements. Personal professional liability insurance is required prior to beginning any clinical experience within the School of Education at Jacksonville State University. Please see your course instructor for further details.

II. Internship Semester

Students are required to make formal application for the Senior Internship semester one semester prior to the semester of internship (fall or spring). Please note that student internship is offered only in the fall and spring semesters and must be completed the last semester before graduation. All Teacher Education Program eligibility requirements must be met prior to application for internship. Information meetings will be conducted fall and spring semesters. Contact Brandy Russell in the Office of Clinical Experiences for more information.

Eligibility requirements for the internship semester:

1. The internship semester is to be completed during the student's last semester of residency at JSU.
2. The candidate must have completed all general studies, professional and teaching field courses.
3. The candidate must possess a 2.75 grade point average in all of the following areas:
 - a. Overall
 - b. In the candidate's teaching field(s)
 - c. In professional education courses
 - d. JSU only courses
4. The internship is being completed.
5. The candidate must earn the grade of "C" or above in all teaching field and professional studies. If a grade below a "C" is earned, the candidate must upgrade the grade prior to student teaching.

6. The successful completion of the Alabama approved Praxis II exams (a passing score based on Alabama State Department of Education requirements) is required prior to the pre-service teaching internship. No pre-service teacher will be placed without the required official documentation of a passing score.
7. Proof of personal professional liability insurance for the entire internship semester must be on file in the Office of Clinical Experiences.

EDUCATION (ED) COURSE DESCRIPTIONS

300. **Introduction to Teacher Education (2).** This is an introductory course to teacher education and the SOE Conceptual Framework. It is a requirement for all initial education candidates (Undergraduate Class B and Alternative Class A certifications). It is required for eligibility to teacher education. A 30-hour practicum is required. The course is to be taken after completing 30 semester hours of course work.
408. **Internship in Applied Teaching and Learning (3).** This is a course for teacher candidates whose edTPA submissions did not meet the professional performance standards as defined by the Alabama State Department of Education. This course will include an internship clinical experience coupled with support and guidance for retake of the edTPA. Enrollment in ED 408 requires permission of the Department Head and approved edTPA retake plan designed by the candidate and the assigned academic program faculty member.
495. **Internship in Education (6).** *Corequisite: ED 496; Prerequisites: All general studies, professional and teaching field courses, passing score on the Praxis II, and approval of academic advisor.* Supervised teaching in the public schools. Students are required to enroll in a program-specific section of ED 496. Consult the *Director of Clinical Experiences* for details. Grade of Pass/Fail only.
496. **Reflective Practices in Education (3).** *Corequisite: ED 495; Prerequisites: All general studies, professional and teaching field courses, passing score on the Praxis II exam(s), and approval of academic advisor.* This seminar course is intended to serve as a support mechanism and bridge between methods courses and the internship experience. Class activities involving readings, reflective journals, group discussions, portfolio development, and successful completion of a culminating teacher performance assessment will be used to facilitate individual growth and professional development. Grade of Pass/Fail only.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

312 RAMONA WOOD HALL

Department Head: Janet Bavonese

Professor: Beard, Thornburg

Associate Professor: Gardner, Johns, Norvell, Staubs

Assistant Professor: Bavonese, Connor, Troncale, Trucks

Instructor: Calhoun, Wheat, Owens, Weathers

The Department of Curriculum and Instruction offers Bachelor of Science in Education degrees in the areas of Elementary/Early Childhood and Special Education Collaborative Teacher. Upon program completion, students will be eligible to apply for the baccalaureate level Professional Teaching Certificate.

Elementary/Early Childhood Education

Students majoring in elementary/early childhood education are required to complete an approved program consisting of 122 hours leading to a Bachelor of Science Degree in Education. Students will enroll in the ECE Block classes (ECE 303, RDG 304, ECE 306 and 309) before taking the Literacy Block (ECE 407, EED 339, RDG 342, EED 344) and the Content Block (EED 340, 341, 343, 362). RDG 312, RDG 354, EED 310 and EED 409 are taken with the block courses throughout the program. Upon completion of this program, a student will be eligible to apply for the baccalaureate level Professional Certificate which provides teacher certification for elementary (K-6) and levels preschool through grade three (P-3). Teacher Education Programs may be altered to meet changes in federal and Alabama State Department of Education regulations.

ELEMENTARY /EARLY CHILDHOOD EDUCATION (ECP)

FRESHMAN YEAR

Fall	Spring
EH 101 Composition3	EH 102 Composition3
HY3	EH 141 Oral Communication.....3
MS 112* Algebra3	BY 102, 1044
By 101, 1034	MS*3
Soc/Beh Science3	Soc/Beh Science3
Fine Arts3	HY3
STU 101.....0	
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19	19

SOPHOMORE YEAR

Fall	Spring
Literature sequence3	Literature sequence3
MS*3	ED 300 Intro to Teacher Educ2
Science**4	SPE 300 Survey of Except Child3
FCS 352/353 Child Growth and Development3	EED 350 Diversity in the Modern Class3
	MS*3
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13	14

JUNIOR YEAR

Fall	Spring
ECE 303 Intro Early Child3	ECE 407 Assessment3
RDG 304 Early Literacy3	EED 339 Integ Theory and Prac.....3
ECE 306 Practicum in ECE3	RDG 342 Teaching Reading3
ECE 309 21 st Century Tch and Lrng Pt 1.....3	EED 344 Develop Lang Arts3
EED 310 Foundations of Effective Teaching3	EED 409 21 st Century Tch and Lrng Pt 23
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15	15

SENIOR YEAR

Fall	Spring
EED 340 Practicum in Content3	ED 495 Internship in Education.....6
EED 341 Teaching Math 3	ED 496 Reflective Practices in Ed.3
EED 362 Teaching Science3	RDG 312 Children's Literature3
EED 343 Teaching Soc Studies3	
RDG 354 Reading Diagnosis3	
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15	12

TOTAL HOURS: 122

Note: All professional education courses and selected teaching field courses must be completed at JSU and may not be transferred from another institution. Please check with your academic department for a complete list of these courses. *MS 110 and higher is required for the mathematics requirements; MS 112 (required) and MS 133, 134, and 135 are suggested.

Special Education Collaborative Teacher K-6 and 6-12 (SCD)

Students majoring in special education K-6 and 6-12 are required to complete the approved program consisting of 122 hours leading to a Bachelor of Science degree in Education. Students will enroll in the Elementary Mild Block (SPE 331, 337, 340, and RDG 343) first, followed by the Secondary Mild Block (SPE 334, 336, 338, 339, and 341), and the Collaborative Severe Block (SPE 426, 427, 440, 441). SPE 332 and SPE 425 can be taken with the blocks. Upon completion of this program, a student will be eligible to apply for the baccalaureate level Professional Certificate which provides certification in Special Education Collaborative Teacher at the K-6 and 6-12 level. Teacher Education Programs may be altered to meet changes in federal and Alabama State Department of Education regulations.

FRESHMAN YEAR

Fall	Spring
EH 101 Composition3	EH 102 Composition3
HY3	EH 141 Oral Communication3
MS 112* Algebra3	BY 102, 1044
BY 101, 1034	MS*3
Soc/Beh Science3	PSY 201 Principles of Psychology3
Fine Arts3	
STU 101.....0	
19	16

SOPHOMORE YEAR

Fall	Spring
Literature sequence3	Literature sequence3
PSY 330 Abnormal Psychology3	MS*3
MS*3	SPE 335 Div and Culturally Resp Teaching3
Physical Science and Lab4	ED 300 Intro to Teacher Educ2
PSY 222 Human Development3	SPE 300 Survey of Spec Ed3
Fine Arts3	
19	14

JUNIOR YEAR

Fall	Spring
SPE 337 Collaboration in Elementary3	SPE 334 Assistive/Education Tech3
SPE 331 SPE Administrative Processes3	SPE 336 Clinical Observation1
SPE 330 Assessment3	SPE 339 Collaborative Proc in Secondary3
SPE 340 Practicum in Mild K-62	SPE 341 Practicum in Mild 6-122
RDG 343 Collaborative Reading3	SPE 338 Collaborative Math.....3
	SPE 332 Medical, Legal and Ethical3
14	15

SENIOR YEAR

Fall	Spring
SPE 423 Methods for Severe3	SPE 425 Methods for Autism Spect Disord3
SPE 427 Behavior, Classroom Mgt, Transition3	ED 495 Internship in Education6
SPE 426 Augmentative and Altern Comm3	ED 496 Reflective Practices in Education3
SPE 440 Practicum in Severe Disabilities K-62	
SPE 441 Practicum in Severe Disabilities 6-122	
13	12

TOTAL HOURS: 122

Note: All professional education courses and selected teaching field courses must be completed at JSU and may not be transferred from another institution. Please check with your academic department for a complete list of these courses. *MS 110 and higher is required for the mathematics requirements; MS 112 (required) and MS 133, 134, and 135 are suggested.

* Math approved courses
 ** Science from two different areas other than Biology

EARLY CHILDHOOD EDUCATION (ECE) COURSE DESCRIPTIONS

303. Introduction to Early Childhood Education (3). *Corequisites:* RDG 304, ECE 306, and ECE 309. An introduction to the historical, philosophical, and cultural aspects of early childhood education. Requires Teacher Education Program eligibility.

- 306. Practicum in Early Childhood Education (3).** *Corequisites: ECE 303, ECE 309, and RDG 304.* Provides pre-service teachers with the opportunity to observe and apply theories and concepts in the classroom. Requires Teacher Education Program eligibility.
- 307. Assessment of Young Children (3).** *Corequisites: RDG 342, EED 344, and EED 339.* Review of developmentally appropriate assessment for young children. Included will be reviews of portfolios, standardized tests, state required assessment, anecdotal records, observations, rating scales, and creation of teacher-made assessments. Requires Teacher Education Program eligibility.
- 309. 21st Century Teaching and Learning Part 1 (3).** *Corequisites: ECE 303, 306, and RDG 304.* Prepares teacher candidates for integrating the arts and new technologies into the P-3 curriculum. Emphasis will be placed on introducing 21st century skills (communicating, collaborating, creating, and critical thinking), project- and inquiry-based learning and common core standards. Requires Teacher Education Program eligibility.

ELEMENTARY EDUCATION (EED) COURSE DESCRIPTIONS

- 310. Foundations of Effective Teaching (3).** This course investigates techniques, strategies, and curriculum design in the elementary grades. Students learn how to integrate content areas, effective teaching and learning strategies, and methods for problem solving/critical thinking. Requires Teacher Education Program eligibility.
- 339. Integrating Theory/Practice (3).** *Corequisites: ECE 407, RDG 342, and EED 344.* Provides prospective teachers an opportunity to observe, analyze, and apply concepts and theories in schools and classrooms. Requires Teacher Education Program eligibility.
- 340. Content Practicum (3).** *Prerequisites: All core math, science, and social studies courses and the Literacy Block (EED 339, RDG 312, 342, EED 344). Corequisites: EED 341, 343, and 362.* Provides pre-service elementary teachers an opportunity to observe, analyze, and apply math, science, and social studies concepts and theories in schools and classrooms. Requires Teacher Education Program eligibility.
- 341. Mathematics for Children (3).** *Prerequisites: MS 112 and other core math courses. Corequisites: EED 340, 343, and 362.* Materials and methods in the teaching of elementary mathematics concepts and processes. Requires Teacher Education Program eligibility.
- 343. Curriculum Integration in Teaching Social Studies (3).** *Corequisites: EED 341, 362, and 340.* Methods and materials of teaching social studies in the elementary grades. Requires Teacher Education Program eligibility.
- 344. Developing Language Skills (3).** *Corequisites: ECE 407, RDG 342, and EED 339.* Techniques and strategies for promoting communication skills among young learners, with emphasis on the interrelatedness of the language modes. Requires Teacher Education Program eligibility.
- 362. Science for Children (3).** *Prerequisites: All core science courses. Corequisites: EED 340, 341, and 343.* Methods, materials, laboratory demonstration, and organization of science concepts and processes taught in the elementary grades. Requires Teacher Education Program eligibility.

READING SPECIALIST (RDG) COURSE DESCRIPTIONS

- 304. Early Literacy (3).** *Corequisites: ECE 303, 306, and 309.* Materials and methods of teaching literacy in early childhood. Foundations of literacy development including reading, writing, listening, spelling, and speaking will be emphasized. Requires Teacher Education Program eligibility.
- 311. Early Childhood Reading and Literature for the 21st Century (3).** *Corequisites: SPE 423, 424, 426, 441.* Eligibility for and successful completion of the ECE block.
- 312. Children's Literature (3).** Evaluation of books for children, selection criteria, and the interests, needs and abilities of children emphasized. Requires Teacher Education Program eligibility.
- 342. Teaching Reading (3).** *Prerequisite: RDG 304. Corequisites: ECE 407, EED 339, and EED 344.* Methods, materials, and research findings concerned with beginning reading instruction and literacy development for the elementary grades. Requires Teacher Education Program eligibility.
- 343. Collaborative Reading (3).** *Corequisites: SPE 330, SPE 331, 337, and 340.* The purpose of this course is to provide information regarding methods, materials, and research findings concerned with beginning reading instruction for the elementary grades. Requires Teacher Education Program eligibility.
- 354. Reading Diagnosis (3).** *Prerequisites: RDG 304 and 342.* Methods and materials in reading and literacy development in elementary grades with emphasis on diagnostic, remediation, and enrichment strategies along with monitoring of reading progress. Requires Teacher Education Program eligibility.

SPECIAL EDUCATION (SPE) COURSE DESCRIPTIONS

- 300. Survey of Exceptional Children and Youth (3).** An introductory course to the field of exceptional children and youth.

330. **Assessment of Teaching and Learning (3).** *Prerequisites: SPE 300. Corequisites: SPE 331, SPE 337, SPE 340, and RDG 343.* Introduction to assessment, techniques appropriate in evaluating teaching/learning of exceptional students, legal considerations and development of Individualized Educational Programs. Requires Teacher Education Program eligibility.
331. **Special Education Administrative Processes (3).** *Prerequisite: SPE 300. Corequisites: SPE 330, SPE 337, SPE 340, and RDG 343.* Administrative processes for special education including Mastering the Maze, planning for classroom, Individualized Education Planning, Lesson Planning, SETS training, Introduction of Behavior Intervention Plans and Transition Plans.
332. **Medical, Legal, and Ethical Issues (3).** *Prerequisite: SPE 300.* This course will cover federal laws, rules, and regulations governing and/or impacting on programs for exceptional students, litigation cases that have impact on individuals with exceptionalities, interdisciplinary collaboration with health care professionals and other agencies, the role other disciplines and agencies play in meeting the needs of children with exceptionalities, the needs and management techniques for students who have communicable diseases and medical diagnosis or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning, medications, administration of medications, and school healthcare procedures, and professionalism and ethics in teaching individuals with exceptionalities. Requires Teacher Education Program eligibility.
334. **Educational and Assistive Technologies (3).** *Prerequisites: SPE 300. Corequisites: SPE 336, 338, 339, and 341.* This course is designed to examine the many accessibility features within a computer, as well as hand held devices. This course will also cover how to utilize accessibility features and applications to meet individual student needs within the school setting. Requires Teacher Education Program eligibility.
335. **Diversity and Culturally Responsive Teaching (3).** This course will center on the necessity of culturally responsive teaching beginning with the preparation of the prospective teacher. Students will determine the importance of including students' cultural references in all aspects of teaching while continually examining their own. There will be an emphasis on cultural and linguistic diversity and exceptionally. May be taken prior to Teacher Education Program eligibility.
336. **Clinical Observation of Special Education K-12 (3).** *Prerequisite: SPE 300. Corequisites: SPE 334, SPE 338, SPE 339, and SPE 341.* Clinical observation. In-school observation of special education classrooms and inclusive general education classrooms for students with mild and severe disabilities. Requires Teacher Education Program eligibility.
337. **Collaboration Process for the Elementary Inclusive Classroom (3).** *Prerequisite: SPE 300. Corequisites: SPE 330, SPE 331, SPE 340, and RDG 343.* Strategies for meeting educational needs of students with mild disabilities in elementary inclusive general education classrooms or special education classrooms. Includes collaboration, co-teaching, and response to intervention procedures. Requires Teacher Education Program eligibility.
338. **Collaborative Math (3).** *Corequisites: SPE 334, 336, 339, and 341.* This course focuses on strategies for math instruction for students with disabilities in K-12 general education and special education classrooms. Requires Teacher Education Program eligibility. Must have already satisfied math requirements as outlined on degree check sheet.
339. **Collaborative Processes in Secondary Classrooms (3).** *Prerequisite: SPE 300. Corequisites: SPE 334, 336, 338, and 341.* This course is designed to provide students with an understanding of collaborative and co-teaching models and prepare them to implement these models in the inclusive setting. The course also covers student engagement, overview of course content standards and how to plan neurodiversity within the inclusive secondary classroom. Requires Teacher Education Program eligibility.
340. **Practicum in Mild Disabilities K-6 (2).** *Prerequisite: SPE 300. Corequisites: SPE 330, SPE 331, SPE 337, and RDG 343.* Directed experiences in observation and participation in special education classrooms and inclusive general education classrooms (K-6) with students with mild disabilities. Requires Teacher Education Program eligibility.
341. **Practicum in Mild Disabilities 6-12 (2).** *Prerequisite: SPE 300 and Teacher Education Program eligibility. Corequisites: SPE 334, SPE 336, SPE 338, and SPE 339.* Directed experiences in observation and participation in special education classrooms and inclusive general education classrooms (6-12) with students with mild disabilities.
349. **Collaboration in the Secondary Classroom (3).** This course is designed to provide students with an understanding of collaborative and co-teaching models and prepare them to implement these models in the inclusive setting. The course also covers student engagement, overview of course content standards, and how to plan neurodiversity within the secondary classroom. Requires Teacher Education Program eligibility.
387. **Sign Language and Deafness I (3).** Introduces major sign systems used by the deaf. Students acquire basic sign vocabulary of 750 words and idiomatic expressions.
388. **Sign Language and Deafness II (3).** *Prerequisite: SPE 387 or permission of instructor.* Continues acquisition of sign vocabulary and focuses on development of ASL and Pidgin skills.
423. **Methods for Severe Disabilities (3).** *Prerequisite: SPE 300. Corequisites: SPE 426, 427, 440, and 441.* This course will include accommodations and modifications to the instructional program to assist students with severe disabilities succeed. Topics covered will include assistive technology, self-contained and resource room models, extended standards, task analysis, physical management, lifting, wheel chair maintenance, ambulation, positioning, and communication skill development, including AAC. Requires Teacher Education Program eligibility.

424. **Methods and Strategies for Learning and Behavior K-12 (3).** *Prerequisite: SPE 300.* This course is designed to introduce inclusion strategies for creating an inclusive environment, individual curricular and instructional accommodations, as well as individual assessment and program evaluation for students with disabilities in a variety of educational settings. Requires Teacher Education Program eligibility.
425. **Methods for Autism Spectrum Disorder (3).** *Prerequisite: SPE 300.* This is a weekly seminar that focuses on Autism Spectrum Disorder. It consists of a series of seminars on major topics related to ASD such as: historical timeline, diagnosis and assessment, advocacy, current research and statistics, behavioral interventions, classroom support and services, transition and it covers the lifespan. Requires Teacher Education Program eligibility.
426. **Augmentative and Alternative Communication (3).** *Prerequisite: SPE 300. Corequisites: SPE 423, 427, 440, 441.* Instruction of classroom strategies for teaching communication skills to students with low-incidence disabilities. Included will be how to assess existing communication abilities of students with severe disabilities, and instruction on how to integrate use of aided and unaided augmentative and alternative communication (AAC) to include finger spelling, sign language, gestures, body language (total communication), augmentative and alternative communication systems and voice output communication aids (VOCAS), both low-tech and high-tech. Requires Teacher Education Program eligibility.
427. **Behavior, Classroom Management, and Transition (3).** *Prerequisites: SPE 300 and Teacher Education Program eligibility. Corequisites: SPE 423, SPE 426, SPE 440, and SPE 441.* Examines effective inclusive teaching, planning for neurodiversity in the classroom, behavior management, applied behavioral analysis, functional assessment, positive behavioral support and behavior intervention, as well as providing the knowledge and skills focused on development and implementation of school- and community-based vocational and employment programs for students with disabilities.
440. **Practicum in Severe Disabilities K-6 (2).** *Corequisites: SPE 423, 426, 427, and 441.* Practicum in Low Incidence/Severe Disabilities. Directed experiences in observation and participation in special education classrooms for students with severe disabilities. Seminars will be held in conjunction with this course. Requires Teacher Education Program eligibility.
441. **Practicum in Severe Disabilities 6-12 (2).** *Corequisites: SPE 423, 427, 426, 440.* Practicum in Low Incidence/Severe Disabilities. Directed experiences in observation and participation in special education classrooms for students with severe disabilities in secondary school settings. Seminars will be held in conjunction with this course. Requires Teacher Education Program eligibility.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

215 EAST MASON HALL

Department Head: Debra K. Goodwin
Associate Professor: Goodwin, Roberts
Assistant Professor: Frazier, Townsel
Instructor: Boggs, Marsh

The Department of Family and Consumer Sciences offers two degree programs: (1) **Bachelor of Science in Education degree in Family and Consumer Sciences and support courses for a Bachelor of Science in Education degree in Business Marketing Education;** (2) **Bachelor of Science degree with a major in Family and Consumer Sciences** with six concentrations: Child Development, Community Nutrition, Dietetics, Human Sciences, Merchandising, and Hospitality and Culinary Management. Minors offered within the department include: Family and Consumer Sciences, Child Development, Fashion Merchandising, Nutrition and Foods, Hospitality and Culinary Management, and Human Sciences. The minor in Family and Consumer Sciences may be earned by completing 21 hours to include the following courses: FCS 122, 131 or 331, 215 or 322, 352 and 353, 355, 371, and 471. The Department of Family and Consumer Sciences is accredited by the American Association of Family and Consumer Sciences.

BACHELOR OF SCIENCE IN EDUCATION

Teaching Field in Family and Consumer Sciences Education

A Bachelor of Science in Education degree in Family and Consumer Sciences Education is offered. Students who meet the requirements for this major will be eligible to apply for a baccalaureate level Professional Certificate. This certificate is acceptable for the teaching of Family and Consumer Sciences in the secondary schools of Alabama. Majors in Family and Consumer Sciences Education are also qualified for positions in Cooperative Extension Service, business, foodservice supervision, and other related fields. Teacher Education Programs may be altered to meet changes in federal and Alabama State Department of Education regulations.

BACHELOR OF SCIENCE IN EDUCATION
Teaching Field: Family and Consumer Sciences Education

FRESHMAN YEAR

Fall	Spring
EH 101 English Composition I.....3	EH 102 English Composition II3
History*3	EH 141 Oral Communication.....3
MS 110 Finite Mathematics.....3	Sciences*4
FCS 122 Fundamentals of Food Preparation3	Social Science*3
Sciences*4	Literature*3
STU 101 First Year Experience Course0	
16	16

SOPHOMORE YEAR

Fall	Spring
Social Sciences*3	FCS 355 Family Life Education.....3
Fine Arts*3	History or Social Science*3
FCS 215 Introduction to Nutrition.....3	Literature or Fine Arts*3
FCS 232 Textiles.....3	FCS 371 Management of Family Resources3
FCS 131 Clothing Construction.....3	
FCS 200 Seminar in FCS.....2	
17	12

JUNIOR YEAR

Fall	Spring
ED 300 Introduction to Teacher Education.....2	CTE 362 Principles of CTE3
CTE 350 Prof and Tech Competencies for CTE3	CTE 383 Curriculum and Literacy3
SPE 300 Survey of Exceptional Children and Youth or SPE 349 Collaboration in the Sec Classroom3	FCS 454 Admin and Supervision in Child Care.....3
FCS 325 Quantity Foods.....3	FIN 311 Personal Finance3
FCS 331 Fashion Fundamentals3	FCS 352 Child Development2
	FCS 353 Child Development Lab1
14	15

SUMMER SEMESTER

CTE 444 Assessment in CTE..... 3	
	3

SENIOR YEAR

Fall	Spring
CTE 460 Practicum in CTE3	ED 495 Internship in Education.....3
CTE 461 Effective Teaching Methods in CTE3	ED 496 Reflective Practices in Education.....6
FCS 471 Family Housing and Interiors.....3	CTE 475 Functions of the Coordinator3
Elective3	
Elective3	
15	12

TOTAL HOURS: 120

*See General Studies Curriculum

Note: All professional education courses and selected teaching field courses must be completed at JSU and may not be transferred from another institution. Please check with your academic department for a complete list of these courses.

BACHELOR OF SCIENCE IN EDUCATION
Teaching Field: Business Marketing Education

FRESHMAN YEAR

Fall		Spring	
EH 101 English Composition I.....	3	EH 102 English Composition II	3
MS 112 Precalculus Algebra	3	EH 141 Oral Communication.....	3
STU 101 First Year Experience Course	0	Sciences*	4
History*	3	Social Science*	3
Sciences*	4	Literature*	3
AE 201 Technology	3		
	<hr/>		<hr/>
	16		16

SOPHOMORE YEAR

Fall		Spring	
EC 221	3	EC 222 Principles of Microeconomics.....	3
ST 260.....	3	ST 261 Statistics /Quantitative Methods II.....	3
ACC 200.....	3	ACC 210 Principles of Accounting I.....	3
History or Social Science*	3	Social Science*	3
Fine Arts*	3	Literature or Fine Arts*	3
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	15		15

JUNIOR YEAR

Fall		Spring	
ED 300 Introduction to Teacher Education.....	2	CTE 362 Principles of CTE	3
CTE 350 Prof and Tech Competencies for CTE	3	Teaching Field Class.....	3
SPE 300 Sur of Except Children and Youth		Teaching Field Class.....	3
or SPE 349 Collaboration in the Sec Classroom.....	3	Teaching Field Class.....	3
MGT 301 Principles of Management.....	3	Teaching Field Class.....	3
MKT 301 Principles of Marketing.....	3	CTE 383 Curriculum and Literacy	3
Teaching Field Class.....	3		
	<hr/>		<hr/>
	17		18

SUMMER SEMESTER

CTE 444 Assessment in CTE	3
	<hr/>
	3

SENIOR YEAR

Fall		Spring	
CTE 460 Practicum in CTE	3	ED 495 Internship in Education.....	3
CTE 461 Effective Teaching Methods in CTE	3	ED 496 Reflective Practices in Education	6
Teaching Field Class.....	3	CTE 475 Functions of the Coordinator	3
Teaching Field Class.....	3		
Teaching Field Class.....	3		
	<hr/>		<hr/>
	15		12

TOTAL HOURS: 127

*See General Studies Curriculum

BACHELOR OF SCIENCE
MAJOR IN FAMILY AND CONSUMER SCIENCES
Concentration: Child Development

The concentration in Child Development offers academic background and field experience necessary to understand and work with children and their families. The curriculum is designed to prepare individuals for Child Development-

related careers in a variety of employment settings. Methods of delivery of the Child Development curriculum include both traditional and online versions. This concentration does not meet requirements for teacher certification.

A minor in Child Development may be obtained by completing 18 hours including: FCS 351 or 352/353, 355, 450, 452, 454, and three hours of FCS 463. The minor in Child Development provides students majoring in other fields the opportunity to develop an understanding of the nature of child development.

Child Development - Traditional Classroom

FRESHMAN YEAR

Fall	Spring
EH Comp 101 3	EH Comp 102 3
Natural Science/ Analysis* 4	EH 141 Oral Communication 3
MS 110 Finite Math * 3	History* 3
MSC 115 First Aid or HPE 109 Wellness 3	Natural Science/ Analysis * 4
Soc/Behavioral Science * 3	Fine Arts Elective * 3
STU 101..... 0	
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16	16

SOPHOMORE YEAR

Fall	Spring
FCS 215 Intro to Nutrition 3	Literature* 3
FCS 355 Family Life Ed 3	CS 201 Intro Information Tech* 3
History* 3	FCS 352 Child Growth and Dev 2
Literature* 3	FCS 353 Child Growth Lab 1
ACC 200 Principles of Acc. 3	Soc/Behavioral Sciences* 3
FCS 122 Fund Food Prep 3	SPE 300 Survey of Exceptional Child 3
	FCS 200 Seminar in FCS 2
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18	17

JUNIOR YEAR

Fall	Spring
FCS 350 Lifespan Human Dev 3	FCS 332 Soc Cult Aspects 3
FCS 360 Contemp Issues Human Dev 3	FCS 371 Mgt Family Resources 3
FCS 450 Curriculum Plan CD 3	FCS 454 Admin and Supervision CD 3
FIN 311 Personal Finance Planning 3	FCS 457 Adv Child Dev II 3
General Electives 5	FCS 459 Family Interaction 3
	General Electives 2
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17	17

SENIOR YEAR

Fall	Spring
FCS 453 Parent-Child Rel..... 3	FCS 460 Dir Field Exp CD 6
FCS 456 Adv Child Dev I..... 3	MGT 301 Principles of Mgt 3
FCS 471 Fam Housing and Int 3	General Electives 3
General Electives 6	
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15	12

TOTAL HOURS: 128

*See General Studies Curriculum

Child Development – Online Classroom

FRESHMAN YEAR

Fall	Spring
EH Comp 101.....3	EH Comp 102.3
Natural Science/ Analysis*4	EH 141 Oral Communication.....3
MS 110 Finite Math*3	History*3
MSC 115 First Aid or HPE 109 Wellness3	Natural Science/Analysis*4
Soc/Behavioral Science*3	Fine Arts Elective*3
STU 101.....0	
16	16

SOPHOMORE YEAR

Fall	Spring
FCS 215 Intro to Nutrition3	Literature3
FCS 355 Family Life Ed3	CS 201 Intro Information Tech*3
History*3	FCS 351 The Developing Child.....3
Literature*3	Soc/Behavioral Sciences*3
ACC 200 Principles of Acc.....3	SPE 300 Survey of Exceptional Ch3
FCS 122 Fun Food Prep3	FCS 200 Seminar in FCS.....2
18	17

JUNIOR YEAR

Fall	Spring
FCS 332 Soc Cult Aspects.....3	FCS 471 Family Housing and Int.....3
FCS 350 Lifespan Human Dev3	FCS 454 Admin and Supervision3
FCS 360 Contemp Issues Human3	FCS 457 Adv Child Dev3
FCS 450 Curriculum Plan CD3	FCS 459 Family Interaction3
FIN 311 Personal Finance3	General Electives5
General Electives.....2	
17	17

SENIOR YEAR

Fall	Spring
FCS 453 Parent-Child Rel.....3	FCS 460 Dir Field Exp CD6
FCS 371 Mgt Family Resources.....3	MGT 301 Principles of Mgt3
FCS 456 Adv Child Dev I.....3	General Electives3
General Electives.....6	
15	12

TOTAL HOURS: 128

*See General Studies Curriculum

BACHELOR OF SCIENCE MAJOR IN FAMILY AND CONSUMER SCIENCES

Concentration: Human Sciences

The concentration in Human Sciences offers the educational background needed for positions in a variety of human and community service positions, including cooperative extension service, business, social services, and community agencies. The concentration provides an overall discipline-based knowledge in all areas of Family and Consumer Sciences in a traditional and an online format.

A minor in Human Sciences may be obtained by completing 20 hours in Family and Consumer Sciences courses, including these required courses: FCS 339, 355, 459, and 464. For the remaining nine hours students may choose from FCS 122, 131, 215, 325, 326, 332, 338, 352/353, 360, 371, or 471. Prerequisites will apply.

Human Sciences – Traditional Classroom

FRESHMAN YEAR

Fall	Spring
EH Comp 101.....3	EH Comp 1023
History*3	EH 141 Oral Communication3
MS 112 Precalculus Algebra*3	History*3
FCS 122 Fund of Food Prep3	PSY 201 Principles of Psychology3
FCS 131 Clothing Construction3	SY 221 Introduction to Sociology3
STU 101.....0	
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15	15

SOPHOMORE YEAR

Fall	Spring
Literature*3	Literature*3
Natural Science *4	Natural Science *4
PE 109 Concepts Wellness3	EC 221 Prin of Microeconomics3
FCS 355 Family Life Ed3	FCS 215 Intro to Nutrition3
FCS 371 Resource Mgt.....3	FCS 200 Seminar in FCS.....2
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16	15

JUNIOR YEAR

Fall	Spring
FCS 335 Visual Merchandising3	Fine Arts Elective*3
FCS 352 Child Growth and Dev2	FCS 327 Nutrition Life cycle3
FCS 353 Child Growth Lab1	FCS 332 Soc Cultural Aspects3
MGT 301 Principles Mgt3	FCS 350 Lifespan Dev3
FCS 331 Fashion Fund3	General Electives3
MKT 301 Principles of Marketing3	
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15	15

SENIOR YEAR

Fall	Spring
FCS 339 Prof Comm in FCS2	MGT 330 Entrepreneurship3
FCS 471 Family Housing and Interiors3	FCS 458 Research/Stats Methods.....3
FCS 459 Family Interaction.....3	FCS 383 Community Nutrition.....3
FCS 326 Food Safety and Sanitation.....3	SPE 300 Survey of the Except Child.....3
FCS 464 Human Science Practicum3	General Electives3
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14	15

TOTAL HOURS: 120

*See General Studies Curriculum

Human Sciences – Online Classroom

FRESHMAN YEAR

Fall	Spring
English Comp 101.....3	English Comp 102.....3
PSY 201 Psychology.....3	SY 221 Sociology3
History*3	History*3
HPE 109 Wellness3	FCS 215 Introductory Nutrition3
FCS 122 Fund Food Prep3	FCS 131 Clothing Const3
STU 1010	
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15	15

SOPHOMORE YEAR

Fall	Spring
Literature*3	Literature*3
Natural Science*4	Natural Science*4
EH 141 Oral Comm.....3	Fine Arts Elective*3
FCS 200 Seminar.....2	FCS 339 Prof Comm2
MS 110/112*3	FCS 355 Family Life Ed3
15	15

JUNIOR YEAR

Fall	Spring
FCS 325 Quantity Foods.....3	SPE 300 Survey of Exp Child3
FCS 332 Soc/Cul Apparel.....3	FCS 351 The Dev Child
FCS 343 Virtual Merchandising.....3	or FCS 360 Contemporary Issues3
FCS 350 Lifespan Human Dev3	FCS 371 Resource Mgt3
EC 221 Principles Microecon3	FCS 327 Nutrition Life Cycle3
MKT 301 Principles MKT3	FCS 333 Family Clothing3
18	18

SENIOR YEAR

Fall	Spring
FCS 454 Human Sciences Practicum.....3	FCS 471 Family Housing/Interiors.....3
FCS 458 Research in FCS.....3	FCS 459 Family Interaction3
Elective3	Elective3
MGT 305 Org Behavior3	FCS 338 Community Nutrition.....3
12	12

TOTAL HOURS: 120

*See General Studies Curriculum

BACHELOR OF SCIENCE MAJOR IN FAMILY AND CONSUMER SCIENCES Concentration: Merchandising

The concentration in Merchandising offers the educational background needed for positions as buyers, managers, and consultants for retail stores and related businesses in the area of merchandising. A minor in Fashion Merchandising may be obtained by completing a minimum of 18 hours, including: FCS 232, 331, 332, 335 and six hours from the following courses: FCS 131, 431, 432, 434 or 435.

FRESHMAN YEAR

Fall	Spring
EH Comp 1013	EH Comp 1023
Natural Science*4	EH 141 Oral Communication3
MS 112 Precalculus Algebra*3	History*3
History*3	Natural Science*4
FCS 131 Clothing Construction3	Fine Arts3
STU 101.....0	
16	16

SOPHOMORE YEAR

Fall	Spring
Literature*3	Literature*3
FCS 215 Intro Nutrition3	CS 201 Intro to Info Tech*3
FCS 232 Textiles3	ART 233 Design3
EC 221 Economics3	FCS 352 Child Growth and Dev2
PSY 201 Psychology or SY 221 Intro to Soc3	and FCS 353 Child Growth Lab1
General Electives1	or FCS 350 Lifespan Hum Dev3
	FCS 200 Seminar in FCS2
16	17

JUNIOR YEAR

Fall	Spring
MKT 301 Principles of Mkt3	FCS 332 Soc Cult Aspects3
MGT 301 Principles of Mgt3	FCS 371 Mgt of Family Resources3
FCS 331 Fash Fund and Merch3	FCS 335 Visual Merchandising3
FCS 355 Family Life Ed3	MKT 378 Cons Behavior3
General Electives3	MKT 394 Retailing3
15	15

SENIOR YEAR

Fall	Spring
FCS 471, Family Housing and Interiors3	FCS 430 Sr Experiences in Merch3
MKT 488 Advertising3	FCS 431 Textiles App Global Econ3
FCS 435 Merch Planning Analysis3	FCS 432 History of Fashion3
MKT 361 Sales/Sales Force Mgt3	FCS 434 Apparel Design3
COM 345 Social Media and Society3	General Electives1
15	13

TOTAL HOURS: 120

*See General Studies Curriculum

BACHELOR OF SCIENCE MAJOR IN FAMILY AND CONSUMER SCIENCES

Concentration: Dietetics

The Didactic Program in Dietetics at JSU is accredited by the Accreditation Council for Education Nutrition and Dietetics, 216 W. Jackson Blvd., Chicago, IL 60606-6995, (312) 899-5400. Following graduation, each student must complete a supervised practice program accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association to qualify for the national examination to become a registered dietitian.

Students must be assessed into the Didactic Dietetics program the last semester of the sophomore year. For assessment into upper division Didactic Dietetics program, students must successfully complete a career assessment exam and all courses listed for the freshman and sophomore years with a minimum grade point average of 3.00 on a 4.00 scale and must maintain this average throughout the program. Students must also earn a minimum grade of "B" on all science based courses. The assessment process for the Didactic Dietetics program is outlined on the FCS website. Additional information may be obtained online or from program directors.

A minor in Nutrition and Foods may be obtained by completing 18 hours, including FCS 122, 322, and 338 and nine hours from the following courses: FCS 326, 327, 337, 420, 421, 427, 429, or 448.

FRESHMAN YEAR

Fall	Spring
EH Comp 101.....3	EH Comp 1023
MS 112 Precalculus Algebra.....3	EH 141 Oral Communication.....3
FCS 122 Fund of Food Prep.....3	CY 116 Concepts of Chem II4
BY 101, 103 Intro to Biology4	BY 263 Human Anatomy and Phys I.....4
CY 115 Concepts of Chem I.....4	PSY 201 or SY 2213
STU 101 First Year Experience0	
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17	17

SOPHOMORE YEAR

Fall	Spring
FCS 322 Normal Nutrition.....3	FCS 328 Career Paths in Nutr and Diet.....1
BY 264 Human Anatomy and Phys II.....4	MS 204 Basic Statistics.....3
Literature*3	Literature*3
History*3	History*3
FCS 200 Seminar in FCS2	FCS 355 Family Life Ed3
Fine Arts Elective*.....3	EC 222 Prin of Macrocon3
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18	16

JUNIOR YEAR

Fall	Spring
FCS 323 Experimental Foods.....3	FCS 337 Methods of Nutrition Assessment3
FCS 326 Food Safety and Sanitation.....3	FCS 327 Nutrition in the Life Cycle3
FCS 332 Soc Cult Aspects.....3	FCS 338 Community Nutrition.....3
MGT 301 Principles of Mgt.....3	FCS 352 Child Growth and Dev2
EH 322 Technical Writing.....3	and FCS 353 Child Growth Lab.....1
	or FCS 350 Lifespan Human Dev3
	HPE 400 Exercise Phys.....3
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15	15

SENIOR YEAR

Fall	Spring
FCS 325 Quantity Foods.....3	FCS 422 Foodservice Mgt3
FCS 371 Mgt of Fam Resources.....3	FCS 421 Med Nutr Therapy II.....3
FCS 420 Med Nutr Therapy I.....3	FCS 448 Alternative Medicine3
FCS 429 Adv Nutr Metab.....3	FCS 471 Family Housing and Interiors3
FCS 339 Prof Comm in FCS2	FCS 458 Research/Stats Methods.....3
Gen Elect1	
<hr/>	<hr/>
15	15

TOTAL HOURS: 128

*See General Studies Curriculum

BACHELOR OF SCIENCE MAJOR IN FAMILY AND CONSUMER SCIENCES Concentration: Community Nutrition

The concentration in Community Nutrition offers the academic background needed for positions in a variety of community agencies that provide nutrition services for individuals, families, and groups. This concentration does not qualify for entry into the Didactic Program in Dietetics.

FRESHMAN YEAR

Fall	Spring
EH Comp 101.....3	EH Comp 1023
MS 112 Precalculus Algebra.....3	EH 141 Oral Communication.....3
FCS 122 Fund of Food Prep.....3	FCS 200 Seminar in FCS.....2
BY 101, 103 Intro to Biology4	PSY 201 Intro to Psychology3
CY 115 Concepts of Chem I.....4	BY 263 Human Anatomy4
STU 101 First Year Experience0	
17	15

SOPHOMORE YEAR

Fall	Spring
FCS 322 Normal Nutrition.....3	FCS 328 Career Paths in Nutr and Diet.....1
SY 221 Intro to Sociology3	MS 204 Basic Statistics.....3
Literature*3	Literature*3
History*3	History*3
Fine Arts Elective*.....3	FCS 355 Family Life Ed3
	EC 222 Prin of Macroecon3
15	16

JUNIOR YEAR

Fall	Spring
ED 300.....2	MKT 301 Principles of Marketing3
FCS 326 Food Safety and Sanitation.....3	FCS 327 Nutrition in the Life Cycle3
FCS 332 Soc Cult Aspects.....3	FCS 338 Community Nutrition.....3
MGT 301 Principles of Mgt.....3	FCS 350 Lifespan Human Dev3
EH 322 Technical Writing.....3	HPE 315 Comm and Consumer Health.....3
14	15

SENIOR YEAR

Fall	Spring
FCS 325 Quantity Foods.....3	SY 364 Medicine and Society3
FCS 371 Mgt of Fam Resources.....3	FCS 428 International Foods3
FCS 339 Prof Comm in FCS.....2	FCS 448 Alternative Medicine3
FCS 471 Family Housing and Interiors.....3	FCS 458 Research /Stats Methods.....3
HPE 232 Sports Safety and First Aid.....2	HP3 318 Health for Spec Populations.....3
13	15

TOTAL HOURS: 120

*See General Studies Curriculum

BACHELOR OF SCIENCE

MAJOR IN FAMILY AND CONSUMER SCIENCES

Concentration: Hospitality and Culinary Management

The concentration in Hospitality and Culinary Management offers academic background and field experience in the hospitality industry and is planned for individuals interested in management positions in culinary arts. A minor may be earned in Hospitality and Culinary Management by completing 18 hours, including FCS 122, 323, 325, 422, and six hours from the following courses: FCS 132, 326, 428, 438 or 441.

FRESHMAN YEAR

Fall	Spring
EH Comp 1013	EH Comp 1023
History*3	EH 141 Oral Communication.....3
BY 101, 1034	BY 102, 1044
FCS 122 Fund of Food Prep3	FCS 132 Culinary Science3
SY 221 Intro to Soc3	Fine Arts Elective*3
STU 101.....0	
16	16

SOPHOMORE YEAR

Fall	Spring
Literature*3	Literature*3
MS 112 Precalculus Algebra3	MS 204 Basic Statistics.....3
EC 221 Economics3	EC 222 Economics3
FCS 223 Science of Service Quality.....2	FCS 200 Seminar in FCS2
FCS 326 Food Safety3	FCS 215 Intro to Nutrition3
14	14

JUNIOR YEAR

Fall	Spring
MGT 301 Principles of Management.....3	MGT 305 Org Behav or MGT 385 HR Mgt.....3
ACC 200 Principles Financial Acc3	FCS 371 Resource Mgt3
FCS 323 Experimental Foods3	ACC 210 Principles Managerial Acc.....3
FCS 325 Quality Food Production.....3	FCS 352 Child Growth and Dev2
FIN 301 Business Finance3	and FCS 353 Child Growth Lab.....1
	or FCS 350 Lifespan Hum Dev3
	FCS 332 Social Cultural Aspects of Apparel.....3
15	15

SENIOR YEAR

Fall	Spring
FCS 335 Visual Merchandising3	FCS 471 Family Housing and Interiors3
FCS 355 Family Life3	FCS 428 International Foods3
FCS 422 Foodservice Mgt3	FCS 441 Practicum in Hosp and Tour3
MKT 301 Principles of Marketing3	FCS 438 Principles of Culinary Mgt.....3
FCS 441 Practicum in Hosp and Tour.....3	CBA 390 Operations Mgt.....3
15	15

TOTAL HOURS: 120

*See General Studies Curriculum

FAMILY AND CONSUMER SCIENCES (FCS) COURSE DESCRIPTIONS

122. **Fundamentals of Food Preparation and Meal Management (3).** Lecture and laboratory experiences. Introduction to the study of food, including selection, principles of preparation, evaluation of food products, survey of the market place, and management of resources in the preparation and serving of food.
131. **Clothing Construction (3).** Personal appearance, selection, and care of clothing and textiles. Fundamentals of clothing construction, pattern selection, and fit. Application of fundamentals through garment construction.
132. **Culinary Science (3).** *Prerequisite:* FCS 122. An introduction to the study of commercial food production, including fundamental cooking techniques, knife and hand-tool skills, flavor affinities, and visually pleasing culinary presentations.
200. **Seminar in Family and Consumer Sciences (2).** The philosophical base of family and consumer sciences and issues affecting the profession. Emphasis on managing the challenges of living and working in a diverse global society. Preparation of students for success, including résumé writing, professional presentations, and the development of communication skills.

215. **Introductory Nutrition (3).** Introduction to the principles of nutrition, including nutrient requirements for individuals of all ages.
223. **The Science of Service Quality (2).** Introduction to the service quality concept, particularly as it relates to the hospitality industry. Emphasis on theories and principles of service quality.
232. **Textiles (3).** Textile fabrics, their composition, structure and use, along with weaves, finishes and care. Natural and manmade fibers used in clothing.
301. **Career Paths in Dietetics (1).** *Prerequisite: Junior standing.* A survey of the career paths in dietetics and the process for entering the field.
322. **Normal Nutrition (3).** *Prerequisites: CY 115 and BY 263.* Application of fundamentals of human nutrition, including various nutrients and requirements for different individuals and groups.
323. **Experimental Foods (3).** *Prerequisite: FCS 122.* Lecture and laboratory experiences. The advanced study of food, including the physical and chemical properties of food and factors affecting the quality of standard food products.
325. **Quantity Food Production (3).** *Prerequisite: FCS 122.* Lectures and laboratory experiences. Introduction to institutional preparation and service of food, equipment operation and maintenance, menu planning and recipe standardization.
326. **Food Safety and Sanitation (3).** *Prerequisites: Four hours of natural sciences and FCS 122.* An introduction to food borne illnesses, safe food preparation practices, microbiological considerations for specific foodservice systems, and regulatory laws for foodservice establishments.
327. **Nutrition in the Life Cycle (3).** *Prerequisite: FCS 322.* How age, growth and normal development influence the nutritional requirements for individuals at each stage of the life cycle.
328. **Career Paths in Nutrition and Dietetics (1).** *Prerequisites: FCS 122 and 322.* A survey of the careers in nutrition and dietetics. Students will complete the Nutrition Career Assessment Exam for assessment into the Dietetics Program.
330. **Braids, Trims, and Stitchery (3).** The use of individuality in creating unusual trims and accessories for dress.
331. **Fashion Fundamentals and Merchandising (3).** *Prerequisite: Sophomore status.* Organization and structure of the fashion industry with emphasis on retailing, sources of information, and fashion trends.
332. **Social Cultural Aspects of Apparel (3).** Overview of social, psychological, and cultural aspects of apparel.
333. **Family Clothing (3).** Planning, selection, purchasing and care of family clothing. **334.Flat Pattern Design (3).** *Prerequisite: FCS 131.* Application of fundamental principles and procedures in the development and use of the master pattern. Applying flat pattern principles to designing patterns, fitting and altering commercial patterns.
335. **Visual Merchandising (3).** *Prerequisite: Sophomore standing.* Design principles applied to various display needs. Investigation and practical experience in planning, executing, and evaluation of 2-D and 3-D displays for commercial, educational, and other needs.
337. **Methods of Nutritional Assessment (3).** *Prerequisite: FCS 322.* An introduction to the profession and practice of dietetics, emphasizing assessment techniques, feeding modalities, and counseling methods.
338. **Community Nutrition (3).** *Prerequisite: FCS 215 or 322.* Application of community nutrition strategies to health care problems and exploration of approaches useful in the design and evaluation of these programs.
339. **Professional Communications in FCS (2).** The fundamentals of communication skills essential for professions related to the field of Family and Consumer Sciences. Emphasis on materials and methods necessary for satisfactory communication.
343. **Virtual Merchandising (3).** Design principles applied to various promotional and presentation tools, such as displays, brochures, and bulletin boards. This course will focus on the investigation and practical experience in planning, executing, and evaluation of displays for commercial, educational, and other needs.
350. **Lifespan Human Development (3).** Overview of physical, intellectual, social, and emotional development from conception to death. Practical application of information to life stages and outside observations will be included.
351. **The Developing Child (3).** Development and guidance of young children from infancy through the school years. Not available to students in the traditional Child Development concentration. Includes 12-15 hours of field experience.
352. **Child Growth and Development (2).** Development and guidance of young children from infancy through middle childhood.
353. **Child Growth and Development Laboratory (1).** Taken concurrently with FCS 352 lecture; two hours per week. Methods of guidance of young children.
355. **Family Life Education (3).** A study of family relations and the skills needed to function within the family setting. Emphasis on interpersonal communication, conflict resolution, and parenting.
360. **Contemporary Issues in Human Development (3).** Current topics in the areas of child and/or family development.
371. **Management of Family Resources (3).** *Prerequisite: Sophomore standing.* Focuses on the practical application of management principles for use of resources to maximize individual and family quality of life.

383. **Curriculum and Literacy (3)**. Prerequisite: Teacher Education Program eligibility. This course addresses both curriculum and content literacy for Career and Technical Education programs. Course will substitute for ESE 383 for BME major and FCS Education majors only.
420. **Medical Nutrition Therapy I (3)**. Prerequisites: FCS 322 and 337. The study of relationships between diseases and nutrition. Application of assessment techniques and alternative feeding modalities in medical/nutritional case studies.
421. **Medical Nutrition Therapy II (3)**. Prerequisite: FCS 420. A continuation of Medical Nutrition Therapy I. The study of relationships between diseases and nutrition. Application of assessment techniques and alternative feeding modalities in medical/nutritional case studies.
422. **Foodservice Management (3)**. Prerequisites: FCS 122 and MGT 301. Management techniques and functions in foodservice with emphasis on personnel management, materials management and systems approach to foodservice management.
425. **Practicum in Foodservice Management (3)**. Prerequisite: Approval of instructor. May be duplicated for credit for a total of six (6) semester hours. Practical experiences in foodservice management obtained in approved institutions. Must be planned in advance.
427. **Special Problems in Family and Consumer Sciences (3)**. Prerequisites: Senior standing and approval of instructor. May be duplicated for credit for a total of six (6) semester hours. Individual work in selected area.
428. **International Foods (3)**. Lecture and laboratory experiences. Study of food practices, preparation and service of dishes typical of countries around the world.
429. **Advanced Nutrition Metabolism (3)**. Prerequisites: FCS 322, BY 263 and PE 400. Normal nutrition metabolism and an overview of aberrations in normal metabolism as affected by diseases.
430. **Senior Experiences in Fashion Merchandising (3)**. Prerequisites: Senior standing and approval of instructor. Field experiences in merchandising. May be duplicated for credit for a total of six (6) semester hours.
431. **Textiles and Apparel in the Global Economy (3)**. Prerequisites: FCS 331 and junior standing. Role of fiber, textile and apparel industries in the international economy. Current issues related to fashion merchandising in the global economy.
432. **History of Fashion (3)**. Prerequisite: Junior standing. The development of fashion throughout history, with an investigation of the influence of sociological, psychological, economic and cultural factors.
434. **Apparel Design (3)**. Prerequisites: FCS 131, 232 and 331 and junior standing. Overview of the fashion design and manufacturing process. Examination of fashion illustration, methods of apparel design, creation of an apparel line and practical experiences in apparel design.
435. **Merchandise Planning and Analysis (3)**. Prerequisites: MS 110 or 112, FCS 331, and junior standing. Application of principles of merchandise management and retail buying to the merchandising of textiles and apparel and accessories.
438. **Principles of Culinary Management (3)**. Prerequisites: FCS 122, 132 and MGT 301. The study of the evolution of the hospitality industry and how it is currently stratified. Organizational systems, management and career opportunities/salaries will be examined. Hospitality service management is viewed from both a consumer and business perspective.
441. **Practicum in Hospitality and Tourism (3)**. Prerequisite: Approval of instructor. Practical culinary and tourism experiences in the hospitality industry. May be duplicated for a total of six (6) credit hours.
448. **Alternative Medicine and Dietary Supplements (3)**. Prerequisites: FCS 322 and junior standing. Advanced study of the safety and efficacy of herbal and dietary supplements; mechanisms of action, including potential drug/herbal/nutrient interactions; evaluation and regulation of health claims.
450. **Curriculum Planning in Child Development (3)**. Prerequisites: Junior standing and FCS 351 or 352/353. Planning a developmentally appropriate curriculum for a child care program. Includes 12-15 hours of field experience. Background check required.
452. **Overview of Advanced Child Development (Infancy through 5 years) (3)**. Prerequisites: Junior standing and FCS 351 or 352/353. Study of the biological and environmental influences on development from infancy through age 5. Examine theories, research, the family context, school context, and the impact of diverse family experiences. Not available to students in the traditional or online Child Development concentrations. Includes 12-15 hours of field experience. Background check required.
453. **Parent-Child Relations (3)**. Prerequisites: Junior standing and FCS 351 or 352/353. Study of the dynamics and reciprocal nature of parent-child relationships, including internal and environmental forces that impact interactions between parents and children.
454. **Administration and Supervision in Child Care Programs (3)**. Prerequisites: Junior standing, FCS 351 or 352/353, FCS 450, and approval of instructor. The planning, implementing, and evaluating of a child care program. Includes 12-15 hours of field experience. Background check required.
456. **Advanced Child Development I (Infant and Toddler Development) (3)**. Prerequisites: Junior standing and FCS 351 or 352/353. Study of the biological and environmental influences on development from infancy through

toddlerhood. Examine theories, research and the family context. Includes 12-15 hours of field experience. Background check required.

457. **Advanced Child Development II (Ages 3 through 5).** *Prerequisites: Junior standing and FCS 351 or 352/353.* Study of the biological and environmental influences on development from toddlerhood through age five. Examine theories, research, the family context, school context, and the impact of diverse family experiences. Background check required.
458. **Research and Statistical Methods in FCS (3).** *Prerequisite: Junior standing.* Methods and basic skills for conducting, analyzing, and interpreting research.
459. **Family Interaction (3).** *Prerequisites: Junior standing and FCS 351 or 352/353.* Study of various theories of family interaction, with an emphasis on understanding the family as a system.
460. **Directed Field Experiences (6).** *Prerequisites: Completion of general studies, professional and concentration courses, and approval of academic advisor.* Supervised experiences in a community child care setting with observation and participation in approved programs for children. Background check required.
463. **Directed Field Experiences for Child Development Minors (3).** *Prerequisites: Completion of general studies, professional and concentration courses, and approval of academic advisor.* Supervised experiences in a community child care setting with observation and participation in approved programs for children. Not available to students in the traditional or online Child Development concentrations. Background check required.
464. **Practicum in Human Sciences (3).** *Prerequisite: This practicum must be taken the last semester of the student's senior year and after completion of all content coursework.* Field observation and experiences in agencies or organizations that provide services in a human sciences field. Practicum site must be approved by the advisor.
471. **Family Housing and Interiors (3).** *Prerequisite: Junior standing.* An overview of present-day family housing needs, including location, space needs, house construction and selection, alternative housing, and home furnishings.
472. **Creative Expressions in Home Furnishings (3).** Selection and use of household fabrics and materials, including the design and construction of home furnishings and accessories.

CAREER/TECHNICAL EDUCATION (CTE) COURSE DESCRIPTIONS

350. **Professional and Technical Competency for Career and Technical Education (3).** Technical skills needed to teach, organize, and maintain career and technical programs in middle and secondary schools. Emphasis on professional skills needed to secure and maintain employment in CTE.
362. **Principles of Career and Technical Education (3).** History, philosophy, trends, and issues of career and technical education programs in middle and secondary schools. Includes needs assessment, curriculum planning, and implementation of programs.
444. **Assessment of Learning for Career and Technical Education (3).** This course is an introduction to developmentally appropriate evaluation of teaching and learning at the secondary level for career and technical programs. *Requires Teacher Education Program eligibility.*
460. **Practicum in CTE (3).** Directed experiences, including observation and participation in career technical education programs and classrooms. Provides an opportunity to observe and apply theories and concepts. Seminars will be held in conjunction with this course. *Must be taken concurrently with CTE 461. Requires Teacher Education Program eligibility.*
461. **Effective Teaching of CTE (3).** Planning and implementation of instructional methods and materials in secondary career technical education, nutrition education and community education programs. Field experiences. *Must be taken concurrently with CTE 460. Requires Teacher Education Program eligibility.*
475. **Functions of the Coordinator (3).** Technical skills needed to teach, organize, and maintain cooperative education and work-based learning programs in secondary schools. Job shadowing of a co-op teacher required.

DEPARTMENT OF SECONDARY EDUCATION

206 RAMONA WOOD HALL

Department Head: Emily Sims

Professor: Akpan

Associate Professor: Mitchell

Assistant Professor: Hammack, Rubin, Sims

Students majoring in Secondary Education are required to complete an approved program consisting of 122-128 hours leading to a Bachelor of Science degree in Education. Upon completion of an approved program, students will be eligible to apply for the baccalaureate level Professional Certificate. Teacher Education Programs may be altered to meet changes in federal and Alabama State Department of Education regulations.

TEACHER EDUCATION PROGRAMS OFFERED

SECONDARY EDUCATION P-12 PROGRAMS

Music - Instrumental

Music - Vocal/Choral

Spanish

SECONDARY EDUCATION 6-12 PROGRAMS

Biology
General Science

Business and Marketing
Social Studies

English Language Arts
History

Mathematics

Family and Consumer Sciences

BACHELOR OF SCIENCE IN EDUCATION

The Secondary Education teaching fields (P-12 and grades 6-12) require 122-128 semester hours in an approved plan of study. Specific plans of study for each teaching field are available from the Teacher Service Center, 207 Ramona Wood Hall.

STUDENTS MUST SEE THEIR ASSIGNED ADVISOR IN THE COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES TO INSURE COMPLIANCE WITH THEIR APPROVED PLAN OF STUDY.

Note: All professional studies education courses and selected teaching field courses must be completed at JSU and may not be transferred from another institution. Please check with your academic department for a complete list.

Minor in Secondary Education: An undergraduate student may minor in Secondary Education by completing the following 21 semester hours of coursework: ED 300 (2) Introduction to Teacher Education; ESE 329 (3) Adolescent Development and Behavior; *ESE 383 (3) Content Literacy; ESE 440 (3) Diversity and Multicultural Education; *ESE 304 (3) Curriculum Planning and Learning Styles; *ESE 455 (3) Classroom Management; SPE 300 (3) Survey of Exceptional Children and Youth.

*Requires eligibility to Teacher Education.

SECONDARY EDUCATION (ESE) COURSE DESCRIPTIONS

The curriculum in Secondary Education is for students seeking certification in grades 6-12. The Department of Secondary Education's attendance policy requires students to attend 90% of all scheduled class meetings. All field experiences (i.e., ESE 304, 306, and 485) require proof of liability insurance.

- 304. Curriculum Planning and Learning Styles (3).** *Corequisite: ESE 306. Requires Teacher Education Program eligibility.* Provides an introduction to all aspects of appropriate curriculum planning for secondary educators, differentiation required for teaching in the diverse classroom, and the learning differences that make this differentiation necessary.
- 306. Integrated Instructional Design (3).** *Corequisite: ESE 304. Requires Teacher Education Program eligibility.* Provides for the integration of appropriate instructional planning, engaging instructional strategies, appropriate technologies, and teaching field standards from multiple disciplines through the use of in-the-field observations and experience, as well as classroom and online work. The course includes a 75-hour practicum component.
- 329. Adolescent Development and Behavior (3).** This course addresses the stages of physical, cognitive, and social-emotional development of adolescents at the middle and high school levels from a global and multicultural perspective, as well as the range of behaviors exhibited by adolescents during the secondary school years, in order to facilitate better decision-making by educators related to the appropriate developmental and behavioral expectations for students at the secondary level.
- 383. Content Literacy (3).** *Prerequisite: Teacher Education Program eligibility.* This course addresses both theory and practice associated with content literacy.
- 420. Teaching Mathematics (3).** *Prerequisites: ESE 304 and 306. Corequisite: The appropriate section of ESE 485.* In addition, students are encouraged to complete 90% of all teaching field courses prior to enrollment in this course. Materials and methods of teaching mathematics at the secondary level. Requires Teacher Education Program eligibility. Offered in fall and spring semesters only.
- 421. Teaching Social Studies (3).** *Prerequisites: ESE 304 and 306. Corequisite: The appropriate section of ESE 485.* Materials and methods of teaching history and other social sciences at the secondary level. Requires Teacher Education Program eligibility. In addition, students are encouraged to complete 90% of all teaching field courses prior to enrollment in this course. Offered in the fall and spring semesters only.
- 422. Teaching English Language Arts (3).** *Prerequisites: ESE 304 and 306. Corequisite: The appropriate section of ESE 485.* In addition, students are encouraged to complete 90% of all teaching field courses prior to enrollment in this course. Materials and methods of teaching language arts at the secondary level. Requires Teacher Education Program eligibility. Offered in fall and spring semesters only.

- 423. Teaching General Science (3).** *Prerequisites: ESE 304 and 306. Corequisite: The appropriate section of ESE 485.* In addition, students are encouraged to complete 90% of all teaching field courses prior to enrollment in this course. Materials and methods of teaching natural and physical sciences at the secondary level. Requires Teacher Education Program eligibility. Offered in fall and spring semesters only.
- 424. Foreign Language Methods (3).** *Prerequisites: ESE 304 and 306. Corequisite: The appropriate section of ESE 485.* In addition, students are encouraged to complete 90% of all teaching field courses prior to enrollment in this course. Materials and methods of teaching foreign language at the secondary level. Requires Teacher Education Program eligibility. Offered in fall and spring semesters only.
- 426. World History in Secondary Schools (3).** *Prerequisites: HY 101, 102, 201 and 202.* Reviews the history of numerous regions around the world that are outside of the North American/European frame, considers the importance of these regions independently and collectively through historical and current lenses, reviews the secondary education standards related to the teaching of world regions and history. Considers research-based, best practices for teaching various world history content, as well as incorporating these practices when teaching other history and/or social studies content that requires the inclusion of some world history. Offered in spring semester only.
- 427. Government, Economics, and Geography in Secondary Schools (3).** *Prerequisites: HY 101, 102, 201 and 202.* This course reviews the history and structure of various government types through both historical and current lenses, considers the impact and influence of economics and geography on human history, reviews the secondary education standards related to the teaching of government, economics, and geography. Considers research-based, best practices for these subjects, as well as incorporating these practices when teaching a variety of history and/or social studies courses that require the inclusion of government, economics, and geography. Offered in fall semester only.
- 433. Teaching Literature in Secondary Schools (3).** *Prerequisites: EH 101, 102, 141, 201 and 202 or 203 and 204 or 231 and 232.* This course is designed to expose pre-service English language arts teachers to critical theory, history, and standards, which are embedded in the multiple roles of teaching literature in secondary schools. Opportunities for students to examine and evaluate current issues and research, as well as the integration of diverse instructional strategies in all program coursework will be explored. Offered in spring semester only.
- 434. Teaching Writing in Secondary Schools (3).** *Prerequisites: EH 101, 102, 141, 201, and 202 or 203 and 204 or 231 and 232.* This course is designed to expose English language arts students to critical theory, history, and standards, which are embedded in the multiple roles of teaching writing in secondary schools. Practical instructional strategies in teaching writing through traditional and new literacies will be explored. Offered in fall semester only.
- 440. Diversity and Multicultural Education (3).** Develops a broad understanding of the student diversity in secondary schools in the United States. Various approaches to multicultural education will be employed to equip teacher candidates with teaching a diverse student population.
- 444. Assessment (3).** *Requires Teacher Education Program eligibility.* This course is an introduction to developmentally appropriate evaluation of teaching/learning at the secondary level and use of assessment to improve student outcome.
- 455. Classroom Management (3).** *Requires Teacher Education Program eligibility.* Provides an introduction to the major theories related to classroom management and appropriate application of these theories into the secondary school environment.
- 485. Senior Practicum (3).** *Prerequisite: ESE 304. Corequisites: The appropriate special methods course ESE 420-424. Also, students are encouraged to have 90% of all teaching field courses completed prior to enrollment in this course.* A 150 clock-hour, supervised Level III clinical experience in grades 6-12. Requires Teacher Education Program eligibility. Offered in fall and spring semesters only.

DEPARTMENT OF EDUCATIONAL RESOURCES

304 RAMONA WOOD HALL

Department Head: TBA

Professor: J. Kiser, Turner, Webb

Associate Professor: Barnes, Wallace

Assistant Professor: Allen, McGahey, Paynter, Warfield, Wilson, Young

The Department of Educational Resources offers service courses in educational foundations, educational psychology, and instructional media. In addition, the department provides graduate programs in Counselor Education, Instructional Leadership and Library Media. Teacher Education Programs may be altered to meet changes in federal and Alabama State Department of Education regulations.

**EDUCATIONAL PSYCHOLOGY (EPY)
COURSE DESCRIPTIONS**

- 429. Developmental Psychology (3).** *Corequisite: EPY 430.* Covers stages of physical, cognitive, and social-emotional development in school aged persons from a global and multicultural perspective. This course is a prerequisite for ESE 404 and ESE 484.
- 430. Developmental Psychology Lab (0).** Provides a 25 clock-hour, Level II clinical experience, supervised through the Teaching/Learning Center, Ramona Wood Hall.

**INSTRUCTIONAL MEDIA (EIM)
COURSE DESCRIPTIONS**

- 300. Introduction to Education Technology (2).** This course is designed to prepare professional educators to effectively develop and use technology rich activities in the student centered classroom. Activities will correlate to the eight learning outcomes and will include ISTE-NETS standards and state and national content standards.

INSTRUCTIONAL SERVICES UNIT

102 RAMONA WOOD HALL

Director: Timothy D.

The Instructional Services Unit offers two elective classes to any JSU student who wishes to provide an academic service to area children.

**INSTRUCTIONAL SERVICES UNIT (ISU)
COURSE DESCRIPTIONS**

- 101. Service Learning (1).** Current techniques in tutoring to help improve the academic skills of K-12 children. Three hours lecture and ten hours tutoring.
- 102. Service Learning (2).** Current techniques in tutoring to help improve the academic skills of K-12 children. Five hours lecture and twenty hours tutoring.