

LANDER UNIVERSITY 2021-2022 GRADUATE CATALOG



Lander University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations at any time when, in the judgment of the faculty, the President, or the Board of Trustees, such changes are in the best interest of the students and the University. *For the most current edition of the Lander University 2021-2022 Graduate Catalog, please go to: www.lander.edu/catalog.*

Registration at Lander University assumes the student's acceptance of all published regulations as applicable, including both those which appear in this document and all others in any official announcement. This catalog is effective for the 2021-2022 academic year, commencing with the 2021 fall semester and extending through the 2022 summer sessions.

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GREENWOOD, SOUTH CAROLINA 29649-2099

It is the policy of Lander University to provide equal educational and employment opportunity to all present and future employees and students regardless of race, color, religion, sex, national origin, age, or disability. Lander University is an affirmative action/equal opportunity employer.

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THE UNIVERSITY

History of the University

Lander University was founded as a college for women by Methodist clergyman Samuel Lander in 1872 as Williamston Female College in Williamston, South Carolina. It remained a private institution for 26 years. In 1898, the college gained the support of the South Carolina Conference of the Methodist Episcopal Church, South. In 1904, the college was relocated to Greenwood, S.C., and was renamed Lander College in honor of its founder.

Men were admitted in 1943, and the institution is now completely coeducational.

In 1948, when the Methodist Conference, pursuant to a policy of consolidation in its education efforts, decided to end support of Lander College, interested citizens of Greenwood formed The Lander Foundation as a nonprofit corporation and leased the college from the church.

In 1951, the county of Greenwood obtained the College name and property from the Methodist Conference. The South Carolina General Assembly created the Greenwood County Education Commission, known as The Lander Foundation, to serve as the board of control for the College. Lander thus became the only four-year liberal arts college in the United States to be controlled and financed by a county government.

On July 1, 1973, Lander College came under the control of the Board of Trustees of the State Colleges of South Carolina, making Lander a state-assisted college. The State College Board of Trustees governed Lander, the College of Charleston, and Francis Marion College. Effective July 1, 1988, governance of Lander was vested in the Lander College Board of Trustees.

On July 1, 1992, by action of the Board of Trustees, the institution became Lander University.

The University has been served by twelve presidents: Samuel Lander (1872-1904); John O. Willson (1904-1923); Robert O. Lawton (interim) (1923); B. Rhett Turnipseed (1923-1927); R. H. Bennett (1927-1932); John W. Speake (1932-1941); John Marvin Rast (1941-1948); Boyce M. Grier (1948-1966); E. Don Herd, Jr. (1966-1973); Larry A. Jackson (1973-1992); William C. Moran (1992-2000); Daniel W. Ball (2000-2015); and Richard E. Cosentino (2015-present).

Lander University subscribes to a policy of equal educational and employment opportunity for all.

Vision Statement

A world where all graduates are educated, well rounded and prepared to continue their education or launch their careers.

Mission Statement

Lander University offers high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates.

Approved by the Lander University Faculty on March 16, 2016

Approved by the Lander University Board of Trustees on March 22, 2016

Approved by the South Carolina Commission on Higher Education on June 2, 2016

Lander's Role and Scope

Through its liberal arts programs and its professional schools for business, education, and nursing, the University offers an undergraduate curriculum that combines a broad, liberal education with specialized study leading either to immediate application in a career or to more advanced study. The undergraduate programs provide opportunities for students to achieve competence in a major discipline and to explore a broad core curriculum designed to assist them in developing the ability (1) to gather and critically analyze information from a variety of fields and to use that information as a basis for reasoned judgments and for effective problem solving, (2) to synthesize diverse ideas and information, and (3) to understand and convey ideas clearly.

In addition to its undergraduate programs, Lander provides a limited number of master's programs and post-graduate courses that respond to critical needs of the immediate region and the State. Supporting the University's role as a teaching institution and recognizing that scholarship is essential to establishing and maintaining excellence of instruction, Lander faculty engage in scholarly and creative activities appropriate to their teaching fields. In addition, the faculty and staff recognize Lander's responsibility to the public and to the local economy; therefore, the University serves as an intellectual and cultural center and cooperates with various agencies, schools, and businesses.

The University, situated near the center of Greenwood, a small South Carolina city, combines urban with rural and traditional with modern features. Proud of its identity as a small, student-centered public four-year university with a nurturing educational environment, Lander is committed to gradual but limited growth to a size of approximately 3300-3500 students. Because student success depends in large part upon readiness, the University reserves admission to those students who can demonstrate adequate preparation for higher education either through a predicted GPA or through previous success at another post-secondary institution. While Lander serves primarily students from a seven county area (Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, and Saluda) and reflects the demographic diversity of this constituency, it strives to draw students from every region of South Carolina as well as from other states and foreign countries because a geographically diverse population better serves the educational interests of all students enrolled. Lander predominately attracts qualified traditional full-time students but also welcomes non-traditional and part-time students. Lander University's commitment to extending educational opportunities to these varying constituencies reflects its belief that citizens of a free society have a right to the enriching benefits of higher education.

Accreditation

Lander University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master degrees. Questions about the accreditation of Lander University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

- The College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International), 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602-5730 USA, Telephone: (813) 769-6500, Fax: (813) 769-6559.
- The Bachelor of Science in Nursing is approved by the South Carolina State Board of Nursing (110 Centerview Dr. Suite 202, Columbia, SC 29210; telephone number: 803-896-4300) and The Bachelor of Science in Nursing and the Master of Science in Clinical Nurse Leader programs are accredited by the Commission on Collegiate Nursing Education (CCNE), (<http://www.ccneaccreditation.org>).
- The Teacher Education programs of Lander University are approved by the state of South Carolina and the academic unit is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th St NW, Suite 400 Washington, DC 20036. Telephone: (202) 223-0077.
- Lander's Montessori Teacher Education Program offers coursework leading to certification by the American Montessori Society. It is fully accredited by the Montessori Accreditation Council for Teacher Education (MACTE), 420 Park Street, Charlottesville, VA 22902. Telephone: (434) 202-7793.
- The Bachelor of Science in Music is accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Telephone: (703) 437-0700.
- The Bachelor of Science in Visual Arts and Bachelor of Fine Arts in 2D and 3D Studio programs are accredited by the National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Telephone: (703) 437-0700.

Assessment of Institutional Effectiveness

Lander University, in order to ensure excellence in its academic offerings, has implemented a continuing program to assess institutional effectiveness. A vital part of that effort is assessing student learning outcomes. During the time students are enrolled at the University, and later as alumni, they may be asked to participate in various activities designed to determine how well the institution is achieving its mission of providing a challenging education for its students and preparing them for careers or advanced study. A number of methods are employed in a variety of settings. Students may be asked to cooperate in a writing activity; to provide information about the quality of courses they have taken through surveys, interviews, or major field knowledge inventories; or to express opinions about activities or programs. It is not the student that is being evaluated but the institution itself and its various programs and services. Students are encouraged to cooperate and to provide information that can be used to improve Lander University.

The Academic Programs

Lander University confers the degrees of Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Education (MEd), Master of Fine Arts (MFA), Master of Science (MS), Master of Science in Management (MSM), Master of Science in Nursing (MSN), Bachelor of Applied Science (BAS), Bachelor of Arts (BA), Bachelor of Design (BDes), Bachelor of Fine Arts (BFA), and Bachelor of Science (BS) on candidates who are recommended by the faculty. Areas of study are provided in the following degrees, minors, and certificates. (For details on undergraduate programs, please see the Undergraduate Catalog):

MAT Degree

Visual Art K-12

MBA Degree

Business Administration

MEd Degrees

Montessori Education

Teaching and Learning

MFA Degrees

Visual Art

Visual Art, 2D Studio

Visual Art, 3D Studio

MS Degree

Emergency Management

MSM Degree

Management

MSN Degree

Clinical Nurse Leader

BAS Degree

Business Administration

BA Degrees

English

English

English, Professional Writing

English, Secondary Teacher Certification

Entrepreneurship

History

Humanities

Interdisciplinary Studies

International Studies

Spanish

Visual Art

Visual Art

Visual Art, K-12 Teacher Certification

BDes Degree

Graphic Design

BFA Degrees

Visual Art

Visual Art, 2D Studio

Visual Art, 3D Studio

BS Degrees

Biology	Human Services
Biology	Interdisciplinary Studies
Biology, Genetics	Allied Health Studies
Business Administration	Educational Psychology for Special Populations
Business Administration, Accounting	Environmental Health
Business Administration, Financial Services	Equine-Assisted Activities and Therapies
Business Administration, Health Care Management	Financial Services and Public Relations
Business Administration, Hospitality Management	Graphic Design and Marketing
Business Administration, Information Technology (IT) Management	Health Promotion and Wellness: Behavioral Health
Business Administration, Management/Marketing	Health Promotion and Wellness: Healthcare Management
Business Administration, Sports Management	Health Promotion and Wellness: Human Services
Chemistry	Health Promotion and Wellness: Policy
Chemistry	International Environment and Sustainability Management, Public Relations
Chemistry, Dual Engineering	Studies in Early Childhood Education and Psychology
Chemistry, Forensic Science	Studies in Early Childhood with Special Needs
Chemistry, Health Sciences	Teaching and Learning for Diverse Elementary Students (Reading/Media)
Chemistry, Secondary Certification	Mathematics
Computer Information Systems	Mathematics
Computer Information Systems, Dual Engineering	Mathematics, Dual Engineering
Computer Information Systems, Networking	Mathematics, Secondary Teacher Certification
Computer Information Systems, Software Development	Media and Communication
Criminology	Music
Cybersecurity, Computer Information Systems	Music, Instrumental
Cybersecurity, Political Science	Music, Keyboard
Data Science, Business Analytics	Music, Vocal
Data Science, Computer Information Systems	Music, K-12 Teacher Certification, Choral
Data Science, Mathematics	Music, K-12 Teacher Certification, Instrumental
Early Childhood Education	Music, K-12 Teacher Certification, Keyboard
Early Childhood Education	Nursing
Early Childhood Education, Montessori	Nursing (Prelicensure)
Elementary Education	Nursing (Completion for Registered Nurses)
Environmental Science	Paralegal Studies
Environmental Science	Physical Education, K-12 Teacher Certification
Environmental Science, Forensic Science	Political Science
Exercise Science	Political Science
Health Promotion and Wellness	Political Science, Public Administration
History	Psychology
History	Sociology
History, Secondary Social Studies Teacher Certification	Special Education
History, Public History	

Minors or Certificates

All-Hazard Emergency Management Certificate (Graduate Certificate)	Forensic Science	Philosophy
Art History	Film Studies	Photography
Biology	French	Political Science
Business Administration	General Studio Art	Pre-Law
Ceramics	Health Care Management	Psychology
Chemistry	History	Public Administration
Child and Family Studies	Homeland Security	Public Relations
Computer Information Systems	Human Services	Religion
Criminal Justice	Information Technology	Sculpture
Cybersecurity	International Business	Sociology
Design	International Studies	Spanish
English	Mathematics	Speech and Performance
Entrepreneurship	Media and Communication	Sports Management
Environmental Science	Media Writing	Sports Media
Esports Management and Administration	Military Science and Leadership	Therapeutic Horsemanship
European Studies	Music	Warfare, Military, and Diplomatic Studies Certificate
	Music History	Writing
	Non-Profit Management	
	Painting and Drawing	

UNIVERSITY ADMISSIONS

Lander University encourages all qualified students to apply for admission. It is the policy of Lander University to provide equal educational and employment opportunity to all present and future employees and students regardless of race, color, religion, sex, national origin, age, or disability. Lander University is an affirmative action/equal opportunity employer. This policy applies in all matters, including (1) admission and education of students, (2) availability of student loans, grants, scholarships, and job opportunities, (3) employment promotion of teaching and non-teaching personnel, and (4) activities conducted on the premises owned or occupied by the University.

A completed online application and all supporting documents should be submitted to the Office of Admissions according to the appropriate deadline for the semester.

When all credentials have been received, they are reviewed by the Office of Admissions and the applicant is notified of the decision. No single criterion is decisive, but each item is considered in relation to the applicant's total qualifications. Decisions for admission are made on a rolling basis. The Admissions Committee considers appeals for students whose admission has been denied or deferred.

Graduate Application Process

Prospective students must apply for admission online by going to <http://www.lander.edu/apply>. Application deadlines for degree seeking students is 30-days prior to the first term to be enrolled.

Readmission for any former student whose attendance at Lander has been interrupted for any reason for one or more fall and/or spring semesters must submit an updated application for admission. High school transcripts are required for all students if not previously submitted. Readmission to the University and to the program of study in which the student was previously enrolled is NOT automatic. In order for a former student to be reviewed for readmission, any indebtedness to the University must be settled.

How to apply as a returning student after completion of a suspension term:

- Create an account and complete an online application 45-days prior to term to be enrolled
- Complete an appeal for readmission form, signed by the advisor and dean of the appropriate college;
- Request a meeting with the academic advisor or department chair to discuss academic goals and a possible class schedule;
- Submit a letter from your advisor and/or college dean which provide evidence of advisement;
- Write a letter explaining the circumstances of the suspension and what measures have been taken to correct this in the future;
- Submit final official transcript(s) from any institution(s) attended during your absence from Lander; and
- Submit the entire appeal packet to the Office of Admissions.

The University Admissions Committee meets once a month to review the application and make the decision concerning readmission. Meeting dates are posted online:

<https://www.lander.edu/admissions/undergraduate/returning-students> .

International Students

Lander University welcomes the applications of qualified students who are not citizens of the United States. Such students may be admitted to Lander under the following regulations in addition to the general admission requirements that all applicants must fulfill.

Degree-Seeking Students (F-1 Student Visas)

1. An application for undergraduate or graduate admission;
2. Official school records (transcripts, diplomas or certificates of study), in the original language and also officially certified English translations. Students wishing to transfer college-level credit must have a "course by course" evaluation completed by a Credential Evaluation Service certified by the National Council on the Evaluation of Foreign Education Credentials (NACES), www.naces.org. Students may be asked to provide course descriptions or syllabi to determine how individual courses might transfer to Lander. Costs associated

with using these services are the responsibility of the student. Students who are transfers from a college or university outside the United States and who are attending Lander as student-athletes must have a “course by course evaluation” mentioned above in order to determine their athletic eligibility.

3. English proficiency. While degree-seeking international students must be proficient in English before acceptance, this proficiency may be demonstrated in one of the following ways.
 - a. TOEFL (Test of English as a Foreign Language) score. The minimum score on the TOEFL 70. TOEFL’s institutional code for Lander is 5363.
 - b. International English Language Testing System (IELTS). The minimum score is a 6.0 with no subtest scores of less than 5.0.
 - c. Test of English for International Communication (TOEIC). The minimum score is 600.
 - d. English being the official native language.
 - e. Completion of the equivalent of Lander’s ENGL 101 and ENGL 102 from a regionally accredited college or university in the United States.
 - f. Appropriate English subscore on SAT/ACT: 450 SAT or 18 ACT verbal
 - g. Hold a bachelor’s degree from a regionally accredited United States college or university.
4. Students must submit an affidavit of support indicating the source of funds being made available to the student to cover all educational and living expenses while enrolled at Lander. This affidavit must indicate the amount of money being provided and the length of time the funds will be available. If sponsorship is through an organization or government agency, the Office of Admissions should be notified directly by the sponsor of the terms of scholarship support. In all cases, students will be responsible for paying their fees at the time of registration. The international fees sheet will provide information about expenses.

<https://www.lander.edu/sites/lander/files/Documents/admissions/Fee%20Sheet%20For%20International%20Students%202018%20-%202019.pdf>.

Please note that expenses may change without notice.

Lander University reserves the right to request other information that may be necessary to evaluate the application.

All credentials for international students should be submitted *several months* prior to the expected term of enrollment. Applications arriving after the deadline will be considered for the next term.

Upon acceptance, a Certificate of Eligibility (Form I-20) is issued. This form will be used to apply for an F-1 student visa. Holders of student F-1 visas must enroll as full-time students with a minimum course load of 12 credit hours for every semester that they are in the United States. Further information is available from the Office of International Programs.

International students must provide the Immunization Form and Tuberculosis Screening Form completed by a Health Care Provider.

Health and Accident Insurance: All international students and their dependents residing in the United States must participate in the student insurance program. Information concerning the limits and benefits of this insurance can be obtained from the Student Wellness Center.

For questions regarding:

- Campus employment
- Filing of state and federal taxes
- Internships
- I-20 (travel documents)
- Maintaining SEVIS record
- Obtaining a social security card
- Obtaining a S.C. driver’s license
- OPT procedures

Contact: International Officer: Jeff Constant, Primary Designated School Official
Office of International Programs
Jackson Library
jconstant@lander.edu

Military Students/Veterans Affairs

The Registrar's Office houses a Veterans Affairs school certifying official (SCO) who is available to assist veteran students and their family members in using their veteran affairs benefits at Lander University. The SCO provides assistance in matters relating to applying for benefits, certification of enrollment, and transmitting necessary enrollment information to the proper VA regional office. Veterans/service members and dependents receiving military benefits have priority registration. Information is available at: <https://www.lander.edu/admissions/military-veterans-services>

VA Pending Compliance

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using US Department of Veterans Affairs (VA) Post 9/11 GI Bill ® (Ch. 33) or Vocational Rehabilitation (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late fee penalty to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

#Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

The Office of Enrollment and Access Management houses a Director of Military and Veterans Services who is responsible for recruitment and retention of military and veteran students. The Veteran Services representative will also assist the SCO with military and veteran earned education benefits. Along with these duties, the Coordinator of Veterans Services will be available to assist with military and veteran issues that may arise while attending Lander University.

Immunization Requirements

Lander University follows the CDC's and the American College Health Association's recommendations regarding immunizations for college students. All students, parents, and guardians are encouraged to learn more about serious communicable diseases and to make informed decisions regarding protection.

Students enrolled in programs that will require any face-to-face courses must meet immunization requirements and have all information on file in Student Health Services **before** registering for classes. In order to avoid disruption of the registration process, students should have all of their immunization requirements and their health services forms sent to the Wellness Center prior to registration. A copy of the health services form can be downloaded at https://www.lander.edu/sites/lander/files/Documents/student_life/Student%20Health%20Services%20Form%202020.pdf.

Required Immunizations

- **Two doses of MMR (measles, mumps, and rubella)**
- **Meningococcal vaccine**
- **Tdap (administered within the last 10 years)**

****INFORMATION REGARDING MENINGOCOCCAL VACCINE****

The Centers for Disease Control and Prevention recommends that college students be educated about the benefits of vaccination against meningitis (a potentially fatal bacterial infection) and Hepatitis B. The recommendation is based on recent studies showing that college students, particularly freshmen in residence halls, have a six-fold increased risk for meningitis and an increased risk of Hepatitis B. In addition, the State of South Carolina requires higher education institutions to inform students and parents about the risk of contracting these diseases and the availability of preventive vaccines. The University now recommends all incoming students age 21 and under to be immunized against **Meningococcal Disease**. The vaccination is available at physicians' offices or local health departments. Meningococcal Disease is a rare but potentially fatal bacterial infection. Adolescents, as well as young adults, have an increased incidence of Meningococcal Disease, accounting for nearly 30 percent of all U.S. cases. One out of four case among adolescents results in death. The majority of Meningococcal Disease cases among adolescents and young adults are potentially vaccine-preventable. Lifestyle factors common among adolescents and young adults seem to be linked to the disease. These include crowded living situations such as residence halls, going to bars, smoking, sharing personal items, and irregular sleep habits. When meningitis strikes, its flu-like symptoms make it difficult to diagnose. Transmission of the disease occurs from person to person through respiratory or oral secretions. Lander University and the American College Health Association highly recommend that students be educated and that they consider being vaccinated against this disease.

Recommended Immunizations

- Gardasil* (for females age 11 to 26 for bivalent and quadrivalent vaccine and males 9 to 26 for quadrivalent vaccine)
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal B vaccine

Immunization Exceptions

Students may be exempt from the above immunizations on grounds of permanent medical contraindication, conflicting religious beliefs, with the submission of completed paperwork from their physician or clergy, or if they are enrolling in only distance education courses and will not attending any classes on the Lander campus.

Additional Immunization Requirement for International Students

Beginning in Fall 2017, students from a high-risk group* will be required to have their Tuberculosis testing completed once they are in the United States. This blood test rules out active TB. Student Health Services is able to draw labs for students requiring quantiferon for tuberculosis testing for a nominal fee.

*Categories of high-risk students include those students who have arrived within the past 5 years from countries where TB is endemic. It is easier to identify countries of low rather than high TB prevalence. Therefore, students should undergo TB screening if they have arrived from countries EXCEPT those on the following list: Albania, American Samoa, Andorra, Antigua and Barbuda, Aruba, Australia, Austria, Bahamas, Bahrain, Barbados, Belgium, Bermuda, Bonaire, Saint Eustatius and Saba, British Virgin Islands, Canada, Cayman Islands, Chile, Cook Islands, Costa Rica, Croatia, Cuba, Curacao, Cyprus, Czechia, Denmark, Egypt, Estonia, Finland, France, French Polynesia, Germany, Greece, Grenada, Hungary, Iceland, Iran (Islamic Republic of), Ireland, Israel, Italy, Jamaica, Japan, Jordan, Lebanon, Luxembourg, Malta, Monaco, Montserrat, Netherlands, New Zealand, Niue, Norway, Oman, Poland, Puerto Rico, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Samoa, San Marino, Saudi Arabia, Seychelles, Saint Maarten (Dutch part), Slovakia, Slovenia, Spain, Sweden, Switzerland, The Former Yugoslav Republic of Macedonia, Tokelau, Tonga, Trinidad and Tobago, Turkey, Turks and Caicos Islands, United Arab Emirates, United Kingdom of Great Britain and Northern Ireland, U.S. Virgin Islands, Wallis and Futuna Islands, West Bank and Gaza Strip.

(Source: World Health Organization Global Health Observatory, Tuberculosis Incidence 2015)

Information on the test can be found here:

<http://www.quantiferon.com/irm/content/quantiferon-tb-gold1.aspx?RID=300>

Students will not be allowed to preregister or register without filing a completed immunization form with the Health Services Office. Questions regarding this policy may be directed to the Health Services Office (864) 388-8885 or fax (864) 388-8456.

Students with Disabilities Policy

Lander University recognizes its responsibility to assist academically qualified students with disabilities to achieve their academic goals. To this end, Lander University has made, and will continue to make, every effort to ensure that its physical facilities are accessible to students with disabilities. Elevators and lift devices, reserved parking spaces, properly equipped restrooms, and ramps are available.

In addition to removing physical barriers, Lander University is committed to ensuring equal access to academic and nonacademic programs. While Lander University will neither lower its academic standards nor alter degree requirements, it will make appropriate academic adjustments and reasonable modifications to policies and practices to allow the full participation of students with disabilities in the same programs and activities available to nondisabled students. The modifications do not give disabled students a competitive edge but rather eliminate competitive disadvantages, as required by the Rehabilitation Act of 1973 and the American Disabilities Act of 1990.

Services for Students with Disabilities

Lander University is committed to making programs and activities available to qualified students with disabilities. The advocate for students with disabilities coordinates services for students with disabilities, assists students with disabilities in determining reasonable accommodations based on disability, and acts as a liaison between students and faculty/administration on concerns relating to appropriate accommodations for students with disabilities. The Disabilities Coordinator is also available to meet with prospective students to discuss services available at Lander University. The Coordinator/Advocate for students with disabilities is located in the Lander Wellness Center.

Course Substitutions

In some cases, a specific learning disability can interfere with a student's successful completion of a course (e.g., foreign language and mathematics courses). **Appropriate documentation from a psychologist that specifically addresses this issue is required.** Course substitutions cannot be permitted if the course is determined essential to a student's major. For more details about this accommodation, see the Office of Student Disability Services website at <https://www.lander.edu/student-life/wellness-center/disability-services>.

Services Available

Reasonable accommodations are available for physically and learning-disabled students. **Documentation of disability is required. It is the student's responsibility to inform the Disabilities Coordinator of any need for services in adequate time to allow for their arrangement.**

The following services are examples of accommodations provided to the groups of disabled students listed below.

Students with Learning Disabilities

The University attempts to make reasonable accommodations for students with learning disabilities to help equalize their chance for success. The following are examples of accommodations typically granted to students with learning disabilities:

- Extended time for examinations
- Use of tape recorder in classroom
- Extended time for in-class or short-term writing assignments

The types of accommodations a student is eligible to receive based on a learning disability are determined on a case-by-case basis by the student and the Disabilities Coordinator, based on the information contained in appropriate documentation (up-to-date psych/educational evaluation not more than three-years old) which the student is responsible for providing, as well as a personal interview. "Faculty Contact Accommodation Information" is provided to each professor at the beginning of each semester to inform professors of the accommodation(s) the student may require. It is required that the student discuss with each professor the student's accommodation requirements at the start of each new semester (The Disabilities Coordinator is available to accompany the student in the initial meeting with the professor at the student's request).

Although the University is committed to providing academic accommodations to students with learning disabilities, there is no specific program for students with learning disabilities at the University. Students with learning disabilities may find, however, that the support services available to the general student population are

also useful to them. Tutorial services offered by the Academic Success Center, the Writing Center, Career Services, and the Counseling Services are some of the support services students with learning disabilities may find to be particularly helpful.

Visually Impaired Students

Services available for visually impaired students may include:

- Arrangements for taped books
- Arrangements for oral examinations
- Provision of readers for examinations

Visually impaired students may wish to contact the Disabilities Coordinator to arrange for a tour of the campus, including building locations, classroom locations, and pathways.

Students with Physical Disabilities

Services available to students with physical disabilities may include:

- Campus tours to determine the most accessible routes
- Assistance in obtaining a handicapped parking permit

The majority of the campus is accessible to students with physical disabilities. The Disabilities Coordinator should be consulted about accessible locations and help to arrange for changes if a class is scheduled in an inaccessible location.

Disability Accommodations Committee

When a student with a disability strongly feels that reasonable accommodations have not been made, that student should seek resolution within the administrative channels for the area in which accommodation is in question. The student may arrange an appointment with the Disabilities Coordinator to assist in mediation of the situation. If a satisfactory outcome is not attained, the student may request a hearing of the matter by a duly appointed *ad hoc* committee chaired by the Coordinator of Disability Services. The committee consists of representatives from each college, as well as pertinent campus offices. The creation of this committee was necessitated by the need to provide fair review of accommodation requests and of different situations that may arise regarding the provision of reasonable accommodations to students. The committee is conducted by situational case review without using any names of students and faculty/staff involved. The recommendation of the committee is made available to the student and/or any other person(s) directly involved.

For Further Information

Students needing more information should contact the Wellness Center at the address below. If there is a need for special assistance, it is the student's responsibility to inform the Disabilities Coordinator in sufficient time to allow for the arrangement of services. Prospective students should feel free to contact the Disabilities Coordinator to discuss services available at the University. Inquiries should be directed to:

Samelia Abney, M.Ed.
The Wellness Center, Lander University
Greenwood, SC 29649-2099
(864) 388-8885
Email: sabney@lander.edu

Housing Accommodation Requests by Students with Disability

Housing and Residence Life provides a variety of housing options. The majority of rooms in the residence halls are double occupancy and a few are equipped to meet the needs of students with disabilities. Students requiring single room occupancy may request a private room. Students with disabilities should request housing needs as soon as they are admitted to the university. All documentation is due to the Office of Disabilities by May 1st for new students and February 1st for returning students. Documentation submitted later will be considered and Lander University will make a good faith effort to provide reasonable accommodations but may not be able to guarantee that appropriate residential provisions will be completed within that semester.

Students requesting housing accommodations need to meet with the Office of Disabilities and submit all necessary documentation as soon as possible to secure the requested accommodation. Late submissions will receive housing accommodations only if space becomes available.

Important information regarding special accommodation requests:

- The fact of medical diagnosis does not guarantee or automatically qualify the student for a special or priority room assignment.
- Lander University provides many types of housing in multiple residence halls. Statements or recommendations from your physician or treating medical professional should not be interpreted as automatic approval of a specific housing accommodation or room assignment.
- Residential Life is unable to provide special housing accommodations based solely on a diagnosis of ADD or ADHD.
- Disability or specific medical need will take priority over residence hall preference.
- Accommodations are provided to the individual student, if approved, not to her/his group or preferred roommates. The student is required to assess the importance and significance of the accommodation versus preference of roommate(s) or residence hall.
- Single-occupancy rooms are very limited in on-campus housing, and may not be recommended except in cases involving clear and substantiated need.

These two departments will consult to consider the accommodation requested:

Department of Housing and Residence Life
Lander University
CPO Box 6019
320 Stanley Avenue
Greenwood, SC 29649-2099
(864) 388-8266

Office of Student Disability Services
The Wellness Center
Lander University
320 Stanley Avenue
Greenwood, SC 29649-2099
(864) 388-8885

FINANCIAL AID

Financial assistance is necessary for many students to be able to pursue a higher education. While the process may seem overwhelming at times, please read the information carefully and remain in constant contact with the Financial Aid Office if you have any questions about your status.

Limited information regarding financial aid is provided in the university catalog and the student handbook; for details and the most current information concerning financial aid at Lander University, please visit www.lander.edu/finaid.

For information regarding the SC state scholarship programs (Palmetto Fellows, LIFE, HOPE, National Guard College Assistance Program), please visit the SC Commission on Higher Education website at: <http://www.che.sc.gov>.

Application Process

Lander University uses the Free Application for Federal Student Aid (FAFSA) to award all federal and state sponsored financial aid programs, which include grants, work-study, student loans and parental loans. No additional institutional application is necessary; however, the Financial Aid Office may require supplementary information during the awarding process. Students are encouraged to respond to all requests for information in a timely manner. The FAFSA must be completed for each academic year that aid is requested. The Financial Aid Office awards aid upon receipt of the results of the FAFSA throughout the academic year.

Types of Aid

Scholarships and grants are gift aid and do not require repayment. Work programs allow the student to work part-time and receive payment for hours worked. Loans must be repaid, but students are not required to do so until six months after they drop below half-time or cease to be enrolled (note that while payments are not required until after graduation for unsubsidized student loans, interest accrues while the student is in school unless it is paid). In order to qualify for federal funds, a student must meet the eligibility criteria listed on the Free Application for Federal Student Aid (FAFSA). In addition, students must be enrolled at least half time for most programs. The FAFSA can be completed online at <https://studentaid.gov/h/apply-for-aid/fafsa>. A brief description of the federal programs can be found on the FAFSA website. A more detailed description of the financial aid process and programs is available online at <https://studentaid.gov/>.

The most common programs for graduate students at Lander University are:

1. Graduate Assistantships
2. Federal Work-Study
3. Federal Direct Student Loans (Unsubsidized)
4. Lander Foundation and other University Scholarships
5. VA Benefits

Information about Lander University's graduate assistantships is available online at <https://www.lander.edu/admissions/tuition-financial-aid/graduate-assistantship-opportunities>

Satisfactory Academic Progress

In addition to maintaining all general federal aid requirements, students receiving all federal funds and most state funds must maintain satisfactory academic progress in order to receive these funds. Certain programs have more stringent requirements than those listed such as MSN Clinical Nurse Leader (see page 55.) In order to maintain satisfactory progress and continue to receive assistance, a student must meet the criteria in three distinct areas listed below.

1. Quantitative Evaluation (Completion Ratio)

The quantitative evaluation requires that all students pass a percentage of ALL attempted hours. *The percentage is calculated by dividing the overall passed hours by the overall attempted hours. (Passed ÷ Attempted = Ratio). Passed hours include transfer hours for which a student may, or may not, receive earned

hours toward graduation at Lander. This standard is designed so students may reasonably complete their degree within the required maximum time frame. The minimum standard for graduate students is a completion ratio of 67%.

*Attempted hours include Pass/Fail courses, withdrawals, repeated courses, and failed courses. Summer hours are included. All transfer hours attempted from all institutions (including withdrawals or failing grades) and hours for which a student did not receive financial aid are counted. Courses that are dropped during the regular Drop/Add periods and are not reflected on the academic transcript are not counted.

2. Qualitative Evaluation (GPA)

The qualitative evaluation requires that all graduate students maintain at least a 2.0 GPA.

3. Time Frame Evaluation

The time frame evaluation limits the length of time that students can receive federal and state funding to complete degree requirements. Graduate students must complete all degree and graduation requirements within 54 credit hours. A student who cannot mathematically finish their program within the maximum time frame is not eligible for aid. For example, a transfer student has attempted 30 credit hours but still needs 30 hours to complete their degree requirements at Lander; they are not eligible because they only have 24 credit hours remaining before reaching the 54 maximum.

Satisfactory Academic Progress Evaluation Procedure

Evaluation is conducted after spring grades are official each academic year. Satisfactory Academic Progress evaluations must take into consideration ALL periods of enrollment, including periods in which the student did not receive financial aid. Students who do not meet the criteria at the end of an academic year will no longer be eligible for aid – **THERE IS NO WARNING PERIOD. Students who fail to meet the Satisfactory Academic Progress standards are not eligible for federal or state aid** until such time as they meet the standards. Students who fail to meet the Satisfactory Academic Progress standards will be notified by the Financial Aid Office. Information on the appeals process will be included with the notification.

Evaluation for the Time Frame criteria will be conducted throughout the year. Students will be notified if they are not eligible to receive funds in future terms or warned if they are approaching the time frame limits. Transfer grades and credits are evaluated at the time of receipt for students transferring into Lander University. ALL transcripts from ALL prior institutions must be received and articulated before any financial aid or Satisfactory Academic Progress appeals can be processed. Transfer students must meet the above Satisfactory Academic Progress standards to be considered eligible for aid.

Appeals to Satisfactory Academic Progress Decisions

All students who are denied aid due to failure to maintain Satisfactory Academic Progress may appeal in writing to the Financial Aid Office. Completed appeal forms must be received by the date specified in the notification to the student. If the Financial Aid Office determines that mitigating circumstances prevented a student from maintaining Satisfactory Academic Progress and those circumstances have been resolved, the student may be allowed to continue eligibility for one probationary term at a time or until the student is making satisfactory progress.

All appeals must include an academic plan (signed by an advisor) detailing an anticipated graduation timeframe and in some cases may restrict students to specific courses or enrollment loads.

Adjustments to Aid

Lander University reserves the right to adjust any aid awarded based on verification of eligibility or enrollment status. Further, at any time that new, corrected, or additional information becomes available, Lander University reserves the right to review any aid for accuracy and eligibility and to make adjustments as necessary. If transcripts received after the beginning of the term cause students to not adhere to the Satisfactory Academic Progress policy, the student will be liable for any aid already received for that term. Total aid (including scholarships, grants, loans and Federal Work-Study) is limited to the student's Cost of Attendance (COA) as determined by the Financial Aid Office.

Installment Payment Plan

The university offers a semester installment payment plan that divides the charges for tuition, fees, room, and board into multiple installments each semester. The installment plan is not available for summer terms. Information on this plan is available from the Business Office website at www.lander.edu/businessoffice.

Mail and Email

The Financial Aid Office uses the official Lander email address for communications with students about awards, requirements, and most other aid-related issues. On occasion, letters may be sent to the address of record. Students are responsible for checking their Lander email regularly (at least once per week) and maintaining their email accounts and mailing addresses consistent with University policy. Failure to receive an email or a mailing sent by the Financial Aid Office is the responsibility of the student.

Return of Title IV Funds

Federal regulations require each educational institution to have a written policy for the refund and repayment of federal aid received by students who withdraw during a term for which payment has been received. This policy is effective only if the student completely terminates enrollment (i.e. cancels his/her registration, withdraws, or is dismissed) or stops attending classes before completing more than 60 percent of the enrollment period. All returned funds will be distributed back to the aid programs in the order prescribed by law. The amount of refunded fees for students who withdraw will be calculated based on the percentage of the aid earned before separation as outlined in federal law. Students who may be eligible for post-withdrawal disbursements will be notified in writing. Students may contact the Business Office for details or visit www.lander.edu/businessoffice.

Student Work Programs

Many part-time student jobs are available each year from the Federal Work-Study Program and Lander's student assistant work program. Students interested in seeking employment on campus should check employment postings and procedures on the Financial Aid website at www.lander.edu/finaid under "Work-Study Programs."

Summer School Aid

Aid for summer school is based on unused eligibility from the academic year immediately preceding summer enrollment. Students who wish to be considered for summer aid must have a current FAFSA on file and must complete a separate, one-page application in the Financial Aid Office. Summer Aid applications are available by March 1 each year and are processed in the order in which they are received. Students should plan in advance to reserve aid eligibility if they know they must attend summer school. Most summer aid eligibility requires enrollment in at least six (6) hours over the course of the summer for undergraduates and (3) hours for graduate students. Students are not eligible to receive aid for enrollment at another institution (limited exceptions for study-abroad apply). Contact the Financial Aid Office for more information regarding aid for summer school.

Scholarships

All institutional awards are contingent upon funding.

ACADEMIC REGULATIONS AND PROCEDURES

All the students are responsible for knowing and observing the academic requirements and regulations of the University that are set forth in this section of the catalog. The academic policies in effect are always those stated in the current catalog.

Some academic procedures, as well as general regulations and information, appear in the *Student Handbook* that is published annually and issued each fall. The Registrar's Office website also contains academic information: <https://www.lander.edu/academics/registrars-office>. Students are expected to be familiar with all of this information.

Email Communications

All students are issued an official Lander University email account when they enroll. **The student email account is the official email address to which the University will send electronic communications.** This official address will be recorded in the University's electronic directories and records for the student. For these reasons, **all students** are required to use, and maintain their university-provided email accounts. Information Technology Services will perform the account creation without any action necessary by the student.

Academic Honor Code

In order to maintain a high standard of academic excellence, Lander University supports an academic honor code for which both faculty and students are responsible. By subscribing to this code, the University is affirming its trust in the ability of the student to be self-disciplined, responsible, and honorable in the pursuit of academic goals. The complete text of the code is presented in the *Student Handbook* provided to each student. It is also available in the Offices of Academic Affairs and Student Affairs.

English Fluency in Higher Education

South Carolina's English Fluency in Higher Education Act requires that each public institution provides assurance that there exists an adequate procedure for students to report grievances concerning the inability of instructors to be understood in their spoken or written English.

Through the offices of deans, department chairs, and the Provost and Executive Vice President for Academic Affairs and through the university's *Grade Appeal Process* (as described in the *Student Handbook*), students are provided both formal and informal procedures for any student to report grievances related to an instructor's ability to be understood in spoken or written English. Further, the Provost and Executive Vice President for Academic Affairs and the Vice President for Student Affairs are required to monitor and report to the South Carolina Commission on Higher Education all grievances filed by students because of alleged instructor inadequacies in spoken or written English.

A copy of the Act is maintained in the Office of Academic Affairs and is available for review during regular office hours.

Academic Success Center

The Academic Success Center houses First Year Advising, Transfer Support Services, Tutoring and Supplemental Instruction Services (PASS), Academic Coaching, as well as testing space for students with disabilities who have special testing accommodations. In addition, the Center provides programs geared to student success and retention. The office is located in Genesis Hall, telephone (864) 388-8308. For additional information, visit our web site at <https://www.lander.edu/academics/academic-success>.

Tutoring Services and Supplemental Instruction

The Academic Success Center (ASC) provides peer tutoring in most general education courses plus a majority of major courses. These services offer instruction in all skill levels as well as opportunities for enhancing students' skills.

The ASC tutoring services are free and available to all students:

- those who feel under-prepared for college work
- those who wish to increase their GPAs or improve grades in specific courses
- students who have been away from formal education for some time

- students preparing for entrance into specific majors requiring standardized or in-house tests

Tutoring services are done by appointment and do not have session limits; therefore, students are encouraged to obtain all the assistance needed to be successful in their courses. The peer tutors are recommended by the faculty and participate in training throughout the year.

In addition to tutoring, the ASC provides a Supplemental Instruction program called PASS – Peer Assisted Study Sessions. Like tutors, PASS leaders are recommended by faculty and participate in training throughout the year. PASS leaders sit in on assigned courses and work with faculty in designing and facilitating regularly scheduled PASS sessions for students.

The Academic Coaching program supports students with successfully transitioning to college academic coursework. Peer Academic Coaches work with students on improving their skills with time management, organization, note taking, study skills, and other student success skills.

The Academic Advising Center is housed in Genesis Hall. First Year Advisors are dedicated to assisting incoming students with academic advising, successfully transitioning to Lander, and preparation for the student's major course of study.

Transfer Support Services is also located in Genesis Hall in the ASC. The Transfer Support Specialist works closely with newly admitted transfer students to guide them through their successful transition into Lander.

Retention Programs Offered by the Academic Success Center

The Student Academic Success Program (SASP) provides individualized assessment of students on academic probation. Students are given specific advice on courses to repeat, study skill workshops or courses to attend, and tutorial services. Students on academic probation should utilize the ASC for additional support in improving their academic performance.

The Academic Alert system helps identify students who are having difficulty in coursework during the semester. These students are referred by the faculty to the ASC through the online Academic Alert form for tutorial assistance, study skills enhancement, and/or academic advising.

College Seminar (CSEM 101) is designed to help students develop effective study skills. In College Seminar, students refine their skills through peer interaction and direct application of newly acquired skills to apply to their current coursework. This course examines various topics needed for college success (such as note taking, time management, concentration, study systems and strategies, and test preparation).

Testing Accommodations for Students with Disabilities

The Academic Success Center provides quiet testing rooms for students who receive extended testing time and other special testing accommodations. The Testing Coordinator ensures test security and monitoring, communication with the faculty and the students involved each term, as well as expedites the return of tests to the faculty.

Credits, Course Load, and Classification

A graduate enrolled for 6 or more credit hours during a 16-week term is classified as a full-time student.

Repetition of Coursework - A student is allowed to repeat any course, subject to the current prerequisites and the following stipulations:

1. A student can receive credit only one time for any course, unless noted differently in the course description.
2. The first grade shall be recorded on the transcript but shall not be used in determining the cumulative grade point average ratio. All grades earned for courses repeated more than one time (including F's) shall be included in computing the cumulative grade point ratio and recorded on the transcript regardless of the number of times the course is repeated.
3. *Courses taken elsewhere to repeat Lander coursework may not be used to improve one's grade point ratio (GPA).*
4. A student will not be allowed to repeat a course for a higher grade after a higher-level sequential course has been passed unless it is a specific graduation requirement. Sequential courses are those listed in the catalog with hyphenated course numbers, for example: CHEM 111-112.

The University is not obligated to continue to offer courses or programs in a prior year's catalog that have been deleted officially from the curriculum.

Auditing - Auditing a course consists of attending classes and listening without the responsibility for any course assignments or examinations. No credit is earned by auditing a course and no credit may be earned in an audited course by examination or otherwise.

Requirements:

- All students who wish to audit must be admitted to the University in order to be eligible to audit a course.
- Students may only audit the same course once.
- No audited course may be repeated for credit at a later date.

After the application process is complete, students must contact the Office of the Registrar. The dean of the college offering the course will be notified of the audit request. Once approval is granted, the Office of the Registrar will complete the course registration if all requirements have been met.

A student who has registered for a course on an audit basis and who wishes to change the registration to take the course for credit or a student who has registered for a course on a credit basis and who wishes to change the registration to take the course by audit must do so no later than the last day to add or register for courses as published in the University's academic calendar. Notification of the change must be made to the Office of the Registrar by the appropriate deadline.

Procedures regarding course substitutions, exceptions to requirements, and establishing transfer equivalencies

A course substitution means that a student may apply the credit earned in one course and substitute that credit in place of another course.

Exception to a requirement means that the student is given an exemption from completing the specific coursework necessary to satisfy a particular requirement. The student receives no credit for the exemption and must complete comparable elective hours. For example, a student granted an exemption to a specific requirement would have to complete another 3-hour course to make up the hours.

Transfer equivalency means a course taken at another institution covers the same set of topics and material as a course offered at Lander. If the transfer course has an accepted Lander equivalency, the student will receive credit for the corresponding Lander course. If the transfer course does not have a direct Lander equivalent, the student will receive elective credit for that transfer course.

Procedures for students seeking exemptions to requirements

A student seeking an exemption to a requirement established by a program must consult his or her academic advisor and fill out the Course Substitution Appeal form. The advisor will then forward the form to the Department Chair/Assistant Dean for their review and they will then forward the form to the College/School Dean. When the review is completed and a decision is reached, the form will be forwarded to the Office of the Registrar, and the Registrar will notify the student of the decision. Decisions will be made on a case-by-case basis.

Grading System

Credit will be granted only for courses in which a student earns a grade of A, B, C, or D and for the grade of P, explained below. Symbols used in the grading system and their meanings are as follows:

A: Distinguished performance - indicates achievement of distinction for graduate study. Four quality points per credit hour.

B: Acceptable performance - indicates the minimal level of achievement for completion of a graduate program. Three quality points per credit hour.

C: Indicates marginal achievement for graduate study. Three C's in any graduate courses precludes continuation in the program. Two quality points per credit hour.

D: Poor - Indicates achievement at a level below that required for graduation. One quality point per credit hour. Courses with a grade of "D" are not applicable to a graduate degree.

P: Passing - Indicates satisfactory achievement in no-credit or no-grade options. No quality points.

F: Failure - Indicates unsatisfactory achievement. No quality points.

FA: Failure because of excessive absences. No quality points are given to F or FA which is considered in computing the grade point ratio. Students earning this grade are considered to have “dropped out unofficially”: instructors assigning this grade must provide on the final grade roster the student’s last date of attendance in the class.

AU: Audit - Indicates status as auditor. Auditing a course consists of attending classes and listening without the responsibility for any course assignments or examinations. No credit is earned by auditing a course and no credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. *Students may not audit laboratory or skills courses.*

W: Withdrawal - Indicates a withdrawal or drop.

I: Incomplete - Incomplete is assigned at the discretion of the instructor when, in the instructor’s judgment, a student is unable to complete some portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility or family hardship.

An incomplete is not intended to give students additional time to complete course assignments unless there is some indication that the specific condition or event prevented the student from completing course assignments on time. By arrangements with the instructor, the student will have up to six months from the last day of examinations for the semester in which to complete the work before a permanent grade is recorded. After six months, an “I” which has not been made up is changed permanently to a grade of “F”.

Re-enrolling in the course will not make up an incomplete grade. It is the responsibility of the student to insure that all arrangements for removal of the incomplete have been made and that all work for completing course assignments has been accomplished.

Grade Point Average - Grade points in any course are computed by multiplying the number of hours of credit assigned to the course by a number determined by the grade according to the following scale.

$$A = 4; B = 3; C = 2; D = 1; F = 0; FA = 0$$

The grade point average is determined by dividing the total number of institution grade points earned by the total number of institution GPA hours for courses receiving any grade in the preceding list. The following grades do not affect the grade point ratio: AU, I, P, R, W.

Grade Reports - At the end of each Fall, Spring and Summer terms, students will access their final grades online through Bearcat Web.

Grade Appeals and Changes --*The Student Handbook* describes the grade appeals process. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation, no grade can be changed or appealed.

Transcripts - Requests for official transcripts of a student’s academic record should be made online through Bearcat Web. Procedures for requesting an official transcript can be found at:

<https://www.lander.edu/academics/registrars-office/transcripts>.

A student may request an official electronic transcript through the National Student Clearinghouse.

A transcript of a student’s record carries the following information: current status; a detailed statement of the scholastic record showing courses pursued with credit hours carried, credit hours earned, grades, grade points, the system of grading, all failures, incomplete grades, and academic penalties such as academic probation, suspension, or other restrictions. A student’s official record concerns academic performance only. No partial record will be issued.

No official transcript will be issued to or for a student who is indebted to Lander University.

University Attendance Policy

Students are expected to attend class as regularly scheduled and are responsible for consulting instructors’ syllabi regarding attendance requirements. Instructors with specific attendance requirements can hold students accountable for absences from class. Consequences for violating attendance requirements will vary from instructor to instructor

and may include failure of the course. Students who anticipate missing class must seek relief from attendance requirements at least one week prior to the date of absence. Students missing class are expected to consult with their instructor(s) to request permission to make up missed coursework.

University Student Representatives (approved by the President) who must attend university-sponsored events will be given relief from an instructor's attendance requirements if they notify the instructor(s) at least one week prior to the event. University Student Representatives must meet the attendance requirements stated in the previous paragraph for all other absences.

Students may request attendance accommodations for documented disabilities by contacting The Office of Student Disability Services prior to the beginning of classes.

Students in laboratory sections offered by the College of Science and Mathematics or clinical sections offered by the School of Nursing must attend the first class meeting in order to remain on the roster.

Students, who have never attended class during the first two weeks of the semester, may be dropped from the course at the discretion of the instructor. The instructor will notify the Registrar and the student will be dropped from the course. However, students should not assume that they have been dropped from the course because they have not attended class. It is the responsibility of the student to drop a course that they are not planning to attend by the deadline published on the Academic Calendar. Failure to do so may result in a failing grade for the course.

Official Drop/Withdrawal

From a Course – Students should refer to the appropriate academic calendar to determine the dates that they may drop a course completely or withdraw from a course without academic penalty (earn a grade of “W”). Any petition to drop or withdraw from individual classes after the posted withdraw date will be considered only if the petition presents circumstances which are compelling, non-academic and beyond the control of the student (e.g., extended illness or related distress) and which would directly impact the student’s ability to fulfill the course requirements. Individual course drops or withdrawals do not automatically guarantee a refund of tuition.

From the University - Students who find it necessary to withdraw from all classes must process an Official Withdrawal and/or Temporary Leave form with the Registrar’s Office. Complete withdrawal after the drop deadline will result in grades of “W” for all registered coursework. Students may not completely withdraw following the last day of classes.

Temporary Leave

Students who intend to reenroll at Lander after an attendance break of one or two regular semesters may request an official temporary leave. Such a leave may be granted for either one or two regular semesters if the applicant was in good standing at the end of the last term completed at Lander. The Official Withdrawal and/or Temporary Leave form is filed with the Office of the Registrar. Completion of the application and approval of the request constitutes a contract between Lander and the student involved. This contract obligates Lander to furnish access to certain services during the non-enrollment period and binds the student to reenroll by no later than the mutually agreed upon date. Lander approvals include signatures of the Assistant Vice President for Student Success, a financial aid counselor, a student accounts official, a housing official (if applicable), and a registrar’s office official.

Students approved for a temporary leave are eligible for:

1. Registration for classes without the necessity of applying for readmission (as long as the application for a Temporary Leave is processed no later than two weeks prior to the registration in question);
2. Participation in residence hall room requests at the same time as students currently in residence (as long as the application for a Temporary Leave is processed at least two weeks prior to the appropriate housing deadlines);
3. Certain university scholarships; and
4. Use of the Jackson Library with a temporary ID.

Students not eligible for temporary leave:

1. Foreign students, because of Federal laws governing them, may not have a break in their studies except during the summer.
2. Special and Non-Degree students, whether undergraduate or graduate, are admitted for one semester only.

Expulsion

A student found guilty of an infraction of the Academic Honor Code may be expelled from the university and not be allowed to reapply for admission.

General Degree Requirements

The student is solely responsible for meeting all program requirements for graduation. The academic advisor will assist and advise students prior to the decision to enroll in courses but is not responsible for ensuring that students satisfy all the program requirements.

Graduating Under a Catalog - In all areas except teacher certification programs, the catalog in place at the time the major is declared becomes the one used to determine graduation requirements for the major and minor. A student may choose a subsequent catalog for purposes of meeting graduation requirements. Students in majors leading to teacher certification are required to use the most current catalog.

If a student enrolled at Lander leaves the university for less than two years, the student may remain under the catalog previously selected. If a student enrolled at Lander leaves the University for a period of two or more years, when he or she returns, the catalog in effect at the time of readmission is used to determine graduation requirements.

A student may not graduate under a catalog that is more than eight years old.

Students must provide notification of a change in catalog year to the Office of the Registrar one semester prior to graduation. Students must then submit the Request for Graduation Form and complete the online application in Bearcat Web by the deadline set by the Registrar's Office.

Certificates

Because state law specifies that four-year degree-granting institutions may not offer undergraduate degrees lower than a baccalaureate, Lander University offers certificate programs to students who are required to either 1) already have completed a baccalaureate degree, and/or 2) be concurrently enrolled in a baccalaureate program at Lander University. In the event that a student completes the coursework for the certificate and does not graduate from Lander with a baccalaureate degree, the courses for the certificate will appear on the student's transcript, but the certificate will not be awarded.

Graduation

Application for degree – Students are eligible to apply for a degree if all degree requirements are completed by the end of the semester in which they are applying to graduate. A candidate for a degree must file a Request for Graduation form with the Office of the Registrar and complete the online graduation application in Bearcat Web by the date published in the current catalog. An application for a degree is not complete until the student has paid the graduation fee. Graduation fees cover a student's cap, gown, and diploma. Graduating students with physical disabilities are expected to communicate with the Office of the Registrar regarding accommodations needed for their participation in the commencement ceremony upon submission of their application. If a student's graduation plans change, academically or personally, the student must reapply for graduation during the next anticipated term of graduation and pay the graduation fee. Students who apply to graduate in August and who complete all requirements receive their diploma in August and are automatically included in the following December ceremony.

Participation in Commencement Ceremony – Student participation in the commencement ceremony is allowed if

- the student has filed a Request for Graduation form with the Office of the Registrar and has completed the online graduation application in Bearcat Web for the specific commencement ceremony, and
- the student has completed all degree requirements during the semester of graduation (August graduates may participate in the December commencement ceremony).

An official or unofficial withdrawal of all classes during the graduation semester will disqualify participation.

Any other conditions which disqualify a student from participation in the commencement ceremony may be appealed.

Transfer credits during the semester of graduation - Students may not take coursework at another institution during their term of graduation. All coursework from other institutions must be received and posted prior to the

semester of their graduation from Lander University. Students bear the responsibility of requesting their transcripts to be sent to the Office of the Registrar.

Posthumous Degrees - Enrolled undergraduate and graduate students whose untimely death prevents degree completion may be awarded a posthumous degree. The award of a posthumous degree may be an appropriate recognition of a student's academic achievement when that student's progress would have likely fulfilled the requirements of a degree except for the occurrence of death. Posthumous degrees may be awarded to the deceased students at the discretion of the appropriate college dean and the Provost and Executive Vice President for Academic Affairs and with the consent of the deceased student's family under the following conditions:

- A. When a student death occurs after ALL requirements for the awarding of the degree have been completed; or
- B. When a student death occurs at a time when the student is enrolled in courses that would complete the degree requirements and that student otherwise has met all university, college and department requirements and is in good financial standing with the university.

If the University approves awarding of the degree posthumously, the Office of the Registrar will place the student's name on the appropriate degree list. The diploma and a copy of the commencement program will be released to the family. Upon posting the degree, the transcript will be annotated to indicate that the degree was awarded posthumously.

The family may wish to have someone attend the commencement ceremony and receive the student's diploma. These arrangements should be made with the University through the Office of the Registrar prior to the commencement date. If the person representing the student wishes to participate in the commencement ceremony and receive the diploma, the reader for the ceremony will announce his/her name as follows: "Jane Doe on behalf of Robert Jones".

Students' Right to Petition

Students have the right to seek specific relief from the application of the academic policy of the University. To do so, the student must submit the request in writing on an Academic Petition form to the Office of the Registrar or an Appeal for Readmission form to the Office of Admissions. The request should include a concise letter of the circumstances which have led to the request and any required or suggested supporting documentation. At a minimum, the following deadlines must be observed:

- Petitions that must go to the University Petitions Committee must be completed and submitted to the Office of the Registrar no later than the close of business on the workday prior to the committee meeting day at which the student wants the request to be heard. Petitions and supporting documents submitted after this deadline will be considered at the next monthly meeting of the committee.
- Appeals for Readmission must be completed and submitted to the Office of Admissions (additional instructions are on the form) no later than the close of business on the work day prior to the Admissions Committee meeting day at which the student wants the request to be heard. Students can appeal for readmission only to a Fall or Spring semester. Appeals and supporting documents submitted after this deadline will be considered at the next monthly meeting of the committee.

The University Petitions Committee and the Admissions Committee meet at least once during each month of the year; contact the Office of the Registrar or the Office of Admissions for the specific dates and times of these meetings.

AWARDS

COLLEGE OF EDUCATION

Graduate Education Award in Teaching and Learning

Given annually by the graduate education faculty to an outstanding Master of Education in Teaching & Learning graduate who best exemplifies professional leadership in the areas of teaching, contributions to the profession and school community and preferred dispositions of the *Professional Educator*.

Graduate Education Award in Montessori Education

Given annually by the graduate education faculty to an outstanding Master of Education in Montessori Education graduate who best exemplifies professional leadership in the areas of teaching, contributions to the profession and school community and preferred dispositions of the *Professional Educator*.

GRADUATE PROGRAMS

2021-2022

The South Carolina Commission on Higher Education (SCCHE) has identified five characteristics that distinguish graduate education from undergraduate education (“Guidelines for Graduate Courses Offered for Professional Development of School Personnel”). In preparing guidelines for graduate courses offered for professional development of school personnel, the SCCHE studied the distinction between graduate and undergraduate courses in general. The resulting guidelines characterize “all graduate courses, whether part of a degree program or for the more narrow purposes of professional development ...”

Graduate education is different from undergraduate education and other in-service experiences because it:

1. Involves a greater depth of learning than would be found in undergraduate education;
2. Involves an increased specialization or focus that would not be found in undergraduate education;
3. Involves a more advanced level of instruction than in undergraduate education;
4. Emphasizes student self-direction; and
5. Emphasizes dynamic interaction with the subject matter, the instructor, and other students, and focuses on the generation of knowledge through research and/or the application of new knowledge.

Lander University confers the following graduate-level degrees:

The Master of Arts in Teaching – Visual Art K-12 (MAT)

The Master of Business Administration (MBA)

The Master of Education Degree in Teaching and Learning (M.Ed.)

Diverse Learners

Instructional Technology

Montessori Education

The Master of Education Degree in Montessori Education (M.Ed.)

The Master of Fine Arts in Visual Art (MFA)

Visual Art, 2D Studio

Visual Art, 3D Studio

The Master of Science in Emergency Management (MS)

The Master of Science in Management (MSM)

The Master of Science in Nursing: Clinical Nurse Leader (MSN)

College of Arts and Humanities

Graduate Programs

Lander University offers graduate degree programs leading to the Master of Arts in Teaching – Visual Art K-12 (MAT), the Master of Fine Arts in Visual Art – 2D (MFA), and Master of Fine Arts in Visual Art – 3D (MFA).

Students are encouraged to apply for admission online by going to <http://www.lander.edu/apply>. Requests for graduate application forms may also be addressed to the Office of Admissions, Lander University, Greenwood, South Carolina 29649, 888-4-Lander, or email admissions@lander.edu.

Master of Arts in Teaching - Visual Art K-12 (MAT)

Lander University is accredited by the National Association of Schools of Art and Design (NASAD). The MAT program at Lander University is a graduate degree program with a focus in art education. This degree is designed for the practical preparation of qualified individuals seeking initial certification in art education, K-12. MAT graduates are certified to teach K-12 in South Carolina. In addition, graduates will be prepared to seek additional advanced degrees, including an MFA and Ph.D. The Lander MAT degree targets exceptional art students who aspire to be accomplished artists as well as artist educators, known as “Artist Teachers.”

Candidates must have earned a BFA degree in visual art or have completed at least 30 credit hours of advanced undergraduate studio coursework with their undergraduate degree. Students pursuing an undergraduate BFA degree from Lander University will have the opportunity to enter the MAT program on an accelerated track, completing both degrees within a 5-year period.

The MAT program of study provides:

- Development of skills and sensitivities needed by art and design professionals and scholars
- conceptual development in art
- insight into the role of art and design in intellectual and cultural life
- communication in and about the arts
- pathway to initial K-12 certification
- advanced inquiry and study in art education areas of curriculum, methodology, philosophy, and contemporary issues in art education
- exploration of the relationship between teaching process and creative processes
- specialized graduate level studio work in studio and art history

Admission:

Students seeking admission to the MAT program must have earned a BFA from an accredited college or university, or have earned at least 30 credit hours of advanced undergraduate level studio coursework with their undergraduate degree, or be in the process of completing a BFA degree from Lander University.

In addition, the following undergraduate pre-requisite courses are required to enter the Lander MAT program (9.5 credits):

- EDUC 223: General Pedagogy (3 credits)
- EDUC 203: Field Experience I (0.5 credits)
- SPED 223: Pre-K–12 Students with Diverse Learning Needs (3 credits)
- EDUC 300 or EDUC 320: Reading and Writing in the Content Area (3 credits)

Current Lander University BFA students may take MAT prerequisite courses during their undergraduate study and be admitted to the MAT degree program (600 level coursework) as early as their senior year of study. Students wishing to begin MAT coursework in their senior year must have at least a 3.0 cumulative GPA and must have passing scores on the PRAXIS II content area test.

Students who have already earned their BFA at Lander University or another institution, or have completed at least 30 credits of upper-level studio coursework as a part of their undergraduate degree, may apply for the MAT program, but must complete all required prerequisite undergraduate education coursework prior to officially entering the MAT program and beginning 600 level coursework.

Students must meet minimum progress requirements at each level. There are two major steps in the process of degree attainment for the MAT program: (1) Admission to Clinical Practice and (2) Program Completion.

1. Admission to Clinical Practice

Admission to Clinical Practice requires:

- a) Application to the South Carolina Department of Education for certification which requires fingerprint and background check approval;
- b) Application to the Department of Teacher Education for admission to Clinical Practice;
- c) Acceptance during the semester prior to the student teaching experience;

- d) Completion of specified courses in the MAT program of studies with a minimum GPA of 3.0. Two grades of “C” in any graduate courses preclude continuation in the program. Any grade lower than a “C” must be replaced by retaking the course with a grade of “B” or better before advancing to the next course in the program of studies. Failure to earn a replacement grade of “B” or better means discontinuation in the program;
- e) Completion of 100 hours of field experience including a two-week placement at a single site;
- f) Favorable recommendation by the MAT Art Education Faculty and by the Dean of the College of Education; and
- g) Passing scores on the PRAXIS II Subject Assessments/Specialty Area Tests required for certification in art by the South Carolina Department of Education. It should be noted that a candidate must pass the PRAXIS II before obtaining state certification.

2. Program Completion

To complete requirements for the MAT degree program, teacher candidates must maintain a minimum GPA of 3.0 on a 4.0 scale on all graduate work, successfully complete student teaching, and demonstrate competence with the four learner outcomes of the unit’s conceptual framework as evidenced by observed teaching and compilation of a Professional Education Portfolio. MAT Program completion requirements include:

- MAT Final Exhibition
- Successful presentation and summative defense evaluated by professionals in the fields of art, art education and education.
- All coursework for the Master of Arts in Teaching must be completed within a period of 6 years.

Master of Arts in Teaching Program Requirements:

1. Demonstration of knowledge in the content area, scholarly inquiry, and pedagogy

- a. Must complete an approved program of study, have no more than six semester hours with grades of “C” and have a GPA of 3.0 or above
- b. Upon receiving the first grade of “C”, the student will be required to meet with the director of the MAT program to develop an academic progress plan. Upon receiving a second grade of “C” the student will not be permitted to continue in the degree program.
- c. All work for the Master of Arts in Teaching degree must be completed within a period of six years
- d. Any remedial course work needed to meet the requirement required undergraduate coursework must be completed before admission to student teaching.
- e. PRAXIS II scores

2. Successful completion of Clinical Practice

- a. Observation of lessons taught
- b. Teacher Education assessment requirements demonstrating an acceptable level of competence in all learner outcomes of the Professional Educator

3. Exhibition

- a. Professional presentation of studio products of BFA/MAT courses
- b. Preparation, installation, and publicity for a meaningful exhibition of K-12 student artworks from the student’s Clinical Practice.

4. Program Defense

- a. Reflective demonstration of achievement for the learner outcomes of the Professional Educator
- b. Effective communication incorporating technology and oral response to questions.

MAT Program of Study:

The program of study leading to the Master of Arts in Teaching – Art Education consists of coursework and other learning activities in the following areas at the 600 levels. This coursework may occur simultaneously with Lander B.F.A. coursework. Total credit hours earned at the 600 level are 36.

Program Requirements

MAJOR PROGRAM REQUIREMENTS

	Credit Hours
ART 621: History and Philosophy of Art Education	3
EDUC 622: Advanced Growth and Development of the Learner	3

ART 611: Curriculum and Assessment in Art, K-12	3
ART 612: Practices for Teaching Art: Materials and Methods	3
EDUC 601: Clinical Practice	<u>12</u>
	24
MAJOR PROGRAM ADDITIONAL REQUIREMENTS	
ART 653: Graduate Art History	3
ART 631: The Artist Teacher	6
ART 661: MAT Exhibitions and Defense	<u>3</u>
	12
TOTAL FOR MAT DEGREE	36

Master of Fine Arts in Visual Art (MFA)

Program Purpose

The Lander Art Department is accredited by the National Association of Schools in Art and Design (NASAD). The MFA program at Lander University is an advanced graduate degree program with a focus in studio art. The MFA is a terminal degree which prepares students at the graduate level for a professional studio career in art and preparation for teaching at the university level which meets the standards put forth by NASAD. This rigorous studio-based program is designed to engender contemporary art practice by challenging students with new and innovative approaches to materials and techniques while fostering growth within their chosen area of specialization. Students gain in-depth knowledge and professional competence in one or more disciplines through creative endeavor, inquiry, and investigation. Students are encouraged to consider the relationship between multiple disciplines through required intermedia study. Students can pursue an MFA in Visual Art with a 2D Studio concentration or MFA in Visual Art with a 3D Studio Concentration. Each program of study is planned to provide:

- Opportunity to create studio art or design work that shows specific intent, content, methodology, and product
- In-depth professional competence in one or more discipline of studio art and design
- Opportunity to investigate the relationship between materiality, technique and conceptual content.
- Opportunity for research and scholarship in the areas of art and design history, theory, criticism, and pedagogy
- Opportunity to contextualize art and design research on a larger social, cultural, educational, economic and technological scale
- Opportunity to contribute to the body of knowledge and practice in art and design.
- Opportunity to enlarge breadth of competence between areas of art and design specialization
- Opportunity to teach undergraduate majors and non-majors at the university level

2D Studio Emphasis

MFA students may pursue an emphasis in 2D Studio. This emphasis is designed to meet the needs of students who are interested in teaching at the college level or pursuing a professional studio practice in 2-dimensional image making with a variety of media and in a variety of disciplines. These can be traditional disciplines such as drawing, painting, printmaking, photography, or experimental and/or mixed media. Students will be encouraged to consider 2D image making a mindset more than media specific. Experimentation will be highly encouraged. 2D classes will be complimented with intermedia classes and/or other optional studio electives. The intermedia studies will require that students deliberately integrate different media to create new art work. This will foster innovative ways to work with various media resulting in new unique work which can energize a student's studio practice and promote exponential growth.

3D Studio Emphasis

MFA students may pursue an emphasis in 3D Studio. This emphasis is designed to meet the needs of students who are interested in teaching at the college level or pursuing a professional studio practice in 3-dimensional object making with a variety of media and in a variety of disciplines. These can be traditional disciplines such as sculpture or ceramics, or experimental and/or mixed media such as sculpture, ceramics and/or mixed media. Students will be encouraged to consider 3D object making a mindset more than media specific. Experimentation will be highly encouraged. 3D classes will be complimented with intermedia classes and/or other optional studio electives. The intermedia studies will require that students deliberately integrate different media to create new artwork. This will foster innovative ways to work with various media resulting in new unique work which can energize a student's studio practice and promote exponential growth.

Teaching Experience

MFA Candidates will have the opportunity to gain teaching experience as part of their graduate studies, both in a team-teaching model and as Teacher of Record. This will include teaching majors and non-major undergraduate students in the areas of studio foundations and art history.

MFA in Visual Art Program Objectives

As per the standards outlined by the National Association of School of Art and Design (NASAD), the MFA is recognized as the terminal degree for art practitioners and educators which requires 60 semester hours of graduate study. Students graduating from Lander University with a MFA degree in Visual Art will have demonstrated the professional intensity and high standards expected of a terminal degree program. Graduates will demonstrate exceptional skill in studio art and design within a well-developed personal aesthetic. Specific standards outlined by the National Association of School of Art and Design include:

1. Demonstrate a high degree of knowledge and professional competence in contemporary studio art practice through a significant body of work.
2. Demonstrate a breadth of understanding in one or more art disciplines through independent thought and studio practice, and art historical contextualization-both past and current.
3. Demonstrate an understanding of contemporary art practice and ideals in primary area of focus in order to actively contribute to the growth of current knowledge base in the field of art and design.
4. Demonstrate breadth of competence and engagement in areas beyond the major area of specialization, the ability to connect art to other fields, and an understanding of art historical context, art theory and criticism.
5. Plan and execute an exhibition of a cohesive thesis body of work in chosen area(s) of emphasis in studio art, to be accompanied by a formal published thesis statement and an oral presentation.
6. Demonstrate advanced capabilities with technology in areas of specialization and resources associated with the field of art, art studio practice, and pedagogy.

Admission

To be considered for admission into the MFA Program at Lander University, applicants must submit the following with their application.

1. Undergraduate studio degree in Art or Design (BFA, BA, BS, BDes), and provide official transcripts for all undergraduate or graduate coursework.
2. GPA of 3.0 or better on a 4.0 scale.
3. Statement of Intent: One-page written statement which includes the following: Description of current studio practice, why the applicant is considering an MFA, what they hope to accomplish in Graduate school, and what their professional goals are after graduation.

Digital portfolio of 20 images (72dpi designed for screen media). Applicants should submit a portfolio of work which includes 15-20 recent creative works. At least 10 should be should represent their chosen area of focus. Portfolio should be submitted in a single PDF file

Conditional Admission

Applicants not meeting the full admission requirements may be considered for conditional admission. Students admitted conditionally are required to demonstrate successful graduate work with a GPA of 3.0 at the end of the first semester, at which time they would be considered fully admitted into the MFA Program. Students admitted conditionally and not achieving a GPA of 3.0 at the end of the first semester will be required to complete additional studio work outside the program before he/she can move forward. This time of remedial work may not be counted towards total number of degree credits for the MFA, but individual courses may be applied the other graduate degrees.

MFA in Visual Art Program Faculty

MFA faculty hold terminal degrees and are specialists in their discipline of choice, and are seasoned in the arena of academic study. MFA faculty will assist and advise graduate student curriculum and teaching activities. Students will work with multiple faculty in some capacity to broaden the viewpoint.

MFA Assessment

MFA candidates will be assessed with the following schedule each semester:

1. Students are assigned an MFA advisor based on initial application. This is subject to change. Students must maintain 3.0 on a 4.0 scale.
2. MFA students meet regularly with their MFA studio advisor.

3. MFA students will conduct a casual review of studio endeavors through Open Studio events, which may include a visual/verbal presentation to graduate faculty and fellow students. Faculty advisors will follow-up with normally scheduled advisement meetings.
4. At midterm, students will present current in process work for discussion with graduate faculty and students. This will include a current artist statement as well as a verbal presentation of work. Faculty will offer guidance and informed critique.
5. At the completion of each semester, students will present that semester's work to graduate faculty in a formal arena. Students will be required to speak about the direction of their work and plans for future works. Faculty will assess student's progress and offer critique and insight.

MFA students are evaluated in their complete program of study with the following schedule:

1. 30-hour review. Upon the completion of the second year, second semester, each student will present their developing body of work to the graduate faculty with one of the following outcomes:
 - a. Accepted status: Student continues in the MFA program. From this point forward he or she will be considered an MFA Candidate. At this point the Candidate will select a graduate committee composed of at least 3 faculty members.
 - b. Conditional status: Student will be required to complete additional studio work outside the program before he/she can move forward. This time of remedial work may not be counted towards total number of degree credits.
 - c. Unaccepted status: Student will terminate graduate work.
2. Thesis. During the last semester of the degree program, each MFA Candidate will complete a final thesis project composed of a written thesis document and an exhibition of graduate artwork. This exhibition will be a cohesive body of work which has resulted from research completed during the MFA program. The written document will accompany the exhibition and be structured and published as determined by the Graduate Studies Department. The thesis content will be the responsibility of the Candidate under the direction of his/her Graduate Committee. Final approval of the thesis manuscript must be unanimous by the Thesis Committee.
3. Oral Examination. While the Candidate's thesis exhibition is on display in the gallery, he/she will present a verbal statement of work to graduate faculty, followed by a series of questions by graduate faculty.

Grading Scale

The grading scale will appear in the syllabus of each course. Graduate courses use the following scale except for Thesis Research courses, which are graded on a Pass/Fail basis.

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Two grades of "C" in any graduate courses preclude continuation in the program. Any grade lower than a "C" must be replaced by retaking the course with a grade of "B" or better before advancing to the next course in the program of studies. Failure to earn a replacement grade of "B" or better means discontinuation in the program.

Incomplete Grade(s)

A grade of Incomplete (I) is assigned at the discretion of the instructor when, in the instructor's judgement, a student who has a passing grade in the course, or a reasonable prospect of earning a passing grade, is unable to complete some limited portion of the assigned work in the course (e.g., final project, final exam) because of extenuating circumstances (e.g., extended illness, accident, unavoidable work-related responsibility or family hardship).

NOTE: An Incomplete is not intended to give students additional time to complete course assignments unless there is some indication that the specified condition or event prevented the student from completing course assignments on time.

Graduate Studios

MFA student will be provided individual studio space for the development of a personal body of work.

Program of Study – 2D Visual Art Major

The program of study leading to the Master of Fine Arts 2D Visual Art degree consists of earning 60 hours of coursework as described below.

2D Major Program Studio Requirements (36 hours required)

- Art Studio 2D (select 6 hours)
 - ART 623 Photography Studio
 - ART 625 Painting Studio
 - ART 626 Printmaking Studio
 - ART 750 Special Topics
- Art Studio 2D Research (select 6 hours)
 - ART 723 Photography Research
 - ART 725 Painting Research
 - ART 750 Special Topics
- Art Studio Thesis Research I (select 3 hours)
 - ART 823 Photography Thesis I
 - ART 825 Painting Thesis I
- Art Studio Thesis Research II (6 hours)
 - ART 833 Photography Thesis II
 - ART 835 Painting Thesis II
- Intermedia Studies (select 9-15 hours)
 - ART 629 Intermedia Studio (may be taken twice)
 - ART 729 Intermedia Studio (may be taken twice)
 - ART 829 Intermedia Studies
- Art Studio Electives (select 3-6 hours)
 - ART 623 Photography Studio
 - ART 624 Sculpture Studio
 - ART 625 Painting Studio
 - ART 626 Printmaking Studio
 - ART 627 Ceramics Studio
 - ART 723 Photography Research
 - ART 724 Sculpture Research
 - ART 725 Painting Research
 - ART 727 Ceramics Research
 - ART 750 Special Topics
 - ART 823 Photography Thesis I
 - ART 824 Sculpture Thesis I
 - ART 825 Painting Thesis I
 - ART 827 Ceramics Thesis I

2D Major Additional Requirements (21 hours required)

- Art History (9 hours)
 - ART 651 Theories of Modernist Art
 - ART 652 Theories of Contemporary Art
 - ART 653 Aesthetics and Art Criticism
 - ART 671 Special Topics in Art History
- Graduate Seminar (select 6 hours)
 - ART 641 Graduate Seminar
 - ART 741 Graduate Seminar
 - ART 841 Graduate Seminar
- Thesis (6 hours)
 - ART 851 Thesis Support I
 - ART 852 Thesis Support II

2D Major Additional Elective

Three (3) hours of elective course must be chosen from graduate-level ART course offerings as described in the current catalog.

Approved transfer credit at the 600 graduate level may be used to meet elective requirements.

Program of Study – 3D Visual Art Major

The program of study leading to the Master of Fine Arts 3D Visual Art degree consists of earning 60 hours of coursework as described below.

3D Major Program Studio Requirements (36 hours required)

- Art Studio 3D (select 6 hours)
 - ART 624 Sculpture Studio
 - ART 627 Ceramics Studio
 - ART 750 Special Topics
- Art Studio 3D Research (select 6 hours)
 - ART 724 Sculpture Research
 - ART 727 Ceramics Research
 - ART 750 Special Topics
- Art Studio Thesis Research I (select 3 hours)
 - ART 824 Sculpture Thesis I
 - ART 827 Ceramics Thesis I
- Art Studio Thesis Research II (6 hours)
 - ART 834 Sculpture Thesis II
 - ART 837 Ceramics Thesis II
- Intermedia Studies (select 9-15 hours)
 - ART 629 Intermedia Studio (may be taken twice)
 - ART 729 Intermedia Studio (may be taken twice)
 - ART 829 Intermedia Studies
- Art Studio Electives (select 3-6 hours)
 - ART 623 Photography Studio
 - ART 624 Sculpture Studio
 - ART 625 Painting Studio
 - ART 626 Printmaking Studio
 - ART 627 Ceramics Studio
 - ART 723 Photography Research
 - ART 724 Sculpture Research
 - ART 725 Painting Research
 - ART 727 Ceramics Research
 - ART 750 Special Topics
 - ART 823 Photography Thesis I
 - ART 824 Sculpture Thesis I
 - ART 825 Painting Thesis I
 - ART 827 Ceramics Thesis I

3D Major Additional Degree Requirements – 21 hours required

- Art History (9 hours)
 - ART 651 Theories of Modernist Art
 - ART 652 Theories of Contemporary Art
 - ART 653 Aesthetics and Art Criticism
 - ART 671 Special Topics in Art History
- Graduate Seminar (select 6 hours)
 - ART 641 Graduate Seminar
 - ART 741 Graduate Seminar
 - ART 841 Graduate Seminar
- Thesis (6 hours)
 - ART 851 Thesis Support I
 - ART 852 Thesis Support II

3D Major Additional Elective

Three (3) hours of elective course must be chosen from graduate-level ART course offerings as described in the current catalog.

Approved transfer credit at the 600 graduate level may be used to meet elective requirements.

The College of Education

Graduate Programs

Lander University offers graduate degree programs leading to the Master of Education degree in Teaching and Learning, and the Master of Education degree in Montessori Education. In addition, graduate work is offered for non-degree seeking students, including courses which provide public school teachers with opportunities to meet recertification requirements. While the graduate programs are administered by the College of Education, they involve faculty from across the University.

Lander University also offers a graduate degree program leading to the Master of Arts in Teaching - Visual Art K-12 (MAT). For details on this degree, please see The College of Arts and Humanities Graduate Programs, pages 29-38.

Students are encouraged to apply for admission online by going to <http://www.lander.edu/apply>. Requests for graduate application forms may also be addressed to the Office of Admissions, Lander University, Greenwood, South Carolina 29649, 888-4-Lander, or email admissions@lander.edu.

Immunization: All students taking courses on the Lander campus will be required to meet immunization standards as specified in the Admissions section of this catalog. (See pages 12-13.)

Dispositions: Students enrolled in advanced degree programs in the College of Education are expected to exhibit the knowledge, skills, and dispositions of professional educators. The National Council for Accreditation of Teacher Education (NCATE) defines dispositions as “values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educators’ own growth and professional development.” Professional Educators are expected to exhibit appropriate dispositions. Failure to do so may result in removal from a graduate education program.

Students enrolled in Lander University Graduate education programs are assessed using these learner outcomes and preferred dispositions and must embrace and demonstrate the knowledge, skills, and preferred dispositions set forth in the InTASC (Interstate Teacher Assessment and Support Consortium) standards.

The Learner and Learning

- **Standard 1. Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard 2. Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Standard 3. Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

- **Standard 4. Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- **Standard 5. Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- **Standard 6. Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- **Standard 7. Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Standard 8. Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connection, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- **Standard 9. Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community) and adapts practice to meet the needs of each learner.

- **Standard 10. Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Grading System for Graduate Education Programs

Grade Point Ratio - Grade points in any course are computed by multiplying the number of hours of credit assigned to the course by a number determined by the grade according to the following scale.

A = 4	D = 1
B = 3	F = 0
C = 2	FA = 0

The grade point ratio is determined by dividing the total number of grade points earned by the total number of credit hours for courses receiving any grade in the preceding list. The following grades do not affect the grade point ratio: AU, I, P, W.

Grade Reports - At the end of each semester, a report of grades is posted on Bearcat Web.

Grade Appeals - Lander University's Student Handbook includes provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation, no grade can be changed or appealed.

Transcripts - Requests for official transcripts of a student's record should be addressed to the Office of the Registrar. Procedures for requesting an official transcript can be found at:
<https://www.lander.edu/academics/registrar-office/transcripts>.

A transcript of a student's record carries the following information: admissions data; current status; a detailed statement of the scholastic record showing courses pursued with credit hours carried, credit hours earned, grades, grade points, the system of grading, all failures, incomplete grades, and academic penalties such as academic probation, suspension, or other restrictions. A student's official record concerns academic performance only. No partial record will be issued. No official transcript will be issued to or for a student who is indebted to Lander University.

*Students must submit request for transcripts to be mailed to the State Department of Education.

Transfer Credit

As many as nine credit hours of 600-level graduate credit verified by an official transcript and approved by the director of a specific graduate program may be transferred from a regionally accredited institution of higher education. Coursework must have been completed within six (6) years at the time of acceptance into the M.Ed. program. No more than nine hours of coursework which have prior approval may be used in the degree program. Credit is not awarded for correspondence courses. Only courses on which grades of "B" or better have been earned will be accepted as transfer credit from another institution. Professional development courses, seminars, and

workshops do not transfer toward a degree program. Courses with Pass or Fail offered as final grades do not transfer.

Auditing

All students who wish to audit, must be admitted to the University and go through the regular registration process in order to be eligible to audit a course. Students seeking admission solely for the purpose of auditing are not required to submit test scores or official transcripts.

Auditing a course consists of attending classes and listening without the responsibility for any course assignments or examinations. No credit is earned by auditing a course and no credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date. *Students may not audit laboratory or skills courses.*

A student who has registered for a course on an audit basis and who wishes to change the registration to take the course for credit or a student who has registered for a course on a credit basis and who wishes to change the registration to take the course by audit must do so no later than the last day to add or register for courses as published in the University's Academic Calendar. The change to or from an audit must be requested on an Advising and Registration Card, approved by the instructor and the Department Chair and then submitted to the Office of the Registrar by the appropriate deadline.

Petitions

Lander University provides formal procedures for addressing student petitions for variance from stated policies governing curricular issues. All petitions are submitted to the director of a specific graduate program for consideration by the appropriate advanced degree committee.

Graduate Education Programs for Non-Degree Students

- **Teaching and Learning:** Some students pursue graduate study at Lander University for reasons of professional development and personal interest. School teachers who are required to complete graduate courses for the sole purpose of certificate renewal may enroll as non-degree-seeking students. (Degree-seeking students who have not met the initial admission requirements will be allowed to take a maximum of 12 credit hours on a non-degree status.)
- **Montessori:** Students may choose to take the Montessori coursework as a non-degree seeking student for the purpose of obtaining certification from the American Montessori Society. Those students will need to mark "non-degree seeking" on the graduate application and supply an official undergraduate transcript to the Office of Admissions before beginning coursework; they may take up to 30 hours of MONT courses. Students admitted as non-degree seeking who wish to become degree seeking must apply to be degree seeking and meet all admissions requirement by the end of 12 credit hours.

Special Graduate Education Workshops

Groups of teachers in local schools or districts frequently identify a unique problem that can be solved most efficiently through an individually designed special graduate workshop. The workshop activities may lead to one, two, or three credit hour credit or may result in certificate renewal points if the cooperating school district has an approved in-service program. Graduate faculty members at Lander University are available to work with school district personnel to design a workshop program that meets the specific needs of the host school district. These courses are offered for professional development and count toward recertification but not toward the M.Ed. degree.

Recertification Credit

Many graduate courses at Lander University may satisfy a portion of the recertification requirements for all teachers including those at the secondary level. Teachers who are required to complete graduate courses for the sole purpose of certificate renewal may enroll as non-degree seeking students. All 500-level courses may be used for recertification credit.

Transient Students

Students pursuing a graduate degree at another institution may complete a number of graduate courses at Lander University to be applied as transfer credit in accordance with the regulations and policies of that institution.

The Master of Education Degree in Teaching and Learning (M.Ed.)

Lander University recognizes the needs of teachers and other professional educators to continue advanced studies beyond the bachelor's degree level. The M.Ed. program is designed for the student who has graduated from a regionally accredited college or university with a baccalaureate degree and is seeking a Master's level degree in Teaching and Learning in one of three concentrations: Diverse Learners, Instructional Technology, or Montessori Education.

Admission

There are three major steps in the process for the Master of Education Degree Program in Teaching and Learning: initial admission, admission to program, and admission to candidacy for the master's degree.

- 1. Initial Admission** All applicants must have earned a baccalaureate degree from a regionally accredited college or university. They must complete a Lander University admissions application and submit official transcripts of all institutions attended to the Office of Admissions:
- 2. Admission to Program** After a student has completed 12 hours of graduate work from an approved program of study at Lander University and has maintained an overall "B" average, program faculty will review the student's graduate work and the student's coursework performance. A minimum of one Foundations of Education course must be completed prior to admission to program. If all requirements are met, the Graduate Director will then recommend the student for admission to the M.Ed. in Teaching and Learning program.
- 3. Admission to Candidacy** Graduate credit will be awarded for A, B, or C grades but students will be admitted to candidacy only after completing at least 24 hours of graduate courses with a minimum GPA of 3.00. A student must have no more than six credit hours with grades of "C" or lower and must have an earned GPA of 3.0 or above to complete the M.Ed. in Teaching and Learning program.

Degree Requirements

- 1. Admission to Candidacy.**
- 2. Courses.** Completion of 36 credit hours of graduate work. A student must complete an approved program of study, have no more than two courses with grades of "C" and have a GPA of 3.0 or above. All work for the
- 3. Master of Education degree** must be completed within a period of six years. For degree completion, at least 27 of the total credit hours required for the degree must be earned through Lander University instruction.
- 4. Cumulative Assessments.** Each candidate will be required to demonstrate knowledge in core coursework through a cumulative grade point average of 3.0 on a 4.0 scale and cumulative assessment in the concentration area. These assessments are correlated with the four Lander learner outcomes and appropriate professional standards (National Board Professional Teaching Standards (NBPTS), Instructional Standards for Technology Education (ISTE)).

Program of Study

The program of study leading to the Master of Education in Teaching and Learning degree consists of course work and other learning activities in the following areas *at the 600 level*:

- 1. Foundations of Education --** (Common foundational core courses required of all students, 12 hours)
 - EDUC 620 Advanced Educational Psychology
 - EDUC 623 Methods and Materials of Educational Research
 - EDUC 630 Communications in Technology
 - EDUC 695 Field-Based Individualized Activities and Capstone Experience
- 2. Concentration Areas --** (choice of one)
 - Diverse Learners** (12 hours)
 - EDUC 653 Teaching Reading and Writing to Limited English Proficient (LEP) Learners
 - EDUC 651 Principles for Teaching Linguistically and Culturally Diverse Learners
 - EDUC 656 Behavior and Classroom Management

EDUC 676 Assessment of Diverse Learners, P-12

Instructional Technology (15 hours)

EDUC 631 Developing and Using Technology-based Resources

EDUC 632 Effective Design and Facilitation of Online Courses

EDUC 634 Instructional Assessment through Technology

EDUC 636 Management of Technology Resources

EDUC 638 Integration of Technology and Instruction

Montessori Education (12 hours)

Completion of MACTE-approved credentialing courses, verified by Montessori teacher education program transcript and certificate submitted prior to admission.

3. Electives or Related Studies

Twelve (12) hours of electives or related studies courses must be chosen from graduate-level course offerings as described in the current catalog. Nine (9) hours of electives or related studies courses must be chosen from graduate-level offerings as described in the current catalog for those taking the Instructional Technology Concentration. The elective EDUC 652 is recommended for all Instructional Technology concentration students. For the Montessori concentration, three (3) of the twelve (12) hours of electives must be from a MONT graduate-level course.

Note that certain related studies courses may allow teachers to add-on endorsement areas to their existing certification. It is the responsibility of the student to confirm eligibility for add-on certification or endorsement with the South Carolina Certification Office. www.scteachers.org

Approved transfer credit at the 600 graduate level may be used to meet elective requirements.

Senior Enrollment in Master of Education Graduate Classes

Lander University seniors meeting the accepted academic standard for graduate work (3.75 cumulative grade point average or better) are eligible to request enrollment in graduate level M.Ed. classes. Enrollment of seniors in any M.Ed. graduate course is subject to approval by the department offering the course and the Dean of the College of Education. The total course workload for the semester must not exceed 18 hours, and the total graduate credits earned by seniors must not exceed 9 credit hours. The credit and quality points associated with senior enrollment in graduate courses will not be part of the undergraduate record. Graduate hours earned by seniors must be in excess of the requirements for their undergraduate degrees; and students may request that these courses be included as part of their graduate program if they are subsequently admitted to Lander University's M.Ed. graduate program within 6 years after graduation. Courses may not be taken at the 600 level if their 400-level counterparts are required for the undergraduate degree in the same academic major as the proposed graduate degree.

Procedure for Approval

Approval by the Dean of the College of Education is required prior to registration in any M.Ed. graduate course. Only candidates who have demonstrated the capacity to meet the academic rigor of graduate level courses will be approved. Senior enrollment request forms are located at the Registrar's office.

The Master of Education Degree in Montessori Education (M.Ed.)

Admission

There are three major steps in the process for the Master of Education Degree Program in Montessori Education: initial admission, admission to program, and admission to candidacy for the master's degree.

1. **Initial Admission.** All applicants must have earned a baccalaureate degree from a regionally accredited college or university. They must complete a Lander University admissions application and submit official transcripts of all institutions attended to the Office of Admissions.

Admissions decisions are made using a holistic evaluation of the candidate's academic record and relevant work experience. GRE or GMAT scores may be submitted for consideration but are not required.

Note: Students must meet initial admission requirements to the graduate program in order to be eligible for graduate departmental scholarships.

2. **Admission to Program.** After a student has completed 12 hours of graduate work from an approved program of study at Lander University and maintained an overall B average, program faculty will review the student's graduate work. A minimum of one foundation of education course must be completed prior of admission to program. If all requirements are met, the Graduate Director will then recommend the student for admission to the M.Ed. in Montessori Education program.
3. **Admission to Candidacy.** Graduate credit will be awarded for "A", "B", or "C" grades but students will be admitted to candidacy only after completing at least 24 hours of graduate courses with a GPA of 3.00 or better. A student must have no more than six credit hours with grades of "C" or lower and have a GPA of 3.0 or above to complete the M.Ed. in Montessori Education program. Program faculty will review the student's academic performance. If requirements have been met, the student will be admitted to candidacy.

Degree Requirements

1. **Admission to Candidacy.**
2. **Courses.** Completion of 36 credit hours of graduate work. A student must complete an approved program of study, have no more than six credit hours with grades of "C" and have a GPA of 3.0 or above. All work for the Master of Education degree must be completed within a period of **six years**. For degree completion, at least 27 of the total credit hours required for the degree must be earned through Lander University instruction.
3. **Cumulative Assessment.** Two cumulative projects will be completed and assessed prior to earning the M.Ed. in Montessori Education degree. The first of these is an action research project. The second cumulative assessment will be the completion of a professional Montessori portfolio that demonstrates proficiency with the competencies of the Montessori Accreditation Council for Teacher Education (MACTE) and is correlated to the four Lander learner outcomes.

Program of Study

The program of study leading to the Master of Education in Montessori Education degree consists of course work and other learning activities in the following areas *at the 600 level*:

1. **Foundations of Education --** (Core courses required of all students - 15 hours)

EDUC 622 Advanced Growth and Development of the Learner
EDUC 623 Methods and Materials of Educational Research
EDUC 678 Introduction to Exceptional Children, Pre-K-12
MONT 617 Practicum I
MONT 618 Practicum II

2. Curriculum and Instruction

For concentration in ages 3-6 (21 hours)

- MONT 683 Montessori Methods: Practical Life (3 hours)
- MONT 684 Montessori Methods: Sensorial (3 hours)
- MONT 685 Montessori Philosophy and Educational Theory and Administration/Parent Education (3 hours)
- MONT 686 Methods of Observation and Classroom Leadership (3 hours)
- MONT 687 Montessori Methods: Language (3 hours)
- MONT 688 Montessori Methods: Mathematics (3 hours)
- MONT 693 Montessori Methods: Integrated Curriculum (3 hours)

For concentration in grades 1-3 (21 hours)

- MONT 610 Foundations of Montessori Elementary Education (3 hours)
- MONT 611 Montessori Methods: Elementary (ages 6-9) Mathematics (3 hours)
- MONT 612 Montessori Methods: Elementary (ages 6-9) Language (3 hours)
- MONT 613 Integrated Social Studies and Sciences (3 hours)
- MONT 614 Montessori Methods: Elementary (ages 6-9) Biological and Physical Science (3 hours)
- MONT 615 Montessori Methods: Elementary Geometry (3 hours)
- MONT 616 Montessori Methods: Elementary Creative Arts, Movement and Practical Life (3 hours)

For concentration in grades 4-6 (24 hours)

- MONT 610 Foundations of Montessori Elementary Education (3 hours)
- MONT 611 Montessori Methods: Elementary (ages 6-9) Mathematics (3 hours)
- MONT 615 Montessori Methods: Elementary Geometry (3 hours)
- MONT 616 Montessori Methods: Elementary Creative Arts, Movement and Practical Life (3 hours)
- MONT 619 Montessori Methods: Upper Elementary (ages 9-12) Language II (3 hours)
- MONT 620 Montessori Methods: Upper Elementary (ages 9-12) Mathematics II (3 hours)
- MONT 621 Montessori Methods: Upper Elementary Ages (9-12) Integrated Science and Social Studies II (3 hours)
- MONT 622 Montessori Methods: Upper Elementary Ages (9-12) Biological and Physical Science (3 hours)

3. In addition, students seeking certification at the Elementary 1 level (grades 1-3) or at the Elementary 2 level who do not hold certification for ages 3-6 must take EDUC 685 or a 3 credit hour Early Childhood Montessori Methods class to meet the Early Childhood overview requirement for the American Montessori Society.
4. Those students who complete certification requirements for Elementary 1 level (grades 1-3) may take four additional classes to add Elementary II level (grades 4-6) certification, resulting in certification for grades 1-6. These 4 classes cannot be taken without first completing the concentration for grades 1-3.

Transfer credit must be approved by the director of the Montessori program.

Senior Enrollment in Master of Education Graduate Classes

Lander University seniors meeting the accepted academic standard for graduate work (3.75 cumulative grade point average or better) are eligible to request enrollment in graduate level M.Ed. classes. Enrollment of seniors in any M.Ed. graduate course is subject to approval by the department offering the course and the Dean of the College of Education. The total course workload for the semester must not exceed 18 hours, and the total graduate credits earned by seniors must not exceed 9 credit hours. The credit and quality points associated with senior enrollment in graduate courses will not be part of the undergraduate record. Graduate hours earned by seniors must be in excess of the requirements for their undergraduate degrees; and students may request that these courses be included as part of their graduate program if they are subsequently admitted to Lander University's M.Ed. graduate program within 6 years after graduation. Courses may not be taken at the 600 level if their 400-level counterparts are required for the undergraduate degree in the same academic major as the proposed graduate degree.

Procedure for Approval

Approval by the Dean of the College of Education is required prior to registration in any M.Ed. graduate course. Only candidates who have demonstrated the capacity to meet the academic rigor of graduate level courses will be approved. Senior enrollment request forms are located at the Registrar's office.

The College of Behavioral and Social Sciences

Graduate Program

The Master of Science in Emergency Management (MS)

Lander University offers an online program leading to a Master of Science degree in Emergency Management. This degree equips employees with a broad understanding of the phases of emergency management, an understanding of the different businesses, non-profits, and government agencies that would work in collaboration with an Emergency Operations Center, and the difference between effective styles of leadership during normal operations and crisis situations.

Students are encouraged to apply for admission online by going to:

<https://admissions.lander.edu/apply/>

Requests for graduate application forms may also be addressed to the Office of Admissions, Lander University, Greenwood, South Carolina 29649, 888-4-Lander (1-888-452-6337), or email admissions@lander.edu.

The overall program has three learning goals that require the acquisition of the following skills and abilities:

1. To demonstrate planning skills related to the disaster management cycle;
2. To explain the role of communication in emergency management; and
3. To show an ability to exercise critical thinking skills to analyze past events;

The curriculum will provide students with an interdisciplinary education that includes elements of law, public affairs, contingency planning, business recovery planning and execution, leadership, intergovernmental affairs, and health care management. The program includes areas of competencies in: 1) analytical and planning skills; 2) hazard and risk assessment; 3) preparedness and mitigation strategies; 4) response coordination and strategies; and 5) professional development as related to critical understanding and integrated solutions in Emergency Management. Throughout their time in the program, students will earn a number of certificates for completing training through FEMA's Emergency Management Institute and their on-line independent study program.

The program includes a U.S. perspective as well as an international, multi-national, and multi-cultural approach. It acquaints students with the role of the Federal Emergency Management Agency (FEMA) for domestic U.S. incidents, multi-national agreements (for international incidents), the role of the National Guard and U.S. military, non-profit organizations, and the role of businesses in emergency management activities from preparedness to response to mitigation and to long-term recovery.

Admission

All applicants must have earned a baccalaureate degree from a regionally accredited college or university. They must complete a Lander University admissions application and submit official transcripts of all institutions attended to the Office of Admissions.

Admissions decisions are made using holistic evaluation of the candidate's academic record and relevant work experience. GRE or GMAT scores may be submitted for consideration but are not required.

Applicants may receive up to nine hours of transfer academic credit for previous graduate education, workplace training, or extensive work experience in Emergency Management Fields. Applicants should submit a letter describing any relevant prior education or workplace experience, along with any relevant documentation, to the program coordinator for evaluation.

Grading System

Grade Point Ratio - Grade points in any course are computed by multiplying the number of credit hours credit assigned to the course by a number determined by the grade according to the following scale.

A = 4	D = 1
B = 3	F = 0
C = 2	FA = 0

The grade point ratio is determined by dividing the total number of grade points earned by the total number of credit hours for courses receiving any grade in the preceding list. The following grades do not affect the grade point ratio: AU, I, W.

Grade Reports - At the end of each semester, a report of grades is posted on Bearcat Web.

Grade Appeals - Lander University's *Student Handbook* includes provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation no grade can be changed or appealed.

Transcripts - Requests for official transcripts of a student's record should be addressed to the Office of the Registrar. Procedures for requesting an official transcript can be found at:

<https://www.lander.edu/academics/registrar-office/transcripts>

A transcript of a student's record carries the following information: admissions data; current status; a detailed statement of the scholastic record showing courses pursued with credit hours carried, credit hours earned, grades, grade points, the system of grading, all failures, incomplete grades, and academic penalties such as academic probation, suspension, or other restrictions. A student's official record concerns academic performance only. No partial record will be issued. No official transcript will be issued to or for a student who is indebted to Lander University.

Program Completion:

To complete the degree program, emergency management candidates must maintain a minimum GPA of 3.0 on a 4.0 scale on all graduate work. Two grades of "C" in any graduate courses preclude continuation in the program. Any grade lower than a "C" must be replaced by retaking the course and earning a grade of "B" or better. Failure to earn a replacement grade of "B" or better may result in discontinuation in the program. All coursework for the Master of Science in Emergency Management degree must be completed within a period of six years, but can be completed in as little as eighteen months.

Program of Study

The program of study leading to the Master of Science in Emergency Management degree consists of a total of 31 hours: a required core of six courses, four elective courses, and a one-credit-hour capstone course:

1. **Core Courses** (6 courses, 18 hours):
 - EMGT 500: Foundations in Emergency Management
 - EMGT 510: Preparedness and Mitigation
 - EMGT 520: Response and Recovery
 - EMGT 530: Continuity of Government
 - EMGT 630: Business and Economic Continuity
 - EMGT 635: Mental Health and Emergency Management
2. **Elective Courses** (4 of the following courses, 12 hours):
 - EMGT 610: Technology for Emergency Management
 - EMGT 620: Communications Strategies for Emergency Management
 - EMGT 625: Leadership for Emergency Management
 - EMGT 640: Emergency Management Law
 - EMGT 670: Hurricane and Weather
 - EMGT 675: Nuclear Incident Management
 - EMGT 685: Special Topics in Emergency Management
3. **Capstone Course** (1 hour):
 - EMGT 695: Capstone Course

Graduate Certificate, All-Hazard Emergency Management

In addition to the master's degree, Lander University also offers a Graduate Certificate that requires 15 credit hours made up of 4 core classes (chosen from 6 options) and 1 elective course (chosen from 7 elective courses or from an additional core course).

Core Classes:

Choose 4 courses from these options:

- EMGT 500: Fundamentals of Emergency Management, 3 credit hours
- EMGT 510: Preparedness and Mitigation, 3 credit hours
- EMGT 520: Response and Recovery, 3 credit hours
- EMGT 530: Continuity of Government, 3 credit hours
- EMGT 630: Business and Economic Continuity, 3 credit hours
- EMGT 635: Mental Health and Emergency Management, 3 credit hours

Electives:

Choose 1 course from these options:

- EMGT 610: Technology for Emergency Management, 3 credit hours
- EMGT 620: Communications Strategies for Emergency Management, 3 credit hours
- EMGT 625: Leadership for Emergency Management, 3 credit hours
- EMGT 640: Emergency Management Law, 3 credit hours
- EMGT 670: Hurricane and Weather, 3 credit hours
- EMGT 675: Nuclear Incident Management, 3 credit hours
- EMGT 685: Special Topics in Emergency Management, 3 credit hours

Students who earn this certificate may continue on and complete Lander's Master of Science in Emergency Management degree.

The College of Business

Graduate Programs

Lander University offers graduate business degree programs leading to the Master of Science in Management and the Master of Business Administration with micro-credentials. Students who complete the MBA degree earn two micro-credentials selected from among six available micro-credentials. The possible micro-credentials are (a) Business Analytics, (b) Supply Chain and Operations Management, (c) Digital Marketing, (d) Financial Development, (e) Organizational Leadership, and (f) Healthcare Management. Nondegree-seeking students can earn micro-credentials without completing the MBA and have the option to return to the MBA program later since these credentials are stackable toward degree completion.

Admission to Graduate Business Programs

All applicants must have earned a baccalaureate degree from a regionally accredited college or university. They must complete a Lander University admissions application and submit official transcripts of all institutions attended to the Office of Admissions.

The College of Business (COB) conducts an assessment inclusive of all applicant credentials to make its admission decision. The COB credits the amount of professional work experience along with prior college experience, and when needed, test scores. Work experience is not required for admission to the Master of Science in Management program. MBA applicants are expected to have at least two years of professional work experience. MBA applicants with less work experience are expected to have an outstanding undergraduate GPA.

Applicants who have earned an advanced degree (master's or doctorate) from an accredited institution or who have attained prior enrollment in a graduate program from an accredited institution that required submission of an acceptable GMAT/GRE score for admission are admitted directly into the MBA or MSM program.

Applicants are encouraged to apply for admission online. Requests for graduate application forms may also be addressed to the Office of Admissions, Lander University, Greenwood, South Carolina 29649, 888-4-Lander (1-888-452-6337), or email admissions@lander.edu.

Grade Point Ratio - Grade points in any course are computed by multiplying the number of credit hours assigned to the course by a number determined by the grade according to the following scale.

A = 4	D = 1
B = 3	F = 0
C = 2	FA = 0

The grade point ratio is determined by dividing the total number of grade points earned by the total number of credit hours for courses receiving any grade in the preceding list. The following grades do not affect the grade point ratio: AU, I, P, W.

Grade Reports - At the end of each semester, a report of grades is posted on Bearcat Web.

Grade Appeals - Lander University's Student Handbook includes provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation, no grade can be changed or appealed.

Transcripts - Requests for official transcripts of a student's record should be addressed to the Office of the Registrar. Procedures for requesting an official transcript can be found at: <http://www.lander.edu/Academics/Registrars-Office/Transcripts>.

A transcript of a student's record carries the following information: admissions data; current status; a detailed statement of the scholastic record showing courses pursued with credit hours carried, credit hours earned, grades, grade points, the system of grading, all failures, incomplete grades, and academic penalties such as academic probation, suspension, or other restrictions. A student's official record concerns academic performance only. No partial record will be issued. No official transcript will be issued to or for a student who is indebted to Lander University.

Transfer Credit

Applicants may transfer up to six (6) graduate credit hours verified by an official transcript from an AACSB accredited graduate business school and approved by the Graduate Program Coordinator, Assistant Dean, or Dean of the College of Business. The transferred course credit must be commensurate with the Lander University course it is intended to replace. Only courses with grades of B or better can be transferred, and the courses must have been completed within six (6) years at the time of acceptance into the Lander University Graduate Business program.

Program Completion

To complete either degree program, MBA or MSM, candidates must earn 30 graduate credit hours and a minimum GPA of 3.0 on a 4.0 scale on all graduate work. Students completing the MSM can earn the MBA degree by completing 18 additional credit hours comprised of the five MBA core courses and the MBA capstone course. Students who complete the MBA first can earn the MSM by completing the additional 18 credit hours of MSM courses not taken as part of the MBA program. All coursework for either degree must be completed within a period of six years from the student's program start date. Nondegree-seeking students earning only micro-credentials can stack those courses toward the MBA or MSM to become degree-seeking later, but must complete their degree within a period of six years from starting their micro-credential coursework.

The Master of Business Administration (MBA)

Lander University offers a fully online, 30-credit hour Master of Business Administration degree accompanied by two micro-credentials. Whether you want to advance in your current position or be competitive for new opportunities, the Lander MBA is a sound investment in your future. The purpose of the program is to ensure you understand business operations like never before and achieve greater success as a leader, manager, executive, entrepreneur, and innovator in your chosen industry. The integrated MBA micro-credentials will give you deeper expertise in analytics, leadership, operations and supply chain management, healthcare management, digital marketing, or financial services.

Graduates of the program achieve (a) advanced leadership skills, (b) comprehensive business knowledge, (c) sensitivity and awareness of dynamic business issues, including diversity, sustainability, globalization, and ethics, (d) advanced problem-solving skills leading to sound decision making and strategy, and (e) two micro-credentials.

The MBA Learning Goals

The MBA is designed to meet student and industry demands. The Lander program provides managerial and strategic insights across various business functions to prepare graduates to lead organizations and drive results. The degree consists of an MBA core of 15 credit hours, a three-credit hour capstone course, and 12 credit hours of courses split evenly between two micro-credentials. The micro-credentials are short, focused educational experiences providing marketable knowledge and skills in Business Analytics, Organizational Leadership, Supply Chain and Operations Management, Healthcare Management, Digital Marketing, or Financial Development.

MBA graduates will:

1. Attain and apply core knowledge in the theories and practices of accounting, finance, management, and marketing
2. Attain advanced business knowledge and skills relevant to managing in dynamic environments, including diversity, sustainability, globalization, and ethics
3. Learn and apply analytics to produce projects useful for decision-makers
4. Produce strategic analyses and plans, to include vision and mission statements
5. Graduates will demonstrate effective leadership through sound decision making, creative thinking, and problem-solving
6. Understand their micro-credential role in the context of the business enterprise

Program of Study

The program of study leading to the Master of Business Administration degree consists of five core courses (15 credit hours), a capstone course (3 credit hours), and two micro-credentials (6 credit hours each) for a total of 30 credit hours. Students who have not earned an undergraduate business degree or adequate undergraduate business coursework will take BA 600, Business Fundamentals. For these students, the program will require eleven courses for a total of 33 credit hours:

Core (15 hours):

ACCT 610 Advanced Managerial Accounting (3 hours)
ECON 615 Economic Analysis for Decision Making (3 hours)
FINA 630 Applied Corporate Finance (3 hours)
MGMT 613 Business Leadership and Contemporary Issues (3 hours)
MKT 614 Strategic Marketing Management (3 hours)

Capstone (3 hours):

BA 696 Business Vision, Innovation, and Strategy (3 hours)

Two Micro-credentials 12 (hours):

Business Analytics Micro-credential
MGMT 615 Management Information Systems (3 hours)
MGMT 655 Analytics and Big Data Management (3 hours)

Organizational Leadership Micro-credential
MGMT 625 Leadership and Management (3 hours)
MGMT 645 Human Resource Environment (3 hours)

Supply Chain and Operations Management Micro-credential
MGMT 635 Business Process Management (3 hours)
MGMT 665 Supply Chain and Logistics (3 hours)

Digital Marketing Micro-credential
MKTG 610 Consumer Behavior (3 hours)
MKTG 630 Social Media Marketing (3 hours)

Financial Development Micro-credential
FINA 640 Risk Management (3 hours)
FINA 650 Advanced Financial Analysis (3 hours)

Healthcare Management Micro-credential
HCMT 610 Healthcare Management Operations (3 hours)
HCMT 620 Healthcare Economics and Financial Systems (3 hours)

Program Progress and Probation

Student progress is assessed after completing the first 12 MBA credit hours. Earning more than two grades of “C” or lower in graduate courses can preclude continuation in the program. Any grade lower than a “C” must be replaced by retaking the course and attaining a GPA of 3.0 or better. Failure to earn a replacement grade of “B” or better and maintain a 3.0 GPA may result in termination from the program. Students must retake courses to replace insufficient grades before taking any new courses if their GPA is below 3.0 anytime during or after their first 12 credit hours.

The Master of Science in Management (MSM)

Lander University is offering a fully online, 30-credit Master of Science in Management program. The purpose of the program is to educate and develop graduate-level business students in achieving management-based competencies within the areas of leadership, quality assessment, operations planning, human development skills, and strategic planning. Upon completion of the program, graduates will have a solid foundation in all aspects of Quality Management and will have developed analytical and conceptual skills aligned with industry standards and ever-changing demands.

Master of Science in Management Learning Goals

The program has three learning goals requiring the acquisition of the following skills and abilities:

1. Graduates will be knowledgeable and skilled in the conceptualization and application of specialized management practices in the areas of quality management principles, human relations management, operations and process management, and strategic planning and implementation.
2. Graduates will develop the necessary skills to analyze, develop, communicate, lead, and implement strategies for improving business processes and operations.
3. Graduates will master concepts related to the integration of research and development within management and leadership practices in the areas of information systems, production, and financial strategies.

The curriculum is designed to prepare students with graduate-level skills in process management, supply chain management, quality policy, quality planning, quality control, and quality improvement. The Quality Management focus of the program is applicable to many types of organizations and businesses. Graduates of the program would be skilled in the application of quantitative models for solving managerial problems and in interpreting the results. They will be able to apply the scientific method in business situations. Students will understand how to use business intelligence techniques to gain insights into emerging social media technologies and big data. They will be able to apply the major human resource management functions of selection and placement, compensation and benefits, training and development, employee and labor relations, health, safety, and security, and strategic management practices. Students will be able to present data that support organizational decision-making processes and to create data-driven models such as regression and decision trees to make decisions. Methods, tools and modeling techniques used in support of supply chain decision making prepares the student for advanced problem solving within the realm of supply chain management. Students complete a Six Sigma project as part of the course requirement. Students will recognize business processes and assess their information-related needs. They will learn how to develop organizational agility through innovations in quality management processes.

Program of Study

The program of study leading to the Master of Science in Management degree consists of a required core of ten courses for a total of 30 hours. Students who have not earned an undergraduate business degree or adequate undergraduate business coursework will take BA 600, Business Fundamentals. For these students, the program will require eleven courses for a total of 33 credit hours:

Core:

- BA 605 Business Research Methods (3 hours)
- MGMT 615 Management Information Systems (3 hours)
- MGMT 625 Leadership and Management (3 hours)
- MGMT 635 Business Process Management (3 hours)
- MGMT 645 Human Resource Environment (3 hours)
- MGMT 655 Analytics and Big Data Management (3 hours)
- MGMT 665 Supply Chain and Logistics (3 hours)
- MGMT 675 Quality Management Design and Six Sigma (3 hours)
- MGMT 685 Innovation and Quality Management (3 hours)
- MGMT 695 Strategy Formulation and Implementation (3 hours)

Program Progress and Probation

Student progress is assessed after completing the first 12 MSM credit hours. Earning more than two grades of “C” or lower in graduate courses can preclude continuation in the program. Any grade lower than a “C” must be replaced by retaking the course and attaining a GPA of 3.0 or better. Failure to earn a replacement grade of “B” or better and maintain a 3.0 GPA may result in termination from the program. Students must retake courses to replace

insufficient grades at the next available opportunity and must achieve “B” or better grades in all courses taken in the interim when their GPA is below 3.0 anytime during or after their first 12 credit hours. The Master of Science in Management Program Coordinator, College of Business Assistant Dean, or College of Business Dean can restrict student course enrollments until a GPA of 3.0 or better is maintained.

The William Preston Turner School of Nursing Graduate Program

The Master of Science in Nursing: Clinical Nurse Leader (MSN)

Lander University School of Nursing is committed to preparing individuals to provide holistic nursing care in a variety of settings to diverse clients across the lifespan. The purpose of the graduate program is to prepare clinical nurse leaders to address the healthcare needs of the 21st century by implementing outcome-based practice through management of care systems, quality improvement strategies, utilization of technology, and advanced clinical reasoning. The nursing courses in the Master of Science in Nursing-Clinical Nurse Leader program are offered in an asynchronous online format with clinical experiences arranged in the student's geographic area (when available).

The graduates are prepared to:

1. Effect change through advocacy for the profession, interdisciplinary healthcare team and the client;
2. Communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients;
3. Actively pursue lifelong learning as the Clinical Nurse Leader (CNL) role, needs of clients, and the healthcare system evolve;
4. Delegate and utilize the nursing team resources and provide leadership when partnering with the interprofessional healthcare team;
5. Identify clinical and fiscally responsible outcomes that improve safe, quality, client-centered care;
6. Use information systems and technology at the point of care to improve healthcare outcomes;
7. Participate in systems review by evaluating client safety risks to improve quality of client care;
8. Assume accountability for healthcare outcomes, recognizing systems influences on a specific group of clients;
9. Utilize information to design, implement and evaluate client plans of care;
10. Synthesize evidence to evaluate and achieve optimal client and care environment outcomes; and
11. Use appropriate teaching/learning principles, strategies, and technology to facilitate the learning of clients, groups, and the other healthcare professionals.

Accreditation

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education. (<http://www.ccnaccreditation.org>).

Curriculum

The Master of Science in Nursing: Clinical Nurse Leader curriculum is designed to be completed in five semesters with a fall semester start. The courses are delivered in an asynchronous format in order to meet the needs of the students. Each semester, prior to registration, students will review and update an Academic Plan of Study in consultation with the academic advisor. All work to be applied towards the Master's degree must be completed within six years of initial enrollment.

Admission and progression policies and procedures

Admission

To be eligible for admission to a graduate program at Lander University, students must have completed a bachelor's degree. All admissions decisions are made based on a holistic evaluation of the applicant's academic and/or professional background, professional goals, and overall fit between applicant and program. Applicants are not required to submit GRE/GMAT scores for any Lander University graduate programs, but applicants may submit them if they so choose. If GRE/GMAT scores are submitted, they will be included in the holistic application review process.

Applying for admission is a two-step process:

1. Applicants complete the Lander University Online Application
2. Applicants work individually with an admissions counselor to supply any additional required information.

Master of Science in Nursing, Clinical Nurse Leader program

- Official transcripts from a program accredited by Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission on Education in Nursing (ACEN), GRE/GMAT scores, optional
- Evidence of holding a current unencumbered South Carolina Registered Nurse or Advance Practice Registered Nurse License

Submit written statement, 300-500 words, discussing applicant's career goals and reasons for seeking admission into the MSN program

Conditional Admission

Applicants not meeting the full admission requirements may be considered for conditional admission. Students admitted conditionally are required to demonstrate successful graduate work with a GPA of 3.0 at the end of the first semester, at which time they would be considered fully admitted and subject to the progression and graduation policies of the School of Nursing. Students admitted conditionally and not achieving a GPA of 3.0 at the end of the first semester would be dismissed from the program.

Non-Degree Seeking Students

Non-degree seeking students may be considered for admission on a space available basis for selected courses. Students may not earn more than 12 credit hours as a non-degree seeking student. Students that have previously earned credits as a non-degree seeking student wishing to enter the MSN program as a degree-seeking student should refer to the Admissions policy and procedures.

Transfer

Students with earned graduate credits in nursing or a related field may request a transcript evaluation for transfer or substitution credits, which will be considered by the CNL Masters Committee. No more than 15 transfer hours may be applied to the MSN degree in the CNL program.

Academic Plan of Study

All CNL students must have a current Academic Plan of Study on file prior to registration for any class. The initial Academic Plan of Study will be completed during orientation for new students. Each semester prior to registration the Academic Plan of Study will be reviewed and/or updated in consultation with the academic advisor.

Academic Probation

The master's student whose semester or cumulative GPA falls below 3.0 will be placed on academic probation for one (1) semester. The student must improve the cumulative GPA to 3.0 or greater upon completion of the next semester in order to remain in the program.

Priority for Course Space/Out-of-Sequence Students

When course spaces are limited, fully matriculated students are given priority over non-degree seeking students. First-time enrollees are given priority over students who are repeating a course or non-degree seeking students.

Readmission to Clinical Nurse Leader Program

The CNL Program Committee will act upon all requests for readmission. Readmission to the School of Nursing is not automatic and will be considered on a space-available basis. A student seeking readmission should reapply to the CNL program by the designated date. In addition to the application for readmission to the University, the student should submit a typewritten letter stating the circumstances that resulted in the student's absence from the program and reason(s) that readmission to the program is justified.

Grading Scale

Nursing course-grading scales will appear in each course syllabus. The School of Nursing uses the following grading scale for all NUR courses except courses assigned a grade of pass/fail.

A=90-100 B=80-89 C=70-79 D=60-69 F=0-59

Clinical Grading Scale

Students are evaluated as satisfactory or unsatisfactory in the clinical component of courses. With input from clinical preceptors, the course faculty will evaluate students based on clinical course objectives. A satisfactory clinical grade is necessary to pass a course with a clinical component.

Attendance Policy

The MSN-CNL program is an online program that requires a high level of independent and self-directed learning. Course attendance and participation requirements are explained in each individual course syllabus. Clinical attendance policies are negotiated between the clinical coordinator and preceptor.

Incomplete Grade(s)

An “Incomplete” (I) is awarded when all requirements of a course have not been completed by the end of the semester. This designation is reserved for students where failure to complete the course are due to circumstances such as unanticipated illness, accident, work-related responsibility, or family hardship which are beyond the student’s control. The option for an “Incomplete” is at the discretion of the course faculty. By arrangement with the course faculty, the student will have up to six months from the last day of examinations for the semester in which to complete the work and the faculty to submit the grade. After six months, an “Incomplete” which has not been made up is changed to a grade of “F”. For progression, the Incomplete must be addressed before the drop/add period deadline of a semester if the student plans to utilize that semester for course registration. Hence, master’s students may not register for courses until an “Incomplete” grade from the previous semester is removed. It is the responsibility of the student to ensure that all arrangements for removal of the Incomplete have been made and that all work for completing course assignments has been accomplished.

Grade Reports

At the end of each semester, a report of grades is posted on Bearcat Web.

Grade Appeals

Lander University’s Student Handbook includes provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation, no grade can be changed or appealed.

Requirements for Progression in the MSN-CNL program

1. Maintain a minimum GPA of 3.0 on 4.0 scale; and
2. Complete the required courses with a minimum grade of “B”. Note: If a student earns a grade less than “B”, the student may repeat the course one time. The student cannot repeat more than one required course.

Graduation Requirements

1. Complete the number of graduate hours and specific courses required in the approved program of study;
2. Achieve at least a 3.0 cumulative GPA on a 4.0 scale;
3. Satisfactorily complete all other requirements of the program, including all clinical hours and Graduate Synthesis Project prior to graduation; and
4. Successfully complete all required documentation required by the University pertaining to graduation (i.e. Graduation Application).

Transcripts

Requests for official transcripts of a student’s record should be addressed to the Office of the Registrar.

Endorsement for Certification as a Clinical Nurse Leader

Graduates of the program will be eligible to take the Clinical Nurse Leader (CNL) certification examination administered by the Commission on Nurse Certification (CNC). Information regarding the examination application and endorsement program is available in the *MSN-CNL Student Handbook*, available on the School of Nursing website.

Faculty Advisors

The Coordinator of Graduate Studies for the School of Nursing will be assigned to each MSN student as faculty advisor to assist with academic planning.

Special Expenses

In addition to University tuition and fees, MSN students will incur additional expenses such as transportation to and from clinical sites, lab coat and other professional attire, fees for CNL Certification practice examination, etc.

Core Performance Standards

In order to perform safe patient care, students must meet core performance standards and functional abilities for admission and progression as published by the Southern Council on Collegiate Education for Nursing (SCCEN). Additional information is available in the *Policy and Procedure Manual* available on the School of Nursing website.

Drug and Alcohol Policies and Procedures

Students are required to comply with the policies as documented in the *Policy and Procedure Manual* available on the School of Nursing website.

Petitioning

Students have the right to request an exception to the application of academic policies of the School of Nursing. Petitions must be submitted in writing to the student's Faculty Advisor or the Dean of the School of Nursing for consideration by the Nursing Faculty Organization.

Regulations for Clinical Courses

Clinical experiences for MSN-CNL students will be arranged collaboratively with the student, course faculty, graduate preceptor, and healthcare agencies. Students are expected to adhere to any arranged schedule unless other arrangements have been made prior to the scheduled experience. Unavoidable absences will be made up based on preceptor and facility availability.

In addition to the regulations of the University, the following additional regulations apply to students in nursing. The provisions are required to meet regulations of healthcare agencies used for clinical experiences.

1. Clearance for Attendance at Clinical Laboratories

Students must meet all School of Nursing requirements for clinical nursing courses, and utilize the vendor selected by the School of Nursing.

2. Health Requirements

In addition to meeting the health requirements of the University, students engaged in clinical nursing courses are required to provide evidence of single-step tuberculosis screening or its equivalent; annual 10-panel drug screen; documentation of rubella (German measles) immunization or immune titer; evidence of varicella (chicken pox) immunizations or immune titer; current immunization against tetanus and pertussis, influenza, and Hepatitis B; and an initial physical examination by a nurse practitioner or physician. Students must submit a health update annually. These documents, as well as proof of completing the American Heart Association Basic Life Support for Healthcare Providers CPR course, must be submitted to the approved vendor assigned by the School of Nursing by the required deadline.

3. Insurance Requirements

Students enrolled in clinical nursing courses must carry tort and professional liability insurance as well as personal health and accident insurance.

4. Transportation to Clinical Practice Sites

Each student is responsible for transportation to and from clinical sites.

Program of Study

The program of study for the Master of Science in Nursing - Clinical Nurse Leader includes the following courses:

Course Number	Course Name	Credit Hours
NUR 600	Theory and Conceptual Foundation	3
NUR 611	Advanced Clinical Assessment	3
NUR 612	Advanced Pharmacology	3
NUR 613	Advanced Pathophysiology	3
NUR 620	Healthcare Structure and Finance	3
NUR 630	Health Promotion and Disease Prevention	3
NUR 635	Clinical Nurse Leader Practicum I	3 (2,1)*
NUR 640	Management of Clinical Outcomes	3
NUR 645	Clinical Nurse Leader Practicum II	3 (2,1)*
NUR 651	Research for Evidence-based Practice	3
NUR 660	Leadership in Healthcare	3
NUR 675	Clinical Nurse Leader Immersion Practicum III	6 (2,4)*
Total	*clinical hours included	

*A minimum of 400 hours of clinical practice are required in the Clinical Nurse Leader Program.

GRADUATE COURSES OF STUDY

ACCOUNTING

ACCT 610.ADVANCED MANAGERIAL ACCOUNTING

This course covers managerial accounting and cost management practices that can be strategically applied across the various functions of a business organization to improve organizational performance. The course emphasizes the methods available to measure and evaluate costs for decision-making and performance evaluation purposes. It reviews a number of cost management issues relating to the design and implementation of strategic, marketing, value analysis, and other management models in modern firms; and identifies major contemporary issues in managerial accounting and financial decision-making. A variety of case studies in different industries and decision contexts are used to examine the application of these concepts. *Three credit hours.*

ART

ART 611.CURRICULUM DEVELOPMENT IN ART, K-12

In this course, students will develop long-range curriculum plans supporting the “National Standards for Art Education” for art instruction for kindergarten through secondary school. Emphasis will be placed on providing age-appropriate content for the artistic development of children, theories of learning with significance for art expression, and meeting the needs of diverse learners. Program advocacy and grant writing for support of school arts programs will be modeled through course assignments. Prerequisite: Acceptance into the MAT graduate degree program or permission of the instructor. *Three credit hours.*

ART 612.PRACTICES FOR TEACHING ART: MATERIALS AND METHODS

This course focuses on translating theory into practice in the art classroom in preparation for Clinical Practice. The graduate studio/seminar assignments allow students to create materials and practice methods common to the K-12 art classroom. Assignments focus on current concerns in the profession, such as discipline based arts education, multiculturalism, meeting the needs of a diverse student population, use of instructional technology and portfolio assessment. After students have taught and critiqued model lessons, they will move into a two-week clinical experience in public school. Prerequisites: Acceptance into the MAT graduate degree program or permission of the instructor. *Three credit hours.*

ART 621.HISTORY AND PHILOSOPHY OF ART EDUCATION

This course provides an introduction to art education as a profession through examination of art education history, curricular developments and theories and philosophies. Current issues in the field are addressed through review and response to research. This course will provide the student with a historical context for current theory and practice and will encourage continued personal growth and contributions to the profession. A clinical experience will allow students to examine art education practices involving public school students. Prerequisite: Acceptance into the MAT graduate degree program or permission of the instructor. *Three credit hours.*

ART 623.PHOTOGRAPHY STUDIO

This course consists of advanced studies in photography that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor’s Degree in Art. Two three-hour labs. *Three credit hours.*

ART 624.SCULPTURE STUDIO

This course consists of advanced studies in sculpture that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor’s Degree in Art. Two three-hour labs. *Three credit hours.*

ART 625.PAINTING STUDIO

This course consists of advanced studies in painting that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor’s Degree in Art. Two three-hour labs. *Three credit hours.*

ART 626.PRINTMAKING STUDIO

This course consists of advanced studies in printmaking that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

ART 627.CERAMICS STUDIO

This course consists of advanced studies in ceramics that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

ART 629.INTERMEDIA STUDIO

This advanced studio course designed to challenge a student's boundaries with art media by required integration with other media. This course may be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

ART 631.THE ARTIST TEACHER

This course explores how the processes of art making and teaching are similarly rooted in creativity and problem solving. Students will examine the relationships between their individual artistic practices and their emerging teaching practices in as they create an original body of artwork. This artwork will be exhibited for their MAT Exhibition. May be repeated for additional credit. *Three credit hours.*

ART 641.GRADUATE SEMINAR

All graduate art students meet together weekly to investigate the contemporary artist practice and current issues. This course is to be taken twice for credit. *One credit hour.*

ART 651.THEORIES OF MODERNIST ART

This course examines the ideas, and issues of modernist art, including the conceptual rational as well as implications of Modernist art. This course, which emphasizes methods of critical looking and processes of making, combines classroom, online, and gallery-based instruction. *Three credit hours.*

ART 652.THEORIES OF CONTEMPORARY ART

This course maps the global field of contemporary art in all media. Students will focus on identifying where they would aim to situate their own work within the multiple potential creative dialogs. This course, which emphasizes methods of critical looking and processes of making, combines classroom, online, and gallery-based instruction. *Three credit hours.*

ART 653.AESTHETICS AND ART CRITICISM

This course will critically examine the history of twentieth and twenty-first century aesthetics and criticism. Designed to complement ART 651 and ART 652 (which are not prerequisites), it examines the essential texts of art theorists, critics, and historians to examine methods of critical thinking and writing about contemporary art. *Three credit hours.*

ART 661.MAT EXHIBITIONS AND DEFENSE

This course contains three major components. The first is the selection and preparation of K-12 student artworks for exhibition. The second component is the creation, preparation, installation and publicity of a cohesive body of the candidate's original artwork from ART 631 courses. The third component is the presentation and summative defense of artist and teacher portfolios, which will be evaluated by professionals in the fields of art, art education, and education. Prerequisite: Acceptance into MAT graduate degree programs, and enrollment or completion of EDUC 601. *Three credit hours.*

ART 671.SPECIAL TOPICS IN ART HISTORY

Special topics in art history are to be announced by the department. The courses are not sequential and may be repeated for additional credit as the topic changes. *Three credit hours.*

ART 723.PHOTOGRAPHY RESEARCH

This course consists of advanced studies in photography that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 623. Two three-hour labs. *Three credit hours.*

ART 724.SCULPTURE RESEARCH

This course consists of advanced studies in sculpture that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 624. Two three-hour labs. *Three credit hours.*

ART 725.PAINTING RESEARCH

This course consists of advanced studies in painting that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 625. Two three-hour labs. *Three credit hours.*

ART 727.CERAMICS RESEARCH

This course consists of advanced studies in ceramics that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 627. Two three-hour labs. *Three credit hours.*

ART 729.INTERMEDIA STUDIO

This advanced studio course designed to continue to challenge a student's boundaries with art media by required integration with other media. This course may be taken multiple times for credit. Prerequisite: Art 629. Two three-hour labs. *Three credit hours.*

ART 741. GRADUATE SEMINAR

All graduate art students meet together weekly to investigate the contemporary artist context. This course is to be taken twice for credit. *One credit hour.*

ART 750.SPECIAL TOPICS

This advanced studio practice that focuses on synthesizing materials, process, and conceptual content outside discipline studio classes. Students will work independently in a studio environment. This course may be taken multiple times for credit. Two three-hour labs. *Three credit hours.*

ART 823.PHOTOGRAPHY THESIS I

This course consists of advanced studies in photography that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. *Three credit hours.*

ART 824.SCULPTURE THESIS I

This course consists of advanced studies in sculpture that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. *Three credit hours.*

ART 825.PAINTING THESIS I

This course consists of advanced studies in painting that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. *Three credit hours.*

ART 827.CERAMICS THESIS I

This course consists of advanced studies in ceramics that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. *Three credit hours.*

ART 829.INTERMEDIA STUDIO

This advanced studio course designed to continue to challenge a student's boundaries with art media by required integration with other media. This course may be taken multiple times for credit. Prerequisite: ART 729. Two three-hour labs. *Three credit hours.*

ART 833.PHOTOGRAPHY THESIS II

This course consists of focused cohesive photography studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 823. *Six credit hours.*

ART 834.SCULPTURE THESIS II

This course consists of focused cohesive sculpture studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 824. *Six credit hours.*

ART 835.PAINTING THESIS II

This course consists of focused cohesive painting studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 825. *Six credit hours.*

ART 837. CERAMICS THESIS II

This course consist of focused cohesive ceramics studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 827. *Six credit hours.*

ART 841.GRADUATE SEMINAR

All graduate art students meet together weekly to investigate creative entrepreneurial skills. This course is to be taken twice for credit. *One credit hour.*

ART 851. THESIS SUPPORT I

In this course, students will focus on the written research component of their final thesis project. Through research, students will determine the contemporary context of their own artwork in preparation for a written thesis. Prerequisite: Pass 30-hour review. *Three credit hours.*

ART 852.THESIS SUPPORT II

In this course, students will synthesize research and graduate studio work in a written thesis which supports their final exhibition. Graded pass/fail. *Three credit hours.*

BUSINESS ADMINISTRATION

BA 600.BUSINESS FUNDAMENTALS

This course offers the rationale for applying specific models to managerial problems, assists students in the application of such models, and guides students in the interpretation of results. The course includes basic quantitative techniques used in managerial decision-making. This course is required for non-business undergraduates. *Three credit hours.*

BA 605.BUSINESS RESEARCH METHODS

This course emphasizes research methodology, including the meaning of research, its sequential development, and the types and steps of the scientific method as applied to business. Practical and academic applications are explored. *Three credit hours.*

BA 696.BUSINESS VISION, INNOVATION, AND STRATEGY

This course presents the strategic management process as the formulation and application of functionally integrated business policy by top managers. Emphasis is placed upon decision-making in the face of changing conditions, forward-thinking vision, and innovation. The course will integrate theory from all functional areas of business, including accounting, economics, finance, management, and marketing. Topics include firm analysis, vision statements, mission statements, and financial statement analysis. Prerequisites: ACCT 610, FINA 630, MGMT 613, MKT 614, and ECON 615. *Three credit hours.*

ECONOMICS

ECON 615.ECONOMIC ANALYSIS FOR DECISION MAKING

This course focuses on the application of economic concepts in individual and business decision-making processes. Optimization techniques in dealing with maximization of consumer satisfaction and profit as well as minimization of cost under certain and uncertain conditions are emphasized. It also discusses tools to analyze aggregate economic behavior such as economic growth, money, productivity, inflation, and unemployment. *Three credit hours.*

ECON 615.ECONOMIC ANALYSIS

This course focuses on the application of economic concepts in individual and business decision-making processes. Optimization techniques in dealing with maximization of consumer satisfaction and profit as well as

minimization of cost under certain and uncertain conditions are emphasized. It also discusses tools to analyze aggregate economic behavior such as economic growth, money, productivity, inflation, and unemployment. **Three credit hours.**

EDUCATION

EDUC 601.CLINICAL PRACTICE

This course, open only to graduate students in the Master of Arts in Teaching Program, involves observation, participation and supervised teaching in the public schools. It also includes a series of seminars dealing with issues in effective teaching. Prerequisite: Acceptance into MAT graduate degree program, completion of ART 600, ART 611, ART 621, ART 630, ART 653, EDUC 622, and passing scores on PRAXIS II tests required for certification. Graded pass/fail. **Twelve credit hours.**

EDUC 603.CULTURAL DIVERSITY IN EDUCATION

A study of systems of education in a variety of cultural settings in the modern world. Particular emphasis is given to the diverse nature of cultures and language systems. **Three credit hours.**

EDUC 604.SCHOOL AND SOCIETY

The course will provide a broad overview of program and issues involving various aspects of schooling as they relate to the needs of society. The students will explore social, multicultural, economic, and political issues that American education is expected to ameliorate. The student will also study the history, philosophy, organization, and operation of schools, along with a consideration of the teacher's role. **Three credit hours.**

EDUC 607.CHARACTERISTICS OF STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS

This course is designed to introduce the student to the theoretical framework of special education for individuals with emotional/behavior disorders. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with emotional/behavior disorders. **Three credit hours.**

EDUC 608.METHODS FOR TEACHING STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS

A survey of teaching techniques and research-based practices for improving academic, social/emotional, and behavioral performance of students with emotional/behavior disorders including social skills training. **Three credit hours.**

EDUC 610.LEARNING MANAGEMENT SYSTEMS IN EDUCATION

This course explores the role of Learning Management Systems (LMS) in the learning context. It investigates how LMS directly supports aspects of learning through curriculum repository, instruction/lesson design and execution, and assessment. It also examines using LMS and other data (a) to assess the efficacy of the student learning experience/lesson and (b) as a tool to individualize learning. Students will formally evaluate the advantages and challenges associated with a range of contemporary LMS. They will build learning experiences/lessons capitalizing upon functions associated with LMS such as discussion boards, blogs, journals, online face-to-face collaboration, tests/quizzes, and polls. This will be done with synchronous and asynchronous modes of delivery in mind, and will develop appropriate communication/collaboration environments accordingly. Students will utilize LMS functionalities for content creation and display, and will adopt sound instructional design principles for online learning based upon Center for Applied Special Technology/Universal Design for Learning ideas. Twenty-five percent of the course includes an in-depth hands-on learning unit in instructional design using Blackboard LMS. Over the entire course, students use Blackboard and one of Google Classroom/Edmodo/Moodle to design and develop end-to-end (curriculum-instruction-assessment-reflection-revision) online lessons/learning experiences complete with peer evaluation. **Three credit hours.**

EDUC 620.ADVANCED EDUCATIONAL PSYCHOLOGY

This course includes an in-depth study of educational learning theories, both established and evolving, and the manner in which each is reflected in all aspects of the educational process. Emphasis is placed upon the connections between educational theory and the pragmatic application of the research in instructional settings. **Three credit hours.**

EDUC 621.EDUCATIONAL MEASUREMENT

A study of educational measurements with particular reference to such concepts as validity and reliability of various types of measurement. **Three credit hours.**

EDUC 622.ADVANCED GROWTH AND DEVELOPMENT OF THE LEARNER

This course addresses the study of human growth and development from prenatal through adolescence. Physical, cognitive, social-emotional, and behavioral factors, which have an impact upon each stage of development, are explored in depth. A major emphasis is placed upon the impact of these factors on the learning process. *Three credit hours.*

EDUC 623.METHODS AND MATERIALS OF EDUCATIONAL RESEARCH

This course provides an introduction to the major methods and techniques used in educational research. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across the disciplines. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies. Students will be able to comprehend the significance of educational research, analyze results, and evolve as reflective practitioners and change-agents within their chosen field. *Three credit hours.*

EDUC 625.THE LEARNER

This course will provide an overview of life-long human growth and development (physical, social, intellectual, and emotional) with a focus on the characteristics of exceptional individuals (handicapped and gifted). Attention will also be given to the study of modern psychological principles and methods as they impact upon the major learning theories. *Three credit hours.*

EDUC 630.COMMUNICATIONS IN TECHNOLOGY

This course will explore a synthesis of research pertinent to the educational uses of information and communications technologies. A critical examination of technology from an historical perspective, study of prevalent views and issues relative to characteristics, interdisciplinary scope, and its place in the learning environment will be emphasized. *Three credit hours.*

EDUC 631.DEVELOPING AND USING TECHNOLOGY-BASED RESOURCES

This course will provide opportunities to explore and evaluate a variety of technological hardware, web-based tools, and online resources that enhance instruction in the face to face and the online classroom. Currently available, low cost hardware and software tools that are appropriate for classroom use will be emphasized. The course requires that students gain proficiency in selected applications while connecting those applications to meaningful learning experiences for multiple learning levels/ages. Emphasis will be placed upon both tablet and laptop/computer-based applications for Android and IOS in addition to technologies to support students with exceptionalities. Using a student designed model students evaluate applications/sites/environments with a view to establishing their efficacy for use in lessons in both face-to-face and online contexts. Areas – pertinent for use in online contexts – that are examined include Internet Safety and Digital Citizenship, Access, Collaboration, Usability, Student Engagement, Learning etc. Students apply these new site/application/environment learnings in at least one showcased lesson which is explicitly connected to International Society for Technology in Education and South Carolina teaching standards via formal lesson plan(s). *Three credit hours.*

EDUC 632.DESIGN AND FACILITATION OF ONLINE LEARNING

This course explores a variety of methods and approaches for designing and conducting lessons in online learning environments (both fully online and hybrid/blended configurations). The course covers both synchronous and asynchronous online learning in distance/remote environments as well as in “brick and mortar” places of learning such as public schools and colleges. Classroom management considerations, such as learner motivation/engagement, communication, sequencing, and personalized/differentiated learning approaches are explored, as are the needs surrounding gender, age, and learner status (general education /special education/ESL) demographics. Specific attention is paid to the role of the learner and the role of the teacher in an online environment, effectively highlighting key differences to more traditional classroom models. The course provides a solid research-based underpinning to complement students’ best-practices skills acquisition. *Three credit hours.*

EDUC 634. INSTRUCTIONAL ASSESSMENT THROUGH TECHNOLOGY

This course provides an opportunity for students to explore methods for designing, implementing, and evaluating effective technological assessment tools used in learning environments. The creation and utilization of valid and reliable assessment measures that align with content, media, and learning objectives will be emphasized. *Three credit hours.*

EDUC 636.MANAGEMENT OF TECHNOLOGY RESOURCES

This course examines the complex area of management of technology resources. It covers a broad array of issues facing educators and administrators who are trying to help their school become more technology- inclusive in the online and face-to-face classroom. The course operates from the basic premise established that technology is not separate and distinct from the learning experience, but a vital tool that should be an essential part of it (just like a pen, calculator, reader, writing books etc.). Priority elements in this course include enterprise systems, LMS as a hosted, cloud, or SAAS system; security; and resourcing. *Three credit hours.*

EDUC 638.INTEGRATION OF TECHNOLOGY AND INSTRUCTION

This course will investigate American and Western European antecedents of technology in education including social and technological factors that make the advent of technology in education a major condition of culture and the philosophical basis for teaching technology education. This course will also explore the evaluation and selection of resource requirements for the integration of technologies in the classroom. *Three credit hours.*

EDUC 642.PROBLEMS AND ISSUES IN CONTEMPORARY EDUCATION

A study of current problems in education with particular reference to social, economic, and political factors and the impact on school activities. *Three credit hours.*

EDUC 643.MIDDLE SCHOOL ORGANIZATION AND CURRICULUM

This course is a study of the middle level school and its unique place in today's public school organization. Underlying principles of curriculum development and implementation based upon classroom research conducted in exemplary middle school will be included. Connections with the South Carolina curriculum standards will be made. *Three credit hours.*

EDUC 648.DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES IN THE ELEMENTARY SCHOOL

This course includes a study of theories of causation of reading difficulties and the appropriate use of techniques, procedures, and materials for the correction of reading disorders. Special focus on variations related to diverse populations. *Three credit hours.*

EDUC 651.PRINCIPLES FOR TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS

This course provides an overview of theories, research, and practices associated with teaching learners from linguistically and culturally diverse backgrounds. *Three credit hours.*

EDUC 652.SPECIAL TOPICS IN EDUCATION

Special course designed to meet individual student's needs or to provide in-depth study on a particular topic related to educational research, practices, or technology usage. This course may be repeated for additional credit as topics change. *One to three credit hours.*

EDUC 653.TEACHING READING AND WRITING TO LIMITED ENGLISH PROFICIENT (LEP) LEARNERS

This course is a study of effective methods, materials and competencies for teaching reading and writing to students with limited English proficiency. *Three credit hours.*

EDUC 656.BEHAVIOR AND CLASSROOM MANAGEMENT

The purpose of the course is to provide students with (a) an understanding of the basic principles of behavior management for individuals and groups, and (b) the application of those principles for creating positive behavioral support and designing effective classroom management systems. A focus is on preparing reflective practitioners to apply a variety of methods and philosophies for individuals and groups in general and special education settings. *Three credit hours.*

EDUC 663.CONTENT AREA READING AND ASSESSMENT

This course contains two major components. The first involves a study of the background information and needed by secondary teachers for guiding pupils' growth through reading. Teachers will identify reading skills needed in content areas, will assess pupil development of those skills, and will adjust content instruction to variations in reading development. The second component focuses on selection, administration, and interpretation of both formal and informal assessment instruments. *Three credit hours.*

EDUC 664.PRINCIPLES OF TEACHING

This course will include a blending of learning theory and educational psychology. Major learning theories will be studied from the perspective of what is known about how individuals learn. Students will examine the structure of appropriate classroom practice, which is based upon knowledge of learning principles. Methods and materials appropriate for incorporating computers in content classrooms and models of classroom management will be explored. Methods of conducting and interpreting research will be taught in order for students to examine how individuals learn. A field experience will allow students to examine current practices in public school classrooms. Students are responsible for transportation to off-site placements. *Three credit hours.*

EDUC 668.PRACTICUM IN INTELLECTUAL/MENTAL DISABILITIES

An application of diagnostic/prescriptive teaching techniques with students identified with intellectual/mental disabilities. The student will have a minimum of 150 hours of instructional time in a classroom that serves students with mental disabilities. A minimum grade of "B" is required for successful completion of experience. *Three credit hours.*

EDUC 671.PRACTICUM IN EMOTIONAL/BEHAVIOR DISORDERS

An application of diagnostic/prescriptive teaching techniques with students identified with emotional/behavior disorders. The student will have a minimum of 150 hours of instructional time in a classroom that serves students with emotional/behavior disorders. A minimum grade of "B" is required for successful completion of experience. *Three credit hours.*

EDUC 672.TEACHING PERSONS WITH LEARNING DISABILITIES

A survey of teaching techniques and remediation activities for persons with learning disabilities. *Three credit hours.*

EDUC 673.PRACTICUM IN LEARNING DISABILITIES

An application of diagnostic/prescriptive teaching techniques with students identified as having specific learning disabilities. *Three credit hours.*

EDUC 674.LINGUISTICS

This course provides an introduction to the basic concepts of linguistics and a framework for understanding educational techniques to teach English language learners and other diverse learners. Linguistic principles of language analysis: phonology, morphology, syntax, pragmatics, and semantics are discussed within the context of English and other languages. *Three credit hours.*

EDUC 676.ASSESSMENT OF DIVERSE LEARNERS, P-12

This course is designed to provide the theoretical background concerning the design and use of formative and summative assessment instruments for the P-12 student with diverse learning needs including those with disabilities and limited English proficiency. Emphasis will be placed on practical experience in assessment, error analysis, planning, and implementing remediation in the content areas. *Three credit hours.*

EDUC 677.CHARACTERISTICS OF INDIVIDUALS WITH LEARNING DISABILITIES

This course is designed to introduce the student to the theoretical framework of special education for individuals with learning or intellectual/mental disabilities, early childhood through adolescence. Students declare a concentration area of either learning or intellectual/mental disabilities. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with either learning or intellectual/mental, disabilities. This course may be repeated for a second concentration area. *Three credit hours*

EDUC 678.INTRODUCTION TO EXCEPTIONAL CHILDREN, Pre-K-12

This course is an introduction to the unique nature and needs of students with exceptionalities in school settings, including early childhood intervention through adolescence. Special emphasis is placed on special education law, etiology, diagnosis, and teaching strategies for students with exceptionalities in the regular classroom. *Three credit hours.*

EDUC 680, 681 and/or 682.FIELD-BASED INDIVIDUALIZED ACTIVITIES

A semester-long series of learning activities individually designed by the student in consultation with the professor and the workplace. Designed to meet the specific professional needs of the graduate student. Each sequence of activities will include reading, research, and applied skill development activities. This course may be repeated for additional credit.

EDUC 680. One credit hour

EDUC 681. Two credit hours

EDUC 682. Three credit hours

EDUC 683.CHARACTERISTICS OF INDIVIDUALS WITH INTELLECTUAL/MENTAL DISABILITIES

This course is designed to introduce the student to the theoretical framework of special education for individuals with intellectual/mental disabilities, birth to adulthood. Students will be introduced to definition, etiology, characteristics, and medical and educational concerns of individuals with intellectual/mental disabilities. *Three credit hours.*

EDUC 685.Characteristics of Individuals with Emotional/Behavior Disorders

This course is designed to introduce the student to the theoretical framework of special education for individuals with emotional and behavior disorders, birth to adulthood. Students will be introduced to definition, etiology, characteristics, and medical and educational concerns of individuals with emotional and behavior disorders. *Three credit hours.*

EDUC 694.PROFESSIONAL SEMINAR

This course is a culminating experience in the graduate program and may extend beyond one semester. A Master's candidate will demonstrate the ability to integrate knowledge, practice, inquiry, and leadership from the perspective of a concentration area. Prerequisite: Twenty-seven (27) hours of graduate credit towards M.Ed. in Teaching and Learning. May be repeated for additional credit. *Three credit hours.*

EDUC 695 FIELD-BASED INDIVIDUALIZED ACTIVITIES & CAPSTONE EXPERIENCE

This course is an 8-week long series of learning activities, individually designed by the student in consultation with the professor and the field placement coordinator, to meet the specific professional needs of the student. Designed to meet the specific professional needs of the graduate student. Each sequence of activities will include reading, writing, research, and applied skill development. Students will prepare and present a formal accounting of their experience, along with how the experience fits within their program experience. Field-based activities may be used for endorsement or add-on certification. A grade of "B" or better is required in this course. *Three credit hours.*

EDUC 699.CLINICAL PRACTICE

This clinical is designed to immerse teacher candidates into the classroom environment. Candidates will design and implement lessons across all disciplines. Students are responsible for transportation to off-site placements. Prerequisites: Successful completion of EDUC 680 and EDUC 681 with grade of B or better. *Nine credit hours.*

EMERGENCY MANAGEMENT

EMGT 500.FOUNDATIONS OF EMERGENCY MANAGEMENT

This course provides an overview of disaster science and management. The course presents an historical perspective on society's organized responses to natural and technological hazards and disasters from both a U.S. and international perspective. The history of the Federal Emergency Management Agency (FEMA) and major international organizations dealing with both man-made and natural disasters is presented to provide students with a sense of context and knowledge of the evolution of emergency management theories and practice. Students will be exposed to past and current emergency management systems currently in use by FEMA and by countries responding to international disasters. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 510.PREPAREDNESS AND MITIGATION

This course focuses on preparedness for and mitigation of disasters. It presents local, regional, national, and international perspectives on what efforts and technologies are available to reduce the loss of life and property by lessening the impact of disasters. Students will develop an understanding of the differences in scope and scale, available technologies, legal environment, and cultural factors that affect emergency management plans. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 520.RESPONSE AND RECOVERY

This course deals with response to and recovery from disasters. For response, a focus will be placed upon response functions, resource mobilization, and the roles and responsibilities undertaken in emergency operations centers. Short- and long-term recovery for individuals, families, and communities will be covered. Recovery operations completed by the public, private, and/or non-governmental sectors will also be examined. The course

also explores the legal framework for multi-national and bi-lateral agreements to render international assistance, both in the response and recovery phases. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 530.CONTINUITY OF GOVERNMENT

This course explores potential challenges to the continuity of government and strategies during all phases of an emergency, whether natural or man-made, to protect or restore government continuity. Case studies of major disasters will be included. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 610.TECHNOLOGY FOR EMERGENCY MANAGEMENT

Technology provides major tools for effective emergency management. This course provides an overview of different technologies used in all phases of Emergency Management. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 620.COMMUNICATIONS STRATEGIES FOR EMERGENCY MANAGEMENT

This course examines communications strategies, theories, and methods needed to convey essential information under routine conditions and throughout the phases of an emergency whether local, regional, national, or international in scope. Students will be trained in the process of developing a crisis communication plan. Both communications theory and a review of “lessons learned” from case studies are introduced along with appropriate research methodology to equip emergency managers with an insight into best practices based on recent research. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 625.LEADERSHIP FOR EMERGENCY MANAGEMENT

This course analyzes leadership models appropriate for a wide range of emergency management activities. Crisis management leaders must be able to make decisions based on limited information, with customary relations and ways of doing business altered, and the scope of responsibility substantially broadened during a crisis. Leadership for a crisis requires extraordinarily sound critical thinking skills, a large reservoir of intellectual creativity, an ability to remain calm in a chaotic environment, a keen sense of cultural sensitivity toward the many publics affected by a crisis, and other skill sets that are sometimes different from those required to be successful under normal conditions. Using the case study method and scholarly literature on theories of leadership, this course reveals some of the issues that private and public sector emergency managers may face in executing their responsibilities during local, regional, national, or international crises. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 630.BUSINESS AND ECONOMIC CONTINUITY

This course presents the challenges, strategies and lessons learned from both domestic and international emergencies whether due to natural causes or terrorism with the objective of developing an appreciation for continuity planning. The increased complexity of business and economic continuity for international environments requires the appreciation of different governmental, economic, and cultural factors that affect recovery. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 635.MENTAL HEALTH AND EMERGENCY MANAGEMENT

This course is designed to explore the impact of disasters on a community and individuals from a mental health perspective. Students will learn to identify the range of psychological responses exhibited by disaster survivors and responders. Students will develop an understanding of the risk and protective factors for both disaster survivors and responders. Students will learn to appreciate the impact and effects of disasters on these vulnerable populations. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 640.EMERGENCY MANAGEMENT LAW

This course surveys common legal issues, both state and federal that Emergency Managers and their staffs are likely to confront in the exercise of their duties. Students explore fundamentals of legal research and legal reasoning. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 670.HURRICANE AND WEATHER

This course equips those engaged in emergency management with professional knowledge including field-specific terminology, understanding of the causes of weather patterns and longevity of weather created disasters to be able to converse more productively with meteorologists in assessing potential issues arising before, during, and after major weather-related events. This course provides useful case studies on the impact of weather variables in decision-making issues that can have profound impact on all phases of an emergency event regardless of whether

the initial incident was man-made or the result of extreme weather. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 675.NUCLEAR INCIDENT MANAGEMENT

This course provides emergency planners with the basic theories and science of mobile nuclear power plants (as found in submarines), nuclear weaponry, and fixed nuclear facilities that generate power. Past nuclear incidents or case studies will be reviewed to equip emergency managers with basic comprehension of the subject to engage credibly with scientists and nuclear power engineers in all phases of nuclear emergencies, whether intentional or accidental. The primary emphasis of the course is on fixed nuclear facilities, but potential for emergencies in the transportation of nuclear weaponry or caused by events designed to inflict injury with nuclear weapons will be explored. All information included in this course will be unclassified. No onsite research project will be included in order to prevent accidental exposure of classified information. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 685.SPECIAL TOPICS IN EMERGENCY MANAGEMENT

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the Emergency Management department in cooperation with emergency management units. Generally, course topics will include subject matter not likely to receive thorough coverage in the general curriculum. Case studies of relevant major catastrophes from both domestic and international viewpoints will be included. Students will conduct applied research related to the specific topic of the class. *Three semester hours.*

EMGT 695.CAPSTONE COURSE

Working online, students will construct a self-assessment that displays their knowledge and skills, their career objectives, and their plans for future career development. This course is intended for students seeking professional advancement in emergency management and is to be taken during their last semester of the program. Prerequisite: Permission of instructor. *One credit hour.*

FINANCE

FINA 630.APPLIED CORPORATE FINANCE

This course focuses on the analysis of financial communications between corporate managers and outsiders, including the required financial statements, voluntary disclosures, and interactions with investors, analysts, and the media. The course draws on the findings of recent academic research to discuss a number of techniques that outsiders can use to detect potential bias or aggressiveness in financial reporting. Prerequisite ACCT 610. *Three credit hours.*

FINA 640.RISK MANAGEMENT

This course introduces financial risk management principles and theory, with an emphasis on practical implementation and application. It presents standard market, credit, and liquidity risk measurement techniques, as well as their drawbacks and limitations. The course covers risk management techniques from the viewpoint of financial intermediaries, such as banks, investment managers, and hedge funds, as well as that of financial regulators. Prerequisite ACCT 610. *Three credit hours.*

FINA 650.ADVANCED FINANCIAL ANALYSIS

This course focuses on the assessment of financial performance and health of companies from the point of view of equity and credit analysts. Assignments may include analyzing financial statements, preparing pro forma financial statements, and determining the intrinsic value of a firm. Additional topics include generally accepted accounting principles, forecasting financial statements, and business valuation. Prerequisite ACCT 610. *Three credit hours.*

HEALTH CARE MANAGEMENT

HCMT 610.HEALTHCARE MANAGEMENT OPERATIONS

This course focuses on operations management, a critical skill area important for health care leadership. The content of this course examines the complex interdisciplinary processes, labor and asset productivity, and operational performance involving quantitative and qualitative skills for health care managers. Covering a range of topics from quality management to data analyses, HCMT 610 explains the important concepts and skills necessary to lead a modern health care organization. *Three credit*

HCMT 620.HEALTHCARE ECONOMICS

This course focuses on health care organizations' economic and financial decisions in the changing health care landscape. The course provides a complete understanding of health economics by applying fundamental microeconomic concepts to the analysis of the health care market and the study of the organization and delivery of medical care services. The course will address three major tasks: descriptive, explanatory, and evaluative economics to explain relationship variables. *Three credit hours.*

MANAGEMENT

MGMT 613.BUSINESS LEADERSHIP AND CONTEMPORARY ISSUES

This course focuses on leadership theory and application, including developing organizational leadership skills. Contemporary issues includes ethics, diversity, sustainability, creativity, decision making, societal impact, and globalization. Students complete self-assessments to discern personal leadership strengths and weaknesses, concluding with plans to improve limitations and employ strengths. *Three credit hours.*

MGMT 615.MANAGEMENT INFORMATION SYSTEMS

This course integrates many business foundations within the concept of information systems and illustrates how these systems support the overall objectives of a firm. Students will learn how to use Business Intelligence (BI) techniques to gain insights into emerging social media technologies and deal with "Big Data." Students will be exposed to managerial, strategic, and technical issues associated with developing and deploying Business Intelligence Solutions. *Three credit hours.*

MGMT 625.LEADERSHIP AND MANAGEMENT

This course emphasizes key behavioral topics necessary to manage oneself and others in organizations. Specifically, the topics covered include individual attributes (personality, perception, motivation, relationship building), group processes (norms, roles, and team basics), leadership views, and organizational culture and change. An understanding of the relationship between each of these areas and organizational outcomes is enhanced through lecture, cases, and interactive exercises. *Three credit hours.*

MGMT 635.BUSINESS PROCESS MANAGEMENT

This course emphasizes concepts and techniques related to the design, planning, control, and improvement of manufacturing and service operations. The course begins with a holistic view of operations, with emphasis on the coordination of product development, process management, and supply chain management. As the course progresses, the student will investigate various aspects of each of these three tiers of operations in detail. The course will cover topics in the areas of process analysis, materials management, production scheduling, quality improvement, and product design. *Three credit hours.*

MGMT 645.HUMAN RESOURCE ENVIRONMENT

This course presents an overview and application of the major human resource management functions: selection and placement; compensation and benefits; training and development; employee and labor relations; health, safety, and security; and strategic management practices. Legal, motivational, international, and human resource information system issues are included. *Three credit hours.*

MGMT 655.ANALYTICS AND BIG DATA MANAGEMENT

This course explores the role of data in driving decisions made by managers across and within functional boundaries. Specifically, students learn to understand, visualize, and present data that supports organizational decision-making processes. They also learn how to create data-driven models, such as regression and decision trees, to make decisions to address critical challenges faced by organizations and society. This course features hands-on exercises with appropriate software. *Three credit hours.*

MGMT 665.SUPPLY CHAIN AND LOGISTICS

This course presents the strategic framework, issues, and methods for integrating supply and demand management within and across companies. An overview for the strategic role that supply management has in effective supply, demand, and value chain operations will be explored. Methods, tools, and modeling techniques used in support of supply chain decision making will prepare the student for advanced problem solving within the realm of supply chain management. *Three credit hours.*

MGMT 675.QUALITY MANAGEMENT DESIGN AND SIX SIGMA

The course requirements include the principles of Six Sigma, Six Sigma DMAIC methodology, and understanding the tools and methods associated with the Design for Six Sigma. Topics covered in the course include Process Measurement, Process Analysis, Process Improvement, and Process Control. *Three credit hours.*

MGMT 685.INNOVATION AND QUALITY MANAGEMENT

Issues and various approaches involved in defining, developing or acquiring, and deploying management systems are studied within both strategic and support roles. Students will examine how innovative technologies can be used as an enabler for business process improvement and service, how to recognize business processes and assess their information-related needs, and how to develop organizational agility through business process innovations enabled by quality management processes. *Three credit hours.*

MGMT 695.STRATEGY FORMULATION AND IMPLEMENTATION

This course is a graduate program capstone course examining concepts and methods that integrate functional areas of business. The perspective is that of general management charged with directing the total enterprise. Interactions among the environment, organization, strategy, policies and the implementation of plans are explored. Special emphasis is given to globalization of business and ethical perspectives. *Three credit hours.*

MARKETING

MKT 610.CONSUMER BEHAVIOR

This course teaches students to analyze the concepts and principles of consumer behavior in relation to marketing decision making, examining the psychological processes of consumer decision making, and how they impact purchasing decisions and customer satisfaction. The course focuses on consumer behavior and the different marketing approaches and their implications on marketing strategies. *Three credit hours.*

MKT 614.STRATEGIC MARKETING MANAGEMENT

This course explores the role of marketing in the development of organizational strategy. The focus of the course are concepts and techniques of competitive analysis, segmentation, positioning strategy, and marketing decisions that support an effective marketing strategy. The course will expose students to a series of marketing principles, frameworks, and analyses. *Three credit hours.*

MKT 630.SOCIAL MEDIA MARKETING

This course explores the use of social media marketing as a key marketing strategy within an organization. The focus of the course will include creating media goals, strategies, target audiences, and prime social media channels and then implementing a platform-specific tactical plan. Qualitative and quantitative measurements will be explored to measure the return on investment from social media marketing activities. *Three credit hours.*

MONTESSORI

MONT 610.FOUNDATIONS OF MONTESSORI ELEMENTARY EDUCATION

Sound educational practices in the Montessori classroom must be firmly grounded in the pedagogical and developmental theories of Dr. Maria Montessori. This course incorporates both aspects of Montessori's theory in a unified examination of educational practices at the elementary level. Contemporary theories of child development in the context of the Montessori classroom will also be examined. Six (6) hours of observation in Montessori elementary classrooms required. *Three credit hours.*

MONT 611.MONTESSORI METHODS: ELEMENTARY (ages 6-9) MATHEMATICS

An introduction to the primary elementary Montessori mathematics curriculum. Topics include concept of number and quantitative relationships; the four fundamental operations; the laws of arithmetic; base systems; ratio and proportion; problem solving; and exponential notation. *Three credit hours.*

MONT 612.MONTESSORI METHODS: ELEMENTARY (ages 6-9) LANGUAGE

An introduction to the lower elementary Montessori language curriculum. Topics include assisting the child's oral language expression, reading and writing, grammar functions (parts of speech), structural grammar (sentence analysis), literature, and the acquisition of library/reference and research skills. Special emphasis will be given to the integration of language activities throughout the total curriculum. *Three credit hours.*

MONT 613. INTEGRATED SOCIAL STUDIES AND SCIENCES

An overview of the Five Great Lessons presented in a 6-9 elementary I Montessori classroom, which help form the social studies curriculum, plus the earth and physical sciences frameworks for learning. Topics introduced include the fundamental needs of humans, concepts of time, theories of creation, evolution, and physical, cultural and economic geography. The introduction of physical science topics and earth science topics addressing the formation of the earth and the works of air and water will also be covered. *Three credit hours.*

MONT 614. MONTESSORI METHODS: ELEMENTARY (AGES 6-9) BIOLOGICAL AND PHYSICAL SCIENCE

An overview of the Montessori science curriculum for ages 6-9, with an emphasis on the biological sciences. Topics include classification of chordate and non-chordate animals, botany, anatomy, ecology and the physical sciences. Integration of science topics into the elementary curriculum, with particular focus on writing and research will be covered. *Three credit hours.*

MONT 615. MONTESSORI METHODS: ELEMENTARY GEOMETRY

A study of the Montessori geometry curriculum for the elementary classroom. Topics include measurement, estimation, probability, fractions, nomenclature for geometric forms, lines, angles, similarity, congruence and equivalence, area and volume. *Three credit hours.*

MONT 616. MONTESSORI METHODS: ELEMENTARY CREATIVE ARTS, MOVEMENT AND PRACTICAL LIFE

This class will emphasize the integration of the arts and practical life skills into the everyday life of the elementary classroom. Students will explore various art media, craft techniques and music and movement activities. Topics include the use of technology, food preparation, construction and outdoor skills with particular emphasis on how they can be integrated into the academic curriculum. *Three credit hours.*

MONT 617. PRACTICUM I

This class, which meets for two weekend seminars each semester during the practicum phase, assists the novice teacher in the design of the classroom environment, establishing ground rules and effective classroom routines, developing parent communication strategies, instructional planning, observation techniques, assessment and record keeping. The student will receive guidance in creating and implementing an action research project. *Three credit hours.*

MONT 618. PRACTICUM II

This class is a continuation of Practicum I. It meets for two weekend seminars during the spring semester of the practicum phase. Prerequisite: "B" or better in MONT 617: Practicum I. *Three credit hours.*

MONT 619. MONTESSORI METHODS: UPPER ELEMENTARY (AGES 9-12) LANGUAGE II

This course is an introduction to the elementary II (9-12) Montessori language curriculum. Topics include understanding and supporting the developing reader and writer, children's research, spelling and word study, grammar and sentence analysis. *Three credit hours.*

MONT 620. MONTESSORI METHODS: UPPER ELEMENTARY (AGES 9-12) MATHEMATICS II

This course begins with a review of the four basic operations, with an emphasis on the hierarchical value of numbers. Topics include fractions and operations, decimals and operations, measurement, binomial and trinomial squared and cubed, the deconstruction of a cube into its parts, powers and integers, exponents, signed numbers, simple algebra with signed numbers, word problems for principle, interest, and rate, ratio, and proportion. *Three credit hours.*

MONT 621. MONTESSORI METHODS: UPPER ELEMENTARY AGES (9-12) INTEGRATED SCIENCE AND SOCIAL STUDIES II

This course will present the social studies, history, geography, basic physical science and earth sciences from the Montessori perspective of the Great Lessons framework. This course is a continuation of the topics covered in MONT 613, expanding on the lessons for the formation of the universe, the study of the earth's geological formation, the beginnings of biology and the study of history and human progress. Additional topics include the migration of peoples and ideals, the study of civilization, nations and state and the interrelationship of technology. The Montessori lessons on *The Work of Wind* and *The Work of Water* will be expanded. There will be an increased emphasis on collaborative, project-based learning and opportunities for independent writing, and student research. This course is web enhanced. *Three credit hours.*

MONT 622.MONTESSORI METHODS: UPPER ELEMENTARY AGES (9-12) BIOLOGICAL AND PHYSICAL SCIENCE II

This course is a continuation of those topics introduced in MONT 614. Building on the Great Lessons framework, it will include a comparative study of all life forms and the universal rules, which govern living and non-living matter. Content includes strategies for the development of scientific inquiry skills, student writing and the integration of science content across the curriculum. *Three credit hours.*

MONT 652.SPECIAL TOPICS IN MONTESSORI

This course is designed for a specific group of professional personnel with common concerns. Selected challenges in Montessori education will be identified, studied and resolved, at times, in consultation with other education agencies. Permission of instructor required. *One to three credit hours.*

MONT 683.MONTESSORI METHODS: PRACTICAL LIFE

The exercises of Practical Life form the child's foundation. Topics include how to prepare the exercise of Practical Life, grace and courtesy, control of movement, control of the person, care of the environment, and food and nutrition. Teachers will also learn how to analyze each child's development of independence that occurs from using the exercises. A gradual level research component will be required. *Three credit hours.*

MONT 684.MONTESSORI METHODS: SENSORIAL

Teachers will learn to use the materials that aid children with the development and refinement of their senses in seven areas: size, color, form, touch, sound, smell, and taste. Teachers will also learn to observe each child's development of classification and seriation, and to use the instructional strategy of the Three Period Lesson. A graduate level research component will be required. *Three credit hours.*

MONT 685.MONTESSORI PHILOSOPHY AND EDUCATIONAL THEORY AND ADMINISTRATION/PARENT EDUCATION

Topics include an historical overview of Montessori and the Montessori movement and the philosophy of the absorbent mind, sensitive periods, logical mathematical mind, and spiritual and moral development of the child. The course also explores how these topics relate to children, classroom materials, peace education, the role of the teacher, and the prepared environment. A graduate level research component will be required. *Three credit hours.*

MONT 686.METHODS OF OBSERVATION AND CLASSROOM LEADERSHIP

This course introduces teachers to reflective practices of observation and record keeping. Being open to and being willing to be informed by observation are two important aspects of the Montessori method. Teachers will also observe other Montessori classrooms during their practicum. The classroom leadership component of this course involves student teacher with designing the prepared environment, establishing daily routines, starting a new class, lesson strategies, evaluation, positive discipline, effective communication, and problem solving. A graduate level research component will be required. *Three credit hours.*

MONT 687.MONTESSORI METHODS: LANGUAGE

Topics of this course include oral expression, age-appropriate visual and auditory perceptual experiences, vocabulary development and enrichment, work study, beginning handwriting, expressive writing, and the first part of the functions of words. Teachers will learn how to present the language exercises to foster children's early literacy development. A graduate level research component will be required. *Three credit hours.*

MONT 688.MONTESSORI METHODS: MATHEMATICS

This course begins with the philosophy of the "mathematical mind." Additional topics include numeration to 9,999, place value, linear counting, the four operations, memorization of math facts, and an introduction to fractions. Teachers will learn how to present the Mathematics materials and to observe each child's progress toward abstracting mathematical concepts. A graduate level research component will be required. *Three credit hours.*

MONT 693.MONTESSORI METHODS; INTEGRATED CURRICULUM

The objectives of this course are to acquaint the Montessori teacher candidate with the sequence and materials for teaching social studies, science and creative arts in the context of Montessori's "Cosmic Curriculum," a holistic approach to natural science, multicultural studies and artistic expression. *Three credit hours.*

NURSING

NUR 600.THEORY AND CONCEPTUAL FOUNDATION

This course introduces the theoretical foundations of nursing and leadership. The course also helps the student to conduct a conceptual analysis of the Clinical Nurse Leader role and explores the issues of professional values, patient and population advocacy, and ethical codes. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. *Three credit hours.*

NUR 601.REGISTERED NURSE PRACTICE RESIDENCY

This is a work-experience course that allows the student, a licensed registered nurse, to document practice experience in the registered nurse role when employed at a clinical site with which the School of Nursing has a current Academic-Practice Partnership Agreement. The Practice Partner supports the objectives of the course and provides direct supervision of students through Clinical Nurse Leader (CNL) mentors. The student applies previously learned nursing theory and clinical skills to the performance of client care. Prerequisite: Registered Nurse Licensure and admission to RN to MSN Program. The combined maximum credit for all work experience is 3-12 credit hours (3 hours per semester up to 4 semesters). *Three to twelve credit hours.*

NUR 607.PROFESSIONAL TRANSITION FOR REGISTERED NURSES II

This course provides a bridge to the master's curriculum. This course prepares the student for the transition from undergraduate nursing education to graduate nursing education and practice. The course advances knowledge of nursing theory and concepts of the nursing process to focus on the retention, attainment, and maintenance of optimal wellness for individuals, families, and groups across the life span. The student will also study concepts of professional development, leadership styles, lifelong learning, and quality improvement, all of which contribute to becoming an advance practice nurse. Prerequisite: Registered Nurse Licensure and admission to RN to MSN Program. *Four credit hours (4,0).*

NUR 611.ADVANCED CLINICAL ASSESSMENT

This course expounds knowledge of nursing theory and practice associated with various modalities for clinical assessment of individuals, families, communities, and groups. The course enhances knowledge and clinical experience in advanced assessment of diverse clients across the life span within the context of the Clinical Nurse Leader role. The utilization of information systems technology for exploring health care outcomes, application of the nursing process through various technologies, therapeutic communication with diverse clients/groups, and patient education are explored. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. *Three credit hours.*

NUR 612.ADVANCED PHARMACOLOGY

This course consists of an overview of pharmacological and non-pharmacological therapies with an emphasis on therapeutic uses of broad categories of drugs. The course explores variations in management of pharmacologic and non-pharmacologic treatment modalities with diverse patient populations across the lifespan. An analysis of legal, ethical, policy, and cultural issues pertinent to the use of various pharmacologic and non-pharmacologic therapies will also be explored. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. *Three credit hours.*

NUR 613.ADVANCED PATHOPHYSIOLOGY

This course explores pathologic mechanisms of disease across the lifespan, incorporating concepts of advanced clinical assessment and management of common, episodic and chronic conditions. The emphasis of this course is on chronicity and sequelae of various illnesses. Admission to the Clinical Nurse Leader program or permission of the instructor. *Three credit hours.*

NUR 620.HEALTHCARE STRUCTURE AND FINANCE

This course provides an overview of the structure of U.S. healthcare systems and organizations, including legal and regulatory issues that impact the healthcare industry. The course also explores the principles of healthcare finance and economics, including reimbursement structures, resource allocation, and socioeconomic considerations. Additional topics include the role of informatics and technology utilization in healthcare. *Three credit hours.*

NUR 630.HEALTH PROMOTION AND DISEASE PREVENTION

This course examines the concepts of health promotion and disease prevention through risk assessment/reduction, including focus on health disparities. The course incorporates health education and counseling, including issues of health literacy, as well as plan of care development for individuals, families, communities, and groups.

Prerequisites: “B” or better in NUR 611 and NUR 612. Prerequisites or co-requisites NUR 613, NUR 620 and NUR 651. *Three credit hours.*

NUR 635.CLINICAL NURSE LEADER PRACTICUM I

This course studies nursing theory and practice regarding quality management, risk reduction and analysis, and patient safety concepts. The course also explores identification of clinical and cost outcomes that improve safety, effectiveness, quality, and client-centered care. Prerequisites: “B” or better in NUR 611 and NUR 612. Prerequisites or co-requisites of NUR 613, NUR 620 and NUR 651. *Three credit hours (2,1).*

NUR 640.MANAGEMENT OF CLINICAL OUTCOMES

In this course, the student utilizes the nursing process to plan and coordinate care of diverse patients with various acute and chronic conditions across the lifespan. The course focuses on strategies for managing care and assessing client outcomes using evidence-based practice guidelines within the context of the Clinical Nurse Leader role and incorporates the study of the measurement of client outcomes, including epidemiology and biostatistics. Prerequisites: “B” or better in NUR 630 and 635. *Three credit hours.*

NUR 645.CLINICAL NURSE LEADER PRACTICUM II

The focus of this course is management of the care environment utilizing nursing theory and practical experience. The course emphasizes interdisciplinary care and team coordination, including group processes, delegation/supervision, and conflict management. Prerequisites: “B” or better in NUR 630 and NUR 635. *Three credit hours (2,1).*

NUR 651.RESEARCH FOR EVIDENCE-BASED PRACTICE

This course explores the use of current research and practice guidelines for clinical decision-making, including problem identification and outcomes measurement. Critical appraisal processes are used to determine best practices for improving patient safety, care quality, and health outcomes through integration and dissemination of new knowledge. Graduates will be prepared to provide leadership for designing, implementing and evaluating quality improvement projects and safety initiatives to guide practice and improve outcomes. *Three credit hours.*

NUR 660.LEADERSHIP IN HEALTHCARE

This course provides an advanced study of theoretical and practical bases of leadership in healthcare, including concepts regarding patient advocacy and lateral integration of care. Decision-making and change processes within the context of the healthcare environment are examined. *Three credit hours.*

NUR 675.CLINICAL NURSE LEADER IMMERSION PRACTICUM III

Application of nursing theory and practice within the context of the Clinical Nurse Leader role is demonstrated through a major synthesis project. The project incorporates analysis of selected patient and healthcare system issues and the development of action plans for patient care and organizational change. Prerequisites: “B” or better in NUR 645, NUR 651 and NUR 660. *Six credit hours (2,4).*

PHYSICAL EDUCATION

PEES 602.PRINCIPLES OF STRENGTH AND CONDITIONING

Knowledge and application of processes and principles of health related physical fitness in physical education and sport settings. This course is designed to investigate current techniques and theories of strength training and conditioning for various sports and activities from physiological and biomechanical perspectives. Prerequisites: PEES 144 and PEES 311, or equivalent courses to PEES 144 and PEES 311, or approval by instructor. *Three credit hours.*

PEES 605.SUPERVISION AND ASSESSMENT IN PHYSICAL EDUCATION

Theory and practice of supervision of clinical practice in physical education. This course will provide the student with the basic knowledge and skills necessary to assess K-12 student performance in physical education. Emphasis is given to the analysis of skills through the selection and/or development of alternative assessments. *Three credit hours.*

PEES 618.STUDY OF THE TEACHING OF PHYSICAL EDUCATION

Study of the analysis of teaching applied to the development of effective teaching/coaching skills in physical education and/or other sport related settings. *Three credit hours.*

PEES 624.SPORT PSYCHOLOGY

An analysis of the psychological factors involved in sport and physical activity with emphasis on performance enhancement. *Three credit hours.*

PEES 626.ADVANCED MOTOR DEVELOPMENT AND MOTOR LEARNING

A study of sequential changes and characteristics of physical growth, motor development, and motor learning across the lifespan relative to physical activity. An examination of factors associated with individual differences in acquiring and learning motor skills during childhood, adolescence, and adulthood. Emphasis is given to current theoretical frameworks (i.e., dynamical systems and information processing) as they are applied to the instruction and evaluation of motor skills. *Three credit hours.*

PEES 652.SPECIAL TOPICS IN EXERCISE AND SPORT STUDIES

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the PEES Department in cooperation with other educational agencies. This course may be repeated for additional credit as topics change. *Three credit hours.*

READ

READ 610.FOUNDATIONS IN READING

This course focuses on the development of basic reading and writing processes. Content includes phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. Emphasis is placed on the methods and techniques of teaching reading and writing to individuals and groups in classroom settings. A practicum is imbedded in this course. This course meets the SC Read to Succeed requirements. *Three credit hours.*

READ 612.ASSESSING AND TEACHING READING TO NEEDS

This course will provide students with an overview of research-based methods for assessing and teaching reading to students with and without exceptional learning needs from a variety of theoretical perspectives. Emphasis will be placed on the methods and techniques for teaching reading to individuals and groups with mild to moderate disabilities and speakers of a second language. A practicum is imbedded in this course. This course meets the SC Read to Succeed requirements. *Three credit hours.*

READ 614.INSTRUCTIONAL PRACTICES FOR TEACHING LITERACY

This course focuses on instructional approaches, structures, and materials needed to create a comprehensive, integrated, and balanced curriculum using assessments to support all students' learning in reading and writing. This course meets the SC Read to Succeed requirements. *Three credit hours.*

READ 655.METHODS OF TEACHING CONTENT AREA READING & WRITING

This course is a study of methods, materials, and competencies useful for integrating reading and writing instruction into subject matter instruction to meet the needs of elementary/middle level learners. The course includes current research conducted in exemplary elementary/middle schools. Practicum embedded in this course. This course meets the SC Read to Succeed requirements. *Three credit hours.*

SPECIAL EDUCATION

SPED 630.INTEGRATED EARLY CHILDHOOD AND ELEMENTARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

This course will present the teaching methodologies utilized in the special education resource and self-contained classroom and as support in more inclusive environments for students with mild to moderate disabilities. Major emphasis will be placed on IEP development, classroom management, and integrating standards-based curriculum in early childhood and elementary classrooms. Prerequisites: SPED 651. Co-requisite: EDUC 680. *Three credit hours.*

SPED 640.INTEGRATED SECONDARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

This course is a study of teaching methodologies utilized in special education resource and self-contained classrooms and as support in more inclusive environments for students with mild to moderate disabilities. Major emphasis is placed on ITP development, classroom management and integrating standards based curriculum in secondary settings. Prerequisites: SPED 651. Co-requisite: EDUC 681. *Three credit hours.*

SPED 651.CHARACTERISTICS OF DIVERSE LEARNERS

This course is a study of the characteristics, nature, and needs that distinguish individuals with mild to moderate disabilities from the general population. Focus is on definitions, associated learner characteristics, Individualized Education Programs (IEP), and instructional provisions for individuals with mental, learning, and emotional disabilities as well as autism and traumatic brain injury. *Three credit hours.*

SPED 653.MATHEMATICS PEDAGOGY FOR DIVERSE LEARNERS

This course is an exploration of problem based teaching methods associated with the P-12 curriculum strands for mathematics (number and operations, algebra, geometry, measurement, and data analysis and probability). Special emphasis is placed on instructional implementation of the NCTM Process Standards (problem solving, reasoning and proof, communication, connections, and representations). *Three credit hours.*

RECERTIFICATION These 600-level courses do not apply toward an advanced degree (recertification only).

BIOLOGY

BIOL 601.TOPICS IN BIOLOGY FOR TEACHERS

A study of selected biological topics designed to provide recertification credit for elementary and secondary schoolteachers with minimal science backgrounds. The course is open to all teachers but is especially intended for grades 4-10. The topic selected for consideration will vary and will be announced in the current Lander University Class Schedule. Participants will learn current concepts and use laboratory/field methods pertinent to the topic. One to four-credit hours consisting of lecture and laboratory as appropriate. May be taken for additional credit as topic changes. Prerequisites: BS/BA degree or permission of Instructor. *One to three credit hours.*

BIOL 610.DEVELOPMENTAL GENETICS: A JOURNEY FROM CONCEPTION THROUGH ADULTHOOD

This course examines developmental processes from the perspectives of embryology, molecular biology and human genetics. Emphasis will be placed on organ system development, related abnormalities and their interactions through different life stages: prenatal, infancy, childhood and adulthood. This course provides a defined focus on developmental processes. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. *Three credit hours.*

BIOL 612.SPECIAL TOPICS IN GENETICS

An examination of topics in genetics likely to be important to individuals with undergraduate training in the biological and physical sciences, including secondary school teachers, laboratory personnel, and practicing medical clinicians. Specific topics may include an examination of contemporary knowledge in genetics including human genetics, molecular genetics, the Human Genome Project, genetic basis of disease and cancer, genetic screening, prenatal diagnoses, etc. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. *Three credit hours.*

BIOL 614.CONTEMPORARY TOPICS IN GENETICS-A HANDS-ON APPROACH

An examination of current topics in the field of human and medical genetics. Genetic professionals will provide accurate analyses of these topics and serve to clarify much of the public media's information. Emphasis will focus on known results of the Human genome Project (HGP) and how these results are and will be used in healthcare. This course includes didactic instruction but primary emphasis is on break-out sessions, allowing for small group interactions and hands-on activities appropriate for classroom use. Prerequisites: BS/BA in Biology or Chemistry, or permission of the instructor. *Three credit hours.*

BIOL 618.BIOTECHNOLOGY, BIOINFORMATICS, AND BIOETHICS IN HUMAN GENETICS

This course focuses on three key areas of 21st century science education: biotechnology, bioinformatics, and bioethics. The course is designed to introduce students to each of these areas through didactic instruction, the use of clinical case studies, laboratory, and computer activities. Lab work includes techniques and analysis of results in cytogenetics, molecular and biochemical genetics. Computer activities include the use of NCBI databases, UCSC Genome Browser, and Protein Data Bank. Ethical, legal, and social implications are woven throughout the clinical cases and provide the basis for group discussions. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. Biology 612 is recommended. *Three credit hours.*

CHEMISTRY

CHPD 501.TOPICS IN CHEMISTRY FOR TEACHERS

Covers a selected chemical topic designed to provide recertification credit for elementary and secondary schoolteachers with minimal science backgrounds. Open to all teachers; especially intended for grades 4-12. The topic is announced in the Class Schedule. Participants learn concepts and use laboratory/field methods pertinent to the topic. *One to three credit hours credit consisting of lecture and laboratory as appropriate. May be repeated with different topics.*

EDUCATION

EDPD 552.SPECIAL TOPICS IN EDUCATION

Identified topics in education available for a specific group of professional personnel with common concerns. *Three credit hours.*

FRENCH

FRPD 510.MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES

A study of organized activities, which meet the needs of students on the secondary level. Emphasis is placed on resource materials and teaching strategies that contribute to effective language production. Prerequisite: Bachelor's degree. *Three credit hours.*

FRPD 590.PRACTICUM IN FRENCH COMMUNICATION AND CULTURE

In the context of a total immersion situation, teachers of French promote learning proficiency in the target language through creative uses of language skill development activities; develop fluency, pronunciation, and conversation skills; design and introduce techniques to stimulate student interest and curiosity through a series of integrated learning activities. Prerequisite: Bachelor's degree. *Three credit hours.*

HISTORY

HIPD 552.SPECIAL TOPICS FOR TEACHERS OF HISTORY

A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State Department of Education. Specific titles under the "Special Topics" label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi. Prerequisite: Bachelor's degree in education from a regionally accredited college or university. *Three credit hours.*

MATHEMATICS

MAPD 552.SPECIAL TOPICS FOR TEACHERS OF MATHEMATICS

A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State Department of Education. Specific course titles under the "Special Topics" label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi. Prerequisite: Bachelor's degree in Education from a regionally accredited college/university. *Three credit hours.*

PHYSICAL EDUCATION

PEPD 570.SPECIAL TOPICS IN PHYSICAL EDUCATION AND EXERCISE STUDIES

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the PEES Division in cooperation with other educational agencies. Generally, course topics will include subject matter not likely to receive thorough coverage in the general curriculum. Prerequisite: Bachelor's degree or permission of the instructor. *Three credit hours.*

SPANISH

SPPD 510.MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES

A study of organized activities, which meet the needs of students on the secondary level. Emphasis is placed on resource materials and teaching strategies that contribute to effective language production. Prerequisite: Bachelor's degree. *Three credit hours.*

SPPD 590.PRACTICUM IN SPANISH COMMUNICATION AND CULTURE

In the context of a total immersion situation, teachers of Spanish promote learning proficiency in the target language through creative uses of language skill development activities; develop fluency, pronunciation, and conversation skills; design and introduce techniques to stimulate student interest and curiosity through a series of integrated learning experiences. Requires 20 hours of pre-workshop preparation and a comprehensive evaluation at conclusion of program. Prerequisite: Bachelor's degree. *Three credit hours.*

THEATRE

THPD 571.MUSICAL THEATRE (SUMMER)

Explore the music and style of production of musical theatre plays. Students will learn choreographic styles, scoring, and approaches to production that will enable them to produce musicals more easily within their limitations of budget, space, and other resources. Prerequisite: Bachelor's degree. *Four credit hours.*

FACULTY

EMERITI FACULTY

Deborah A. Acorn (1989)	Frank E. Jackson, Jr. (1972)	Michael E. Runyan (1974)
Lee C. Archie (1977)	Anthony A. Lenti (1970)	Charles Sacoco (1984)
Elizabeth Bethel (1973)	Marianne W. Lenti (1987)	Juan Santandreu (1990)
Ralph Boroughs (1971)	Leonard E. Lundquist (1969)	Carol J. Scales (1992)
Marvin L. Cann (1967)	Alan C. MacTaggart (1973)	Dale O. Shaffer (1983)
Nahn J. Chang (1973)	Margaret L. Marks (1967)	Samrendra Singh (1970)
W. Royce Caines (1988)	Betsy M. McDowell (1971)	Stephanie C. Smith (1986)
Joel S. Cleland (1974)	Danny L. McKenzie (2001)	Robbie M. South (2003)
Larry J. Cook (1975)	Marilyn E. Mecca (1990)	Thomas B. Stevens (1974)
Paul D. Criswell (1989)	Robert J. Morris (1991)	Shelton E. Stewart (1959)
Robert P. Cumming (1974)	Kenneth N. Mufuka (1976)	Aron G. Tannenbaum (1975)
Bernice P. Daugherty (1996)	Joseph A. Murphy (1974)	Samuel H. Tolbert (2000)
Virginia M. Dumont-Poston (1991)	Linda Neely (2000)	Meredith J. Uttley (1993)
Barbara A. Ervin (2001)	Carol M. Neubner (1975)	Peter A. Vahjen (1971)
Barbara T. Freese (1975)	Dava M. O'Connor (1998)	Larry E. Vereen (1970)
Susan C. Going (1973)	Jean Paquette (1989)	Lewis H. Walker (2006)
Susan H. Guinn (1974)	Walter M. Patterson, III (1980)	Bruce F. White (1976)
Ann T. Hare (1968)	Robert K. Phillips (1975)	Betty H. Williams (1965)
Jerald D. Hawkins (1988)	Richard P. Pinckney (1980)	Carol Y. Wilson (1982)
David L. Henderson (1987)	Tom R. Pitts (1989)	Jerome D. Wilson (1973)
John S. Hinkel (1981)	Robert H. Poe (1976)	Jerry D. Wilson (1975)
Bettie R. Horne (1968)	Mary Lynn Polk (1970)	Roger A. Wohlford (1975)
Jill C. Hunter (1994)	Wilma W. Reeves (1967)	Carol P. Wood, (2005)
	Branimir M. Rieger (1974)	

FULL-TIME FACULTY

Adams, Lauren B. (2019) Assistant Professor of Teacher Education BS, Lander University (2005) M.Ed., University of South Carolina (2011) Ed.D., University of South Carolina (2018)	Anderson, James A. (2014) Associate Professor of English Education BA, University of North Carolina at Chapel Hill (1997) MA, East Carolina University (2002) Ph.D., University of Arkansas at Fayetteville (2014)
Aga, Brittany (2016) Lecturer of Human Services BS, Lander University (2010) MHRD, Clemson (2016)	Anthony, Casey L. (2019) Assistant Librarian BS, Kent State University (2010) MLIS, Kent State University (2018)
Akins, April (2014) Associate Librarian BSW, Ferrum College (1999) MSW, Radford University (2000) MS, University of Tennessee at Knoxville (2014)	Applegate, Kristen (2021) Assistant Professor of Art Education BFA, Iowa State University (1995) MS, Iowa State University (1998) Ph.D., Iowa State University (2001)
Ali, Farha N. (2002) Associate Professor of Computer Information Systems BS, Nadirshaw Edulji Dinshaw (NED) University of Engineering and Technology (1994) MS, Clemson University (2002) Ph.D., Clemson University (2014)	Baggett, Jeffrey S. (1997) Professor of English BA, Hardin-Simmons University (1985) MA, Emory University (1998) Ph.D., Emory University (2000)

Barfield, Jeff (2019)
Assistant Professor of Physical Education and
Exercise Science
BS, University of Florida (2010)
MS, California University of Pennsylvania (2011)
Ph.D., Auburn University (2019)

Barnette, Sean M. (2011)
Professor of English
BM, University of South Carolina (2000)
MA, University of South Carolina (2002)
Ph.D., University of Tennessee, Knoxville (2011)
Distinguished Professor Award (2018)

Barton, Gina V. (1999)
Professor of Physical Education and Exercise Science
BS.Ed., Abilene Christian University (1984)
MS.Ed., University of Dayton (1991)
Ph.D., University of South Carolina (1999)

Bassett, Jonathan F. (2005)
Professor of Psychology
BA, Furman University (1996)
MA, Georgia State University (2000)
Ph.D., Georgia State University (2002)
Distinguished Professor Award (2011)

Bell, David Lindsay (2018)
Lecturer of Finance
AB, Pfeiffer University (1974)
MAT, University of South Carolina (1977)
MBA, Furman University (1982)

Bhochhibhoya, Amir (2018)
Assistant Professor of Nursing
BS, Pokhara University (2004)
MBA, Oklahoma State University (2009)
MS, Oklahoma State University (2011)
MS, University of Oklahoma (2014)
Ph.D., University of Oklahoma (2017)

Blackwood, Amy (2011)
Senior Lecturer of Music
BM, University of North Carolina, Greensboro (2005)
MM, University of North Carolina, Greensboro (2009)

Bowen, Lindsey F. (2015)
Lecturer of Biology
BS, Lander University (2010)
MS, Clemson University (2020)

Brizek, Michael G. (2015)
Professor of Management
BS, University of South Carolina (1994)
MHRTA, University of South Carolina (1995)
Ph.D., Virginia Polytechnic Institute and State
University (2003)

Brodhacker, K. Lisa (2006)
Professor of Chemistry
BS, Piedmont Baptist College (1996)
Ph.D., University of South Carolina (2006)

Buchanan, Lauren Haynes (2020)
Clinical Instructor of Nursing
BSN, Lander University (2018)

Butler, Ann E. (2006)
Senior Instructor of Biology
MS, Clemson University (2013)
MA, Miami University (2015)

Carmichael, Martin (2012)
Associate Professor of Physical Education and
Exercise Science
BS, University of South Carolina (1996)
Ph.D., University of South Carolina (2006)

Carpenter, Cory (2015)
Assistant Professor of Media and Communication
BA, Covenant College (1999)
MFA, Savannah College of Art and Design (2014)

Carson, Linda A. (2005)
Assistant Professor of Criminology and Sociology
BS, Houston Baptist University (1979)
MSW, University of Houston (1991)

Caruso, Caryn (2021)
Lecturer of Teacher Education
BS, Virginia Tech (1995)
M.Ed., George Mason University (1998)

Cleveland, Mandy J. (2011)
Associate Professor of Psychology
BS, University of Southern Indiana (2002)
MA, Ball State University (2006)
Ph.D., Ball State University (2012)
Distinguished Professor Award (2020)

Coats, Rachel J. (2014)
Assistant Professor of Nursing
BS, Lander University (2009)
MSN, Clemson University (2014)

Colbert, James E., Jr. (2007)
Professor of Chemistry
BS, Wofford College (1984)
Ph.D., Georgia Institute of Technology (1989)

Collier, Matthew (2018)
Assistant Professor of Teacher Education
BA, Mississippi State University (2005)
MA, Belmont University (2010)
Ph.D., Mississippi State University (2018)

Corbitt, Lauren J. (2010)
Senior Lecturer of Spanish
BA, Furman University (2008)
MA, Indiana University (2010)

Craig, Whitney R. (2019)
Assistant Professor of Chemistry
BS, Shorter University (2011)
Ph.D., Miami University (2017)

Craton, Lillian E. (2007)
Professor of English
BA, University of North Carolina at Chapel Hill (1998)
MA, Emory University (2005)
Ph.D., Emory University (2006)
Distinguished Professor Award (2013)

Crawford, Julie (2016)
Assistant Professor of Nursing
BSN, Mercer University (1998)
MSN, Mercer University (2010)

Cuenin, Brittany (2012)
Senior Lecturer of English
BA, Clemson University (2005)
MA, Clemson University (2010)

Dahlberg, Dori Lollis (2016)
Assistant Professor of Nursing
BS, Lander University (1997)
MSN, Clemson University (2003)
DNP, Anderson University (2019)

Dalton, Mike (2018)
Assistant Professor of Computer Information Systems
BS, University New Hampshire (1999)
MS, University of New Hampshire (2000)
Ph.D., University of New Hampshire (2008)

Davis, Ashton (2020)
Lecturer of Chemistry
BS, College of Charleston (2011)
MS, University of Florida, Gainesville (2014)
Ph.D., University of Florida, Gainesville (2016)

Deady, Michelle L. (2016)
Lecturer of Physics
BS, Ohio State University (2010)
Ph.D., University of Toledo (2016)

Delach, Diana L. (2014)
Associate Professor of Environmental Chemistry
BS, Binghamton University (2008)
Ph.D., Clemson University (2012)

Donaubauer, Elyse (2020)
Assistant Professor of Biology
BS, University of Wisconsin (2009)
Ph.D., Washington State University (2016)

Downs, John M., (2021)
BA, Thomas More College (2005)
MPA, Northern Kentucky University (2007)
DBA, Jacksonville University (2020)

Dukes, Albert D. (2011)
Associate Professor of Chemistry
BS, Clemson University (2005)
Ph.D., Vanderbilt University (2011)

Duncan, Christopher E. (2007)
Professor of Mathematics
BS, University of South Carolina Upstate (2000)
MS, Tulane University (2006)
Ph.D., Tulane University (2007)

Elmahdi, Elbasher (2021)
Assistant Professor of Computer Information Systems

Farmer, Michael R. (2017)
Lecturer of Teacher Education
M.Ed., Lesley University (2007)
Ph.D., Lesley University (2016)

Fekula, Michael J. (2021)
Professor of Management
BS, Lehigh University (1979)
MBA, University of Wyoming (1981)
Ph.D., The Pennsylvania State University (1994)

Fernandez, Susan (2015)
Associate Professor of Education
BA, Clemson University (1978)
M.Ed., Clemson University (1979)
Ed.D., Union Institute and University (2011)

Figueira, Robert C. (1991)
Professor of History
BA, Wesleyan University (1973)
MA, Cornell University (1976)
Ph.D., Cornell University (1980)

Floyd, Haley (2017)
Lecturer of Art
BS, Lander University (2013)
MFA, Clemson University (2016)

Floyd, M. Ryan (2010)
Professor of History
BS Ed, Samford University (1998)
MA, University of Alabama at Tuscaloosa (2004)
Ph.D., University of Alabama at Tuscaloosa (2010)

Funderburk, Martin Reece (2019)
Lecturer of Media and Communication
BA, University of South Carolina (2016)
MA, University of South Carolina (2019)

Gallo, Reed P. (2008)
Professor of Music
BM, Kent State University (1996)
MM, Temple University (1998)
DMA, University of Illinois at Urbana-Champaign (2007)

Gardiner, Robert A. (2002)
 Professor of Music
 BM, University of South Carolina (1990)
 MM, DePaul University (1997)
 DMA, University of South Carolina (2008)

Gardner, David E. (2002)
 Professor of Chemistry
 BS, Carnegie-Mellon University (1994)
 MS, Purdue University (2000)
 Ph.D., Purdue University (2002)

Gemberling, Tess M. (2018)
 Assistant Professor of Psychology
 BA, University of Arizona (2012)
 MA, Sam Houston State University (2014)
 Ph.D., University of Alabama (2018)

Going, Susan C. (1973)
 Emeritus Associate Professor
 BS, Knox College (1972)
 M.Ln., Emory University (1973)

Griffin, Patty (2019)
 Lecturer of Mathematics
 BS, Lander University (1991)
 MS, University of South Carolina (1993)

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 Professor of Biology
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 MS, McCrone Research Institute (2005)

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 BBA, Brenau University (1998)
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 DBA, Nova Southeastern University (2015)

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 Associate Professor of Special Education
 BS, Winthrop University (1984)
 M.Ed., Winthrop University (1987)
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 BA, Boston College (1993)
 MA, Furman University (2006)
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 BA, Shawnee State University (1992)
 MA, Marshall University (2007)
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 M.Ed., Loyola University, Maryland (2006)

Jameson, Andrew L. (2010)
 Associate Professor of English
 BA, Clemson University (1996)
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Jameson, Misty L. (2008)
 Professor of English
 BA, Mississippi State University (1997)
 MA, Mississippi State University (1999)
 Ph.D., University of Georgia (2008)
 Distinguished Professor Award (2020/2021)

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BA, Clemson University (2004)
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Associate Professor of Health Care Management
BS, East Tennessee State University (2004)
MPH, University of Tennessee at Knoxville (2006)
Ph.D., University of Tennessee at Knoxville (2010)

Jones, Scott L. (2019)
Provost and Executive Vice President for Academic Affairs
BS, Illinois State University (1990)
MA, Purdue University (1992)
PhD, Purdue University (2002)

Kelley, Robert T. (2005)
Professor of Music
BM, Furman University (1998)
MM, James Madison University (2000)
Ph.D., Florida State University (2005)

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MA, Wesleyan University (1987)
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BS, The University of Southern Mississippi (2003)
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BS, Anderson University (2007)
BSN, Lander University (2011)
MSN, Walden University (2014)

King, Sarah E. (2020)
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MA, University of Central Florida (2015)
Ph.D., University of South Carolina (2020)

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Professor of Physical Education
BS, Clemson University (1982)
MAT, University of South Carolina (1998)
Ph.D., University of South Carolina (2005)

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BA, Westminster College (1983)
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La Croix, Andrew Dylan (2019)
Lecturer of Chemistry
BS, Lander University (2012)
Ph.D., Vanderbilt University (2018)

Layland, Ralph C. (1999)
Professor of Chemistry
BS, University of Scranton (1991)
Ph.D., University of South Carolina (1996)
Distinguished Professor (2005)

Leach, Trevor (2019)
Assistant Professor of Mathematics
BA, University of Kentucky (2014)
MA, University of Louisville (2016)
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Associate Professor of Nursing
BSN, Georgia Baptist College of Nursing (1999)
MSN, Regis University (2010)

Lee, Gilliean (2005)
Professor of Computer Information Systems
BS, Sogang University, Seoul, Korea (1992)
MS, Sogang University, Seoul, Korea (1994)
MS, University of Florida, Gainesville (2003)
Ph.D., University of Florida, Gainesville (2005)

Lee, Jason P. (2007)
Professor of Biology
BS, Lander University (2000)
Ph.D., University of Colorado (2007)

Lopes, Pedro (2012)
Professor of Spanish
BA, Instituto Erasmus De Ensino Superior (1995)
MA, University of North Carolina at Chapel Hill (1998)
Ph.D., University of North Carolina at Chapel Hill (2004)

Love, C. Renee (2004)
Professor of English
BA, North Carolina State University (1991)
MA, North Carolina State University (1995)
Ph.D., Georgia State University (2004)

Lubecke, André M. (1987)
Professor of Mathematics
BA, Glassboro State College (1975)
MS, University of South Carolina (1977)
Ph.D., University of South Carolina (1985)
Distinguished Professor (2003)

Lucas, Carrie B. (2007)
Senior Lecturer of Physical Education and Exercise Science
BS, Indiana State University (1985)
MS, University of Kentucky (2009)

Lynch, Bruna Turi (2019)
Assistant Professor of Physical Education and
Exercise Science
BS, Sao Paulo State University (2010)
MS, Sao Paulo State University (2012)
Ph.D., Sao Paulo State University (2015)

Malone, Matthew A. (2017)
Assistant Professor of Political Science and Homeland
Security
BS, University of North Alabama (2008)
MA, University of Alabama at Huntsville (2010)
Ph.D., Auburn University (2017)

Martin, Laura (2017)
Assistant Professor of English
BA, New York University (2012)
MFA, Georgia College (2016)

Mash, S. David (2009)
Librarian
BS, Southern Methodist University (1979)
Th.M., Dallas Theological Seminary (1985)
MS, University of North Texas (1987)
Ph.D., University of South Carolina (2008)

Maze, Jennifer J. (2002)
Professor of Biology
BA, Slippery Rock University (1994)
MS, West Virginia University (1997)
Ph.D., West Virginia University (2002)

Maze, Timothy D. (2003)
Professor of Biology
BS, West Virginia State College (1995)
MS, Marshall University (1997)
Ph.D., West Virginia University (2002)
Distinguished Professor (2015)

McAbee, Douglas L. (2010)
Associate Professor of Art
BA, Winthrop University (1994)
MFA, Winthrop University (2003)

McDonald, Lisa (2015)
Senior Lecturer of Biology
BS, Central Michigan University (2000)
MS, Central Michigan University (2004)

McDowell, Liz (2012)
Associate Professor of Nursing
BSN, University of South Carolina (2000)
M.Div., Vanderbilt University (2004)
Ph.D., Vanderbilt University (2012)

McGee-Anderson, Starlyn (2015)
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BA, University of Louisiana at Lafayette (1993)
MFA, University of Arkansas (2006)

McLaughlin-Rojas, Kathryn (2012)
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BA, DePaul University (1997)
MA, Southern Illinois University at Carbondale (2003)

McLeod, Asole TaQuesa (2018)
Assistant Professor of Health Care Management
BS, University of South Carolina (1997)
BS, University of South Carolina (2001)
MA, Webster University (2003)
MBA, Webster University (2004)
Ph.D., University of South Carolina (2012)

McMillan, Samuel Lucas (2008)
Professor of Political Science
BA, Wofford College (2002)
MA, University of Warwick (2004)
Ph.D., University of South Carolina (2008)

Mentley, Carl R. (2006)
Professor of Spanish
BA, Michigan State University (1980)
MA, Michigan State University (1983)
Ph.D., Cornell University (1992)

Moore, Gail D. (2007)
Professor of Accounting
BS, University of South Carolina (1992)
JD, University of South Carolina (1995)
Distinguished Professor Award (2016)

Moore, John G. (1998)
Professor of Philosophy
BA, Emory University (1987)
MA, Emory University (1991)
Ph.D., Emory University (1998)

Myers, Leisa Weston (2003)
Associate Professor of Nursing
BA, Erskine College (1978)
BS, Lander University (1995)
MSN, University of South Carolina (2002)

Nazim-Starnes, Asma (2012)
Associate Professor of Art
BA, Florida Southern College (2005)
MFA, Florida Atlantic University (2010)

Neufeld, Chuck (2010)
Professor of Music
BA, Tabor College (1984)
MM, Southwestern Baptist Theological Seminary
(1988)
DMA, Arizona State University (1999)

Neufeld, Judith A. (2002)
Professor of Education
BA, Tabor College (1983)
M.Ed., Texas Christian University (1988)
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Nix, P. Marie (2008)
 Professor of Psychology
 BA, University of North Carolina at Chapel Hill (1993)
 MS, University of Georgia (1996)
 Ph.D., University of Georgia (2002)

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 Clinical Instructor of Nursing
 BS, Lander University (2015)

Noonkester, Lila D. (1988)
 Associate Professor of Music
 BM, Oberlin College (1982)
 MM, Eastman School of Music (1984)
 DMA, Eastman School of Music (1988)

Oskar-Poisson, Christine A. (2021)
 Assistant Professor of Teacher Education
 BA, University of New Hampshire (1992)
 MAT, University of New Hampshire (1993)
 Ed.D., New England College (2018)

Ouzts, M. Paige (2003)
 Professor of Physics
 BS, Furman University (1993)
 MS, University of Alabama-Tuscaloosa (1997)
 Ph.D., University of Alabama-Tuscaloosa (2000)
 Distinguished Professor (2010)

Pack, Tamara (2018)
 Assistant Professor of Teacher Education
 BA, Johnson State College (2010)
 M Ed, University of Southern New Hampshire (2016)
 Ed.D., Liberty University (2020)

Pardieck, Daniel L. (2003)
 Professor of Environmental Geology
 BA, Hanover College (1979)
 MEd, Miami University (1981)
 Ph.D., University of Arizona (1988)

Parker, Shaunette R.B. (2018)
 Clinical Assistant Professor of Psychology
 BA, Indiana University (2002)
 MS, Martin University (2007)
 Ph.D. Walden University (2016)

Parrilla, Osvaldo (2007)
 Professor of Spanish
 BA, College of the Virgin Islands (1986)
 MA, New York University (1987)
 Ph.D., Texas Tech University (1999)

Peters, Matthew R. (2016)
 Assistant Professor of Management
 BA, Mercer University (2007)
 MBA, University of West Georgia (2012)
 Ph.D., Southern Illinois University (2016)

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 Assistant Professor of Chemistry
 BS, Misericordia University (2010)
 MS, Clemson University (2013)
 Ph.D., Clemson University (2018)

Pilgrim, Mark J. (2010)
 Professor of Biology
 BS, College of Charleston (1997)
 Ph.D., Medical University of South Carolina (2004)

Prince, Emily K. (2015)
 Associate Professor of Biology
 BS, King College (2002)
 Ph.D., Georgia Institute of Technology (2008)

Rains, Cherie (2018)
 Assistant Professor of Marketing
 BA, Trenton State College (1994)
 MA, Syracuse University (1996)
 Ph.D., Purdue University (1999)

Ramsey, William L. (2008)
 Professor of History
 AB, University of Georgia (1989)
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Rausch, Franklin D. (2012)
 Associate Professor of History
 BA, Indiana University, Bloomington (2000)
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 Ph.D., University of British Columbia (2011)
 Distinguished Professor Award (2019)

Reed, Samuel D. (2021)
 Lecturer of Mathematics

Richburg, Kimberly M. (2005)
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 BA, Clemson University (1994)
 MA, University of North Carolina at Chapel Hill (2000)
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 BA, Auburn University (1994)
 MA, University of Georgia (1997)
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Romaine, James (2016)
 Professor of Art History
 BA, Wheaton College (1993)
 MA, University of South Carolina (1997)
 Ph.D., City University of New York (2007)

Rubin, Zachary C. (2019)
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 BA, University of Missouri (2007)
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 Ph.D., University of Missouri (2018)

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 Professor of Mathematics
 BS, Milligan College (1995)
 MA, Wake Forest University (1997)
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Sacay-Bagwell, Monique E. (1991)
 Professor of Speech and Performance
 BFA, Brooklyn College (1987)
 MFA, Ohio State University (1990)

Schiera, Rachel (2020)
 Assistant Professor of Teacher Education
 BA, James Madison University (1993)
 MAT, SIT Graduate Institute (1998)
 Ed.D., Indiana University of Pennsylvania (2019)

Schreuder, Mary-Celeste (2020)
 Senior Lecturer of Teacher Education
 BA, Northwestern College (2005)
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Schwendemann, Andrew B. (2013)
 Associate Professor of Biology
 BS, Truman State University (2006)
 Ph.D., University of Kansas (2012)

Scoggins, Virginia (2017)
 Assistant Professor of English
 BA, Agnes Scott College (2004)
 MAT, Agnes Scott College (2007)
 Ph.D., Georgia State University (2019)

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Scott, Melissa N. (2012)
 Senior Instructor of Biology
 BS, Lander University (2006)
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Sharma-Ghimire, Pragya (2017)
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 MS, University of Oklahoma (2013)
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 Professor of Management
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 MBA, Delta State University (1982)
 DBA, Louisiana Tech University (1987)

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 Associate Professor of Art
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 Ph.D., University of Tennessee, Knoxville (2008)

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 BA, Furman University (2003)
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 BA, University of Akron (1982)
 MA, University of Akron (1986)
 Ph.D., University of Akron (1989)

Southard-Dobbs, Shana (2016)
 Assistant Professor of Psychology
 BA, Hendrix College (2003)
 MS, University of Central Arkansas (2005)
 Ph.D., University of North Texas (2016)

Spangler, Kim P. (2014)
 Senior Lecturer of Physical Education and Exercise Science
 BS, Florida State University (1984)
 MA, University of Georgia (1986)

Stevenson, Robert F. (1999)
 Professor of Media and Communication
 BS, Lander College (1988)
 MA, University of South Carolina (1990)
 Ph.D., University of South Carolina (2003)
 Distinguished Professor (2007)

Temple, Leslie Glover (2005)
 BS, South Carolina State University (1983)
 MS, Kansas State University (1986)

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BFA, Emerson College (2006)
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Lecturer of Nursing
BSN, Chamberlain University (2015)
MS, Western Governors University (2020)

Walkup, Amanda N. (2020)
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MA, Furman University (2006)
Ed.S., Arkansas State University (2014)

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Associate Professor of Nursing
BS, Wofford College (1994)
BSN, University of South Carolina Upstate (1998)
MSN, Clemson University (2007)
Ph.D., Clemson University (2012)

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Instructor of Nursing
BSN, Chamberlain University (2020)

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Director of Library Services and Associate Librarian
BFA, Emerson College (1997)
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Willis, Lloyd E. (2006)
Associate Professor of English
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(2001)
MA, University of Florida (2003)
Ph.D., University of Florida (2006)

Wilson, Zachary E. (2021)
Lecturer of Psychology and Human Services
BS, Lander University (2015)
MS, Augusta University (2017)

Witherspoon, Kevin B. (2006)
Professor of History
BA, Florida State University (1993)
MA, University of Maine (1997)
Ph.D., Florida State University (2003)
Distinguished Professor Award (2014)

Woodiwiss, Ashley (2018)
Professor of Political Science
BA, University of North Carolina at Chapel Hill
(1979)
MA, University of North Carolina at Chapel Hill
(1984)
Ph.D., University of North Carolina at Chapel Hill
(1989)

Worley, Chase Thomas (2021)
Assistant Professor of Mathematics

Wright, Susan (2021)
Lecturer of Nursing

Yonce, Stephanie (2016)
Assistant Professor of Nursing
BSN, University of South Carolina at Aiken (1998)
MSN, Saint Joseph's College (2013)

Young, Kelly C. (2004)
Senior Lecturer of Mathematics
BS, Winthrop University (2000)
MMATH, Winthrop University (2001)

Zimmerman, Elisabeth C. (2002)
Senior Instructor of Biology
BA, Erskine College (1984)
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