

LANDER UNIVERSITY 2018-2019 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.

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 2018-2019 academic year, commencing with the 2018 fall semester and extending through the 2019 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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TABLE OF CONTENTS

University Calendar	4
Administration of the University	8
The University	11
History of the University	11
Vision Statement	11
Mission Statement	11
Lander’s Role and Scope	11
Accreditation	12
The Educational Program	13
Assessment of Institutional Effectiveness	15
The Campus	15
Alumni Association	18
University Admissions	19
International Students	19
Military Students/Veterans Affairs	21
Immunization Requirements	21
Students with Disabilities Policy	22
Fees and Expenses	26
Refund Policy	28
Financial Aid	29
Types of Aid	29
Satisfactory Academic Progress	30
Installment Payment Plan	31
Student Work Programs	31
Scholarships	32
Awards	33
Graduate Programs	34
Graduate Teacher Education Programs	35
The Master of Education Degree in Teaching and Learning (M.Ed.)	39
The Master of Education Degree in Montessori Education (M.Ed.)	42
The Master of Science in Emergency Management (M.S.)	45
The Master of Science in Nursing: Clinical Nurse Leader (M.S.N.)	48
Graduate Courses of Study	53
Faculty	66
Administration and Staff	75
Index	82

UNIVERSITY CALENDAR

ACADEMIC YEAR 2018-2019

FALL SEMESTER 2018

Since this schedule is subject to change, please consult the following website,

<http://www.lander.edu/academics/Registrar-Office/Academic-Calendar.aspx> for the most current calendar.

Tuesday-Wednesday	June 26-27	Freshman Orientation
Tuesday-Wednesday	July 17-18	Freshman Orientation
Tuesday- Wednesday	July 24-25	Freshman Orientation
Wednesday	August 1	Students accepted to the university after this date (particularly transfer students) are not guaranteed to have a completed evaluation of transfer and/or advanced standing credit available by the day of their registration.
Wednesday	August 15	Last day to validate and pay for all registered students. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to http://www.lander.edu/business_office for details.
Wednesday	August 15	Residence halls open (new freshmen and transfers only)
Thursday	August 16	Residence halls open for continuing students
Monday	August 20	Classes begin
Friday	August 24	Registration and Drop/Add ends. Last day to drop a course and receive a full tuition refund. Refunds (see page 28 or http://www.lander.edu/Business-Administration/Business-Office/Refund-Policy.aspx)
Friday	August 24	Last date to validate and pay for students who register or re-register between August 16, 2018 and August 24, 2018. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to http://www.lander.edu/business_office for details.
Saturday	August 25	Withdrawal from individual classes with a "W" grade begins. No academic penalty, no tuition refund. Refunds (see page 28)
Monday	September 3	Labor Day Holiday (University Closed)
Thursday	September 20	Graduation Application deadline for Fall 2018
Monday	October 1	Midterm week begins
Friday	October 12	Withdrawal from individual classes with a "W" grade ends.
Monday	October 29	Registration for 2019 Spring semester begins for continuing students
Thursday	November 1	FAFSA Deadline
Monday-Tuesday	November 5-6	Fall break (No classes)
Tuesday	November 20	All non-holiday residence halls close at 5:00 p.m.
Wednesday-Friday	November 21-23	Thanksgiving holiday (University closed)

Sunday	November 25	Residence halls reopen at 1:00 p.m.
Monday	November 26	Classes resume at 8:00 a.m.
Monday	November 26	Registration for Spring 2019 for new students begins
Monday	December 3	Last day of classes and last day for a complete withdrawal from all classes
Wednesday-Tuesday	December 5-11	Examinations
Tuesday	December 11	Residence halls close at 5:00 p.m.
Thursday	December 13	All grades due by 5 p.m.
Tuesday	December 18	Commencement at 11:00 a.m.
Monday-Monday	December 24-31	University closed for holidays

SPRING SEMESTER 2019

Since this schedule is subject to change, please consult the following website, <http://www.lander.edu/academics/Registrar-Office/Academic-Calendar.aspx> for the most current calendar.

Monday	December 3	Students accepted after this date (particularly transfer students) are not guaranteed to have a completed evaluation of transfer and/or advance standing credit available by the day of their registration.
Tuesday	January 1	University closed for the holiday
Wednesday	January 2	University opens after holiday break
Thursday	January 10	Residence halls open
Thursday	January 10	Last day to validate and pay for all registered students. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to http://www.lander.edu/business_office for details.
Monday	January 14	Classes begin
Friday	January 18	Registration and Drop/Add ends. Last day to drop a course and receive a full tuition refund. Refunds (see page 28)
Friday	January 18	Last date to validate and pay for students who register or re-register between January 11, 2019 and January 12, 2019. Failure to validate and pay university fees will result in cancellation of student's schedule. Refer to http://www.lander.edu/business_office for details.
Saturday	January 19	Withdrawal from individual classes with a grade of "W" begins
Monday	January 21	Martin Luther King Holiday (University closed)
Thursday	February 14	Graduation Application deadline for Spring 2019
Monday-Friday	February 18-22	Mid-Term week
Friday	March 1	All non-holiday residence halls close at 5 p.m.
Friday	March 1	Withdrawal from individual classes with a grade of "W" ends
Monday-Friday	March 4-8	Spring break

Sunday	March 10	Residence halls open at 1 p.m.
Monday	March 25	Registration begins for 2019 Fall Semester and 2019 Summer sessions for continuing students
Monday	April 15	Registration for new students begins
Monday	April 29	Last day of classes
Monday	April 29	Last day for a complete withdrawal from all classes
Wednesday-Tuesday	May 1-May 7	Examinations
Tuesday	May 7	Residence halls close by 5 p.m. for all non-graduating students
Thursday	May 9	All grades due by 5 p.m.
Wednesday	May 15	Commencement at 11:00 a.m.

SUMMER 2019

Since this schedule is subject to change, please consult the following website, <http://www.lander.edu/academics/Registrar-Office/Academic-Calendar.aspx> for the most current calendar.

SUMMER SESSION I

Monday	March 25	Registration begins for continuing students
Monday	April 15	Registration for new students begins
Wednesday	May 15	Classes begin and registration ends
Friday-Thursday	May 17-23	Withdrawal from individual class with a “W” grade. No academic penalty, no tuition refund. Refunds (see page 28)
Monday	May 27	Memorial Day (University closed)
Thursday	June 13	Graduation application deadline for Summer 2019
Wednesday	June 19	Last day to withdrawal from all Summer I classes
Wednesday	June 19	Classes end
Thursday	June 20	Examinations
Monday	June 24	All grades due by 4:00 p.m.

SUMMER SESSION II

Monday	March 25	Registration begins for continuing students
Monday	April 15	Registration for new students begins
Monday	June 24	Classes begin and registration ends
Wednesday-Tuesday	June 26-July 2	Withdrawal from individual class with a “W” grade. No academic penalty, no tuition refund. Refunds (see page 28)
Thursday	July 4	Fourth of July holiday (University closed)
Monday	July 29	Classes end
Monday	July 29	Last day to withdraw from all Summer II courses
Tuesday	July 30	Examinations
Thursday	August 1	All grades due by 4:00 p.m.
Friday	August 2	Graduation (no ceremony)

THE LANDER UNIVERSITY BOARD OF TRUSTEES

In accordance with the statutes of the State of South Carolina, the final authority and responsibility for the governance of Lander University is vested in the Lander University Board of Trustees. The Board of Trustees consists of seventeen members, one member from each of the congressional districts in South Carolina and eight members at-large elected by the General Assembly; one member appointed by the Governor; and the Governor of South Carolina, ex officio.

Congressional District	Member	Expiration of Present Term
First		
Seat 1	Mr. Cary C. Corbitt	2020
Second		
Seat 2	Mrs. Angela Strickland	2020
Third		
Seat 3	Dr. Linda L. Dolny	2020
Fourth		
Seat 4	Mr. Jack W. Lawrence	2020
Fifth		
Seat 5	Ms. S. Anne Walker	2020
Sixth		
Seat 6	Dr. Robert F. Sabalis	2020
Seventh		
Seat 7	Ms. Catherine Lee	2020
At-Large Members (elected by the General Assembly)		
Seat 8	Mr. Robert A. Barber, Jr.	2018
Seat 9	Mr. Maurice Holloway	2018
Seat 10	Dr. Peggy Makins	2018
Seat 11	Mr. Donald. H. Scott	2022
Seat 12	Dr. DeWitt B. Stone, Jr.	2018
Seat 13	Mr. Raymond D. Hunt	2018
Seat 14	Ms. Marcia Thrift Hydrick	2018
Seat 15	Mr. John E. Craig, Jr.	2022
At-Large Member (appointed by the Governor)		
Seat 16	Dr. Donald Lloyd, II	
Ex Officio Member		
	Governor Henry D. McMaster	
	Designee: Ms. Holly Bracknell	

EXECUTIVE OFFICERS OF THE ADMINISTRATION

Richard E. Cosentino
President

James E. Colbert
Interim Provost and Vice President for Academic Affairs

Gregory Lovins
Vice President for Business and Administration, Chief Financial Officer

Andy Benoit, Jr.
Vice President for Enrollment and Access Management

Brian P. Reese
Director of Athletics

J. Adam Taylor
Chief of Staff and Vice President for Governmental Affairs

Boyd Yarbrough
Vice President for Student Affairs

vacant

Vice President for University Advancement and Executive Director of The Lander Foundation

ADMINISTRATIVE OFFICES

Office of the President

Academic Affairs

Academic Colleges and Departments

College of Arts and Humanities

Department of Art

Department of English and Foreign Languages

Department of Mass Communications and Media Studies

Department of Music

College of Behavioral and Social Sciences

Department of Government, Criminology, and Sociology

Department of History and Philosophy

Department of Psychological Science

Department of Military Science

College of Business

College of Education

Department of Teacher Education

Department of Physical Education and Exercise Science

College of Science and Mathematics

Department of Biology

Department of Physical Sciences

Department of Mathematics and Computing

William Preston Turner School of Nursing

Interdisciplinary Studies

Academic Success Center

Office of Continuing Education

Center for Online and Innovative Learning

Institutional Research and Assessment

Library

Student Support Services

- Athletics, Intercollegiate
 - Baseball
 - Basketball (Men's and Women's)
 - Cross Country (Men's and Women's)
 - Golf (Men's and Women's)
 - Lacrosse (Men's and Women's)
 - Soccer (Men's and Women's)
 - Softball (Women's)
 - Tennis (Men's and Women's)
 - Volleyball (Women's)
 - Wrestling
- Business and Administration
 - Bookstore
 - Budget Office/Grants
 - Business Office/Accounting/Payroll
 - Engineering Services
 - Events Management
 - Information Technology Services
 - Physical Plant
 - Post Office
 - Printing Services
 - Procurement Services
 - University Police Department
- Enrollment and Access Management
 - Admissions
 - Financial Aid
 - International Programs
 - Military and Veterans Services
 - Orientation Programs
 - Registrar's Office
- General Counsel
 - Affirmative Action/EEO
 - Human Resources
- Governmental Relations
 - University Relations and Publications
- Planning, Analytics, and Decision-Support
 - Institutional Research
- Student Affairs
 - Campus Recreation
 - Career Services
 - Counseling Services
 - Equestrian Center
 - Housing and Residence Life
 - Student Activities
 - Student Wellness Center
- University Advancement
 - Alumni Affairs
 - Development
 - The Lander Foundation

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 (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 masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lander University. The School of Management is accredited by AACSB International. Information regarding accreditation status is available from the Association to Advance Collegiate Schools of Business, 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 and the Master of Science in Clinical Nurse Leader programs are approved by the State Board of Nursing for South Carolina and are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. 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. The Bachelor of Science in Music is accredited by the National Association of Schools of Music (NASM). Information regarding accreditation status is available from NASM at 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. The Bachelor of Science in Visual Arts is accredited by the National Association of Schools of Art and Design (NASAD). Information regarding accreditation is available from NASAD at 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Lander University is a member of the Southern Association of Colleges and Schools Commission on Colleges, and the American Association of State Colleges and Universities. Information concerning accreditation procedures applicable to the University is available in the Office of the President.

Written testimony or a formal complaint may be filed following the procedures detailed at the Commission on Colleges website (www.sacscoc.org) or by directly contacting the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097, phone number 404-679-4500.

Procedures for complaints by persons who believe the university is in violation of licensing standards or has deviated from educational standards set by the South Carolina Commission on Higher Education are available on the Commission website (www.che.sc.gov) or by directly contacting the Commission at 1122 Lady Street, Suite 300, Columbia, SC, 29201, phone number 803-737-2260.

THE EDUCATIONAL PROGRAM

Lander University confers the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Education, Master of Science in Emergency Management, and Master of Science in Nursing on candidates who are recommended by the faculty. Undergraduate areas of study are provided in the following majors, minors, and certificates:

The BA degree is offered in:

English	Interdisciplinary Studies
English	Spanish
English, Professional Writing	
English, Secondary Teacher Certification	
History	

The BFA degree is offered in:

Fine Art
Fine Art, 2D Studio
Fine Art, 3D Studio

The BS degree is offered in:

Biology	Elementary Education
Biology	Environmental Science
Biology, Genetics	Exercise Science
Business Administration	History
Business Administration, Accounting	History
Business Administration, Financial Services	History, Secondary Social Studies Teacher Certification
Business Administration, Health Care Management	Interdisciplinary Studies
Business Administration, Management/Marketing	Allied Health Studies
Chemistry	Educational Psychology for Special Populations
Chemistry	Environmental Health
Chemistry, Dual Engineering	Equine-Assisted Activities and Therapies
Chemistry, Forensic Science	Financial Services and Public Relations
Chemistry Education, Secondary Certification	Graphic Design and Marketing
Computer Information Systems	Health Promotion and Wellness
Computer Information Systems, Dual Engineering	International Environment and Sustainability Management, Public Relations
Computer Information Systems, Networking	Studies in Early Childhood Education and Psychology
Computer Information Systems, Software Development	Studies in Early Childhood with Special Needs Teaching and Learning for Diverse Elementary Students (Reading/Media)
Criminology	Mass Communications and Media Studies
Early Childhood Education	
Early Childhood Education	
Early Childhood Education, Montessori	

Mathematics
 Mathematics
 Mathematics, Dual Engineering
 Mathematics, Secondary Teacher
 Certification
 Music
 Music, Instrumental
 Music, Keyboard
 Music, Vocal
 Music, K-12 Teacher Certification, Choral
 Music, K-12 Teacher Certification,
 Instrumental
 Music, K-12 Teacher Certification,
 Keyboard
 Nursing
 Nursing (Prelicensure)
 Nursing (Completion for Registered
 Nurses)

Physical Education, K-12 Teacher Certification
 Political Science
 Political Science
 Political Science, Public Administration
 Psychology
 Sociology
 Special Education
 Visual Arts
 Visual Arts
 Visual Arts, Business
 Visual Arts, Graphic Design
 Visual Arts, K-12 Teacher Certification

Minors or certificates are offered in:

African American Studies
 Art History
 Biology
 Business Administration
 Chemistry
 Child and Family Studies
 Computer Information Systems
 Criminal Justice
 Cybersecurity
 Electronic Art
 English
 Environmental Science
 Forensic Science
 Film Studies
 French
 Health Care Management
 Health Care Management Certificate
 History
 Homeland Security
 Human Services
 Information Technology
 International Business

International Studies
 Latin American Studies
 Mass Communications
 Mathematics
 Military Science and Leadership
 Music
 Non-Profit Management
 Philosophy
 Political Science
 Pre-Law
 Psychology
 Public Administration
 Public Relations
 Religion
 Sociology
 Spanish
 Speech and Theatre
 Sports Management
 Therapeutic Horsemanship
 Visual Arts
 Warfare, Military, and Diplomatic Studies
 Certificate
 Writing

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 CAMPUS

Lander University is situated on a wooded site of approximately 128 acres within the city limits of Greenwood, a city of about 28,000 in the Piedmont region of South Carolina. When the college entered the state system in 1973, the Board of Trustees placed high priority on creating a master plan for campus development. In addition to six major buildings erected since 1973, campus improvements include extensive renovations to a number of older facilities, completely new housing complexes, athletic fields, and parking lots. Major buildings (with completion dates) and related facilities are:

Art Studio (1957) This building housed Lander's library from 1957 to 1977. Dr. Boyce M. Grier, Lander's President from 1948-1966, had the library built for accreditation reasons. In 1977, when the library moved to its current site the building became home to the Physical Plant. The Department of Art moved into the space in 2004. Renovations to the building since 2004 have included the addition of a frame shop, studio space and offices.

Barratt Hall (1967) Dedicated to the memory of John Perkins Barratt, 19th century physician, naturalist, and scientist, Barratt was the first separate academic building constructed in the modern era; it served the science division for thirty years. Renovation of the 24,000 square foot structure was completed in 2000, and the building is now occupied by the William Preston Turner School of Nursing.

Bearcat Village (2011) Located approximately one-half mile from main campus, offers independent living for upperclassmen. The facility is served by the Lander shuttle, offering free round-trip transportation to campus seven days a week.

Boyce M. Grier Student Center (1979) Replacing an earlier student center building also named in honor of Lander's eighth president, this building is located adjacent to the library. The 61,000 square foot student center contains the dining hall, bookstore, post office, and recreation room in addition to office space and meeting rooms for the use of the Division of Student Affairs, the Office of Enrollment and Access Management, and the Student Government Association.

Brookside Student Housing (1977) Built concurrently with the library, the Brookside Complex consists of seven residence halls, each named for a South Carolina river system. Located in a rustic setting on the western extremity of the campus, each 9700 square foot unit - Chattooga, Jocasse, Keowee, Savannah, Seneca, Toxaway, and Tugaloo - features a central lobby area. Each unit consists of ten suites housing four students each.

Cambridge Hall (2005) Built around 1904, Cambridge Hall was donated to Lander University in 2005 by the Greenwood Woman's Club. The building is primarily used for University and Greenwood Woman's Club functions.

Centennial Hall (2005) Centennial Hall is a 90,000 square foot facility featuring suites of 4 single rooms including a living space and bathroom. The building is 4 stories with a lower-level multipurpose room capable of holding meetings of up to 200 people. The multipurpose room is outfitted with the latest and up to date media technology and hosts a warming kitchen. The naming of the building is to commemorate the 100th anniversary of Lander University in Greenwood.

Chipley Hall (1925) The oldest free-standing building on campus, Chipley has always been a residence hall. This 21,000 square foot building, located between the learning center and the library, was named to honor Marvin S. Chipley, a Greenwood businessman. In Spring 2003, Chipley was partially renovated, including air-conditioning and new refurbishing. The three-story building accommodates approximately 100 students.

Genesis Hall (1974) Originally constructed as space for the physical plant and to house the nursing department, this 5,400 square foot facility was renovated in 2001 and is now occupied by the Wellness Center, Campus Police and the Academic Success Center.

Human Resources Building (2011) Formerly the Montessori House, has been completely remodeled and is now occupied by Lander's office of Human Resources.

Jean Tribble McFerrin Amphitheatre Originally named "The Dingle" and dating from Lander's earliest days, the amphitheater is located just behind Laura Lander Hall and the Science Building. Used for dramatic and musical presentations as well as for student gatherings and community functions, the amphitheater consists of fourteen tiers of curved steps providing seating for approximately 700 and a brick-and-concrete stage and backdrop with dressing room space. In 2000, the amphitheater was named to honor an alumna (Class of 1948) who served for many years as treasurer of the Alumni Association and as a member and officer of the Board of Trustees.

The Jeff May Complex (2009) Named for Lander's Athletic Director from 1997-2016, the Jeff May Complex, Lander's recreation, wellness and sports complex is home to the university's soccer, baseball, softball and tennis teams. The 28-acre site also features intramural fields and a walking track. The fieldhouse at the complex provides office space for the soccer, baseball, softball and tennis coaches along with locker rooms, a training room, a weight room and a meeting room for the Lander Bearcats and visiting teams.

John Drummond Complex (1993) Named in honor of State Senator John Drummond, this two-building complex is devoted to athletics and physical education. Providing space for the school's intercollegiate athletic program, the Finis Horne Arena honors the retired athletic director and men's basketball coach, while another building, named in memory of division chair, Dr. Joe V. Chandler, contains academic and athletic space and facilities, including an auxiliary gymnasium with three basketball courts, an elevated jogging track, a state-of-the-art fitness center, a dance studio, an aerobic studio, and handball/racquetball courts, as well as offices and classrooms for the Department of Physical Education and Exercise Science. The entire Drummond Complex comprises more than 126,000 square feet of space.

Josephine Abney Cultural Center (1987) Constructed as an add-on to the Boyce M. Grier Student Center by means of the Johnston Commons, a covered mall area, this 68,000 square foot facility provides instructional space for the Departments of Art and Music as well as a 700-seat auditorium with stage facilities, the 100-seat Barksdale Recital Hall, and the Monsanto Art Gallery which opens onto the Commons. The commons area also connects with the dining hall and other elements of the student center, making it a dynamic area for student activity.

Lander Equestrian Center (2009) The Lander Equestrian Center is located on the campus of the Burton Center. The 37-acre Equestrian Center partnered with the Burton Center, a governmental agency serving people with disabilities and special needs, in 2009 to house a therapeutic riding program for the consumers at the Burton Center as well as being the home of Lander's Equestrian team.

Lander Foundation and Alumni Center (2015) The Lander Foundation and Alumni Center (located at 302 Hampton Avenue) is an "event friendly" venue, and the site of Lander Foundation and Lander Alumni board meetings, receptions, and other University Advancement activities.

Larry A. Jackson Library (1977) Named in honor of Lander's tenth president, this three-story, 65,000 square foot building contains book stacks, offices, workrooms, meeting rooms, group and individual study spaces, a coffee shop and computing laboratories. The Office of International Programs is located on the top level. The lower level contains the Information Technology Services Department which includes the Technology Resource Assistant Center for Students (TRACS), Technology Learning Center (TLC) and ITS help desk.

Lide Student Housing (1989-1992) This apartment-style complex, named for professor Mary F. Lide, longtime faculty member and friend of Lander, houses 48 students in each of its five three-story, 8600 square foot buildings.

Marion P. Carnell Learning Center (1982) Honoring a longtime state representative and friend of Lander, this structure, containing more than 100,000 square feet, consists of four levels and a floor-to-roof level atrium. The first floor consists of the executive offices of the President, the Provost and Vice President for Academic Affairs, and the Vice President for Business and Administration and administrative offices, including Admissions, the Business Office, Financial Aid, and the Registrar. The first floor also houses the Department of Mass Communications and Media Studies, including Lander's XLR radio station. The second floor houses the offices of the College of Education and the College of Business. The mezzanine houses the office of University Relations and Publications and the Department of Government, Criminology, and Sociology. The third floor houses the College of Behavioral

and Social Sciences (offices for the departments of History and Philosophy as well as Psychological Science) in addition to the Department of English and Foreign Languages and the Writing Center that are part of the College of Arts and Humanities.

New Residence Hall (2015) The new residence hall is a 70,000 square foot facility featuring double rooms with a bathroom for each room. Located in the newest developed area on campus, the building is 3 stories with a lower-level multipurpose room capable of holding meetings of up to 60 people. The multipurpose room is outfitted with the most up-to-date media technology.

Physical Plant Facilities (2006) Located on West Henrietta Avenue beside Centennial Hall, houses the departments of building maintenance, custodial, grounds maintenance, central receiving, and procurement.

Science, Mathematics and Computer Science Complex (1904 and 1996) Lander's original building – Old Main – was constructed in two stages dating from 1904-1911. Both Greenwood Hall, the administration/classroom building, and the adjoining dormitory, Laura Lander Hall, were opened in 1904. To complete Old Main, Willison Hall was added to the western end of the structure in 1911. Lander's original building was one of four public buildings in Greenwood designed by Reuben Harrison Hunt, of Chattanooga, Tennessee. A prolific architect whose work can be found throughout the region, Hunt was particularly noted for his churches. The National Register for Historic Places contains many Hunt buildings; Lander's Old Main Building was added to the Register in 1984.

Plans for the new science facility called for the demolition of most of Old Main and major renovation of Greenwood Hall, the only section to be retained. An entirely new building replaced the original Laura Lander Hall and Willson Hall. Work began in 1993. The totally renovated Greenwood Hall, a three-story, 22,000 square foot structure incorporating the school's trademark bell tower, was reopened and renamed Laura Lander Hall in tribute to the wife of the founder and first president. It contains classrooms, laboratories, and office space for the Department of Mathematics and Computing. The adjacent 84,000 square feet building adjoining Laura Lander Hall contains classrooms, laboratories, and office space for the Departments of Biology and Physical Sciences.

Sproles Recreation Center Originally built to serve the recreational needs of the city and county of Greenwood, this 8200 square foot facility provides space for meetings of student organizations and other University-related events.

Thomason Student Housing (1992) Named in memory of Greenwood businessman C.Y. Thomason, this cluster of buildings is a modern residence hall complex consisting of seventeen units, each housing four students in 728 square feet of space. Students enjoy private rooms and share a central bath location, while a separate unit provides laundry facilities and a meeting room.

William C. Moran Assembly Plaza The central gathering place and focal point of the campus was originally named in 1979 to honor members of the South Carolina General Assembly. It was renamed in 2000 to commemorate the retirement of Lander's eleventh president.

Williamston Student Housing (1983) Named for the Anderson County town which was Lander's first home, this housing complex consists of eight separate two-story, 2000 square foot buildings located at the corner of Stanley Avenue and Crews Street adjoining the main campus. Each building contains four suites, and each suite accommodates four students.

ALUMNI ASSOCIATION

The Lander University Alumni Association was formed in 1885. The association is governed by an Alumni Board of Directors which meets twice a year. All alumni, defined as graduates who hold a degree or certificate from Lander, are members of the association at no cost and may receive a monthly email newsletter and the Spring and Fall publications of the *Lander Magazine*. The purpose of the association is to foster continued interest among alumni in their alma mater. The association sponsors the Senior Picnic, Homecoming activities, Alumni Week, Lander on the Road as well as four area alumni clubs known as Tower Clubs. The association awards 14 academic departmental scholarships. Over 20 students were recipients of scholarships provided by the Alumni Association during the 2015-2016 academic year. For more information on the Alumni Association visit <http://www.lander.edu/sites/alumni-affairs>.

LANDER UNIVERSITY STUDENT ALUMNI ASSOCIATION

The Lander University Student Alumni Association (LUSAA) offers an annual membership for all undergraduate and graduate students attending Lander University. The purpose is to foster support of the university while still a student to create a giving back mentality which will continue after graduation. The LUSAA membership annual fee is \$25. Each member receives a welcome goodie package, an SAA t-shirt and a membership card to use for benefits. Current members are automatically entered for textbook scholarship drawings. Four \$250 textbook scholarships (Bearcat Shop) are awarded each fall and spring from the drawings. Membership benefits include a 10% discount of non-textbook purchases in the bookstore. Membership also provides students with discounts or free offers at many area restaurants and businesses when the membership card is presented. The Alumni Office also provides special events and prize drawings during the year for LUSAA members. Contact the Alumni Office at 864-388-8350 for more information or visit the Alumni office located in The Lander Foundation and Alumni Center building on 302 Hampton Avenue.

UNIVERSITY ADMISSIONS

See pages 39, 42, 45, and 48-49 for admission requirements to specific programs.

I. 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 which all applicants must fulfill.

1. 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 is 550 (paper-based), 80 (internet-based), or 213 (computer-based). 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) Entrance Examinations. Scholastic Aptitude Test (SAT) or American College Testing Program (ACT) scores may be required. Scores should be sent directly from the College Entrance Examination Board (Lander school code 5363) or the American College Testing Program (Lander school code 8360) to the Office of Admissions. Some international students are exempt from this requirement. For details, please contact the International Programs Office. Incoming freshmen who are interested in competing in intercollegiate athletics are required to take the SAT or ACT.
- 5) 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. <http://www.lander.edu/docs/admissions->

[documents/International_Fees_Sheet.pdf?sfvrsn=0](#). Please note that expenses may change without notice.

2. Exchange/Visiting Students (J-1 Student Visas)

- 1) An application for undergraduate or graduate admission;
- 2) English proficiency. While exchange 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 is 550 (paper-based), 80 (internet-based), or 213 (computer-based). 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.
- 3) Students must meet stipulated academic requirements as established through memorandum agreements.
- 4) Students 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. http://www.lander.edu/docs/admissions-documents/International_Fees_Sheet.pdf?sfvrsn=0. Please note that expenses may change without notice.

Lander University reserves the right to request other information which 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 semester hours of credit 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

II. 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 <http://www.lander.edu/academics/Registrar-Office/veteran-affairs-benefits>.

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.

III. 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.

Immunization requirements must be met and on file at Student Health Services **before** a student registers 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 their orientation date. A copy of the health services form can be downloaded at http://www.lander.edu/docs/student-affairs-documents/Health_Immunization_Form.pdf?sfvrsn=0.

Required Immunizations

- 1) Two doses of MMR (measles, mumps, and rubella)
- 2) Meningococcal vaccine or a signed waiver declining the vaccine

****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

- 1) Gardasil* (for females age 11 to 26 for bivalent and quadrivalent vaccine and males 9 to 26 for quadrivalent vaccine)
- 2) Hepatitis B
- 3) Varicella (chicken pox)
- 4) Tetanus - Diphtheria – Pertussis (dTap)

Immunization Exceptions

Students may be exempt from the above immunizations on grounds of permanent medical contraindication, conflicting religious beliefs, 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.

*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, US 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.

IV. 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 on the basis of 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 <http://www.lander.edu/Student-Affairs/Wellness-Center/Disability-Services.aspx>.

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 on the basis of 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
- Priority registration

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:

- Assistance in locating attendants (It is the student's responsibility to pay for attendant care.)
- Campus tours to determine the most accessible routes
- Priority registration
- 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:

Kim Shannon, RN, MPH
The Wellness Center, Lander University
Greenwood, SC 29649-2099
(864) 388-8885
Email: kshannon@lander.edu

HOUSING ACCOMMODATION REQUESTS BY STUDENTS WITH A 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:

1. The fact of medical diagnosis does not guarantee or automatically qualify the student for a special or priority room assignment.
2. 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.
3. Residential Life is unable to provide special housing accommodations based solely on a diagnosis of ADD or ADHD.
4. Disability or specific medical need will take priority over residence hall preference.
5. 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.
6. 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

GRADUATE FEES AND EXPENSES

BASIC EXPENSES (Full-Time Students)

Current tuition and fees may be accessed on-line at <http://www.lander.edu/Business-Administration/Business-Office/Tuition-And-Fees.aspx>

Basic expenses include an activities fee to cover the Student Government Association programs, intramural programs, and admission to athletic events.

Basic expenses for a residential student cover university fees, room and board, and health service. Students living in the residence halls are required to participate in a meal plan. Please refer to the housing contract terms for detailed information regarding the meal plan. Special diets must be approved in advance by the Vice President for Student Affairs.

PART-TIME STUDENTS

Any graduate student enrolled for less than 9 semester hours is classified as a part-time student.

LEGAL RESIDENT DEFINED

For fee purposes, state law defines South Carolina residents as “persons who have been domiciled in South Carolina for a period of no less than 12 months with an intention of making a permanent home therein.”

Further, “independent persons who reside in, and have been domiciled in South Carolina for fewer than 12 months but who have full-time employment in the State, and their dependents, may be considered eligible for in-state rates for as long as such independent person is employed on a full-time basis in the State.”

Students who have any questions about residence for the purpose of determining fees should consult with the Director of Admissions.

OTHER FEES AND EXPENSES*

Audit - Current audit fees may be accessed on-line at <http://www.lander.edu/Business-Administration/Business-Office/Tuition-And-Fees.aspx>

International Students - All students classified as international students will be required to participate in the Lander University International Student Insurance Program. No exceptions will be made to this policy. International students are required to purchase mandatory student medical insurance coverage offered through an outside company. A one-time matriculation fee of \$300.00 will be assessed for new and transferring international students.

Graduation - Master’s degree candidates are charged a non-refundable fee of \$105.00 to cover the cost of diploma, cap and gown, and hood. A student who orders a diploma and does not graduate on the anticipated date will need to re-apply and pay another graduation fee.

Late Registration Fee - A \$100 fee will be assessed to students dropped for non-payment of fees and later wish to reregister.

Nursing Special Expenses - In addition to university tuition and fees, nursing students will have additional expenses. Please see the *Nursing Student Handbook* available at <http://www.lander.edu/Academics/Colleges-Departments/Science-Mathematics/Nursing/Programs.aspx>.

Returned Checks - A charge of \$25.00 will be made for any check returned by the bank.

Housing Application Fee – A boarding student is required to pay a \$150 non-refundable housing application fee for the academic year. Please refer to the Housing Contract terms for detailed information regarding this fee.

Senior Citizens - Senior citizens (at least sixty years of age) may register for classes only *after* regular registration times on a space available basis with free tuition.

Single Room - A student who requests single occupancy in a double room will be charged an additional fee equal to one-half the semester rate for the residence hall in which he or she lives. Single occupancy will be allowed when space is available.

Textbooks - A student must pay for books when purchased. The cost of books varies depending on the courses taken. The student should allow at least \$600.00 per year for textbooks.

Vehicle Registration Fee - Parking on the Lander campus is limited to those vehicles displaying a valid Lander University parking decal. To obtain a parking decal, students must register vehicles with the campus University Police Department. The fee for vehicle registration is \$40.00 per semester or \$60.00 per academic year. Vehicle registrations must be updated in August of each year.

**All fees are subject to change. Please visit the website for the most current information*
<http://www.lander.edu/Business-Administration/Business-Office/Tuition-And-Fees.aspx>

REFUND POLICY

When a student leaves the University before the end of a fall or spring semester, voluntarily or through dismissal, University fees (tuition) will be refunded as follows:

last day for registration and drop/add 100%
before expiration of 10% of the semester 90%
before expiration of 25% of the semester 50%
before expiration of 50% of the semester 25%

Lander students receiving Federal Direct Loans, Federal Direct Plus Loans, Federal Perkins Loans, Pell Grants, or Federal SEOG Grants are governed by a federally mandated pro-rata Return of Title IV Fund regulation if they withdraw prior to completing 60% of the term.

Refunds/returns are distributed in the following order:

Federal Direct Unsubsidized Loans
Federal Direct Subsidized Loans
Federal Perkins Loans
Federal Direct Plus Loans
Federal Pell Grants
Federal Supplemental Educational Opportunity Grants (FSEOG)
Iraq and Afghanistan Service Grants
State-funded Scholarships and Grants
Institutional Funds
Other Funds

The date in determining refunds is the official withdrawal date used by the Office of the Registrar.

Conditions for refunds of room and board and breakage deposits are listed on Residence Hall Contract.

No refunds or reductions of basic charges will be made due to a change in status (e.g., from full-time student to part-time student) after the last day for registration and drop/add for each fall or spring semester. No refunds will be made to part-time students for reduction of hours after the last day for registration and drop/add for each fall or spring semester. Refunds for the summer sessions may be accessed at <http://www.lander.edu/Business-Administration/Business-Office/Refund-Policy.aspx>. No reductions from any charge are made for holidays or for absence from the University. A boarding student will pay full charges for meals, regardless of the number of meals taken in the dining hall.

In order to receive academic credits, grade reports, transcript of record or degree, a student's indebtedness to the university must be settled, and the student must account satisfactorily for all property entrusted to the student's care.

It is further the policy of the university that any outstanding balance due to the university after the student ceases to be enrolled is subject to referral for collection. The student will be responsible for the fees of any collection agency, which may be based on a percentage at a maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney fees incurred in such collection efforts.

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 <http://www.lander.edu/Academics/Financial-Aid/Overview.aspx>.

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. However, students whose FAFSA results are received by the **priority deadline of November 1** preceding the fall term will be considered for all aid programs. Funding is limited for students whose applications are received after the priority deadline so students are strongly encouraged to file the FAFSA electronically and follow up immediately with required documents in order to complete their file by the **November 1** priority deadline. Students who submit documents after August 1 for the upcoming fall semester must make payment arrangements until these documents are processed. The deadline for documents to be submitted for the spring semester is November 1.

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 <http://www.fafsa.gov>. 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 <http://studentaid.ed.gov>.

The most common programs at Lander University are:

1. Federal Pell Grant
2. Federal Supplemental Educational Opportunity Grant (SEOG)
3. Federal Work-Study
4. Federal Direct Student Loans (Subsidized and Unsubsidized)
5. Federal Parent Loan to Undergraduate Students (PLUS)
6. S.C. Palmetto Fellows Scholarship
7. S.C. Legislative Incentives for Future Excellence (LIFE)
8. S.C. HOPE Scholarship
9. S.C. Need-Based Grant
10. S.C. Teaching Fellows Program
11. S.C. Teachers Loan Program
12. S.C. Air and Army National Guard College Assistance Program (CAP)
13. Lander Foundation and other University Scholarships
14. VA Benefits

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. 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 standards are outlined below:

Overall Hours Attempted	Minimum Completion Ratio Required
0-29	50%
30-59	58%
60-	67%
Graduate	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 which 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 <http://www.lander.edu/sites/business-office/installment-plan>.

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 <http://www.lander.edu/Business-Administration/Business-Office/Overview.aspx>.

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 <http://www.lander.edu/Academics/Financial-Aid/Work-Study-Programs.aspx>.

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. 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.

AWARDS

COLLEGE OF EDUCATION

Graduate Education Award in Teaching and Learning

Given annually by the graduate education faculty to an outstanding Masters 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 Masters 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 2018-2019

Timothy Maze, PhD.
Director, Graduate Studies
Professor of Biology

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.

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

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

The Master of Science in Emergency Management (M.S.)

The Master of Science in Nursing: Clinical Nurse Leader (M.S.N.)

Graduate Teacher Education 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.

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 current university catalog. (See pages 21-22)

DISPOSITIONS: Students enrolled in advanced degree programs in the College of Education are expected to exhibit the knowledge, skills and dispositions delineated in the Unit's conceptual framework. This framework provides direction for programs, courses, teaching and candidate assessment. 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 by the conceptual framework.

Learner Outcome 1: The professional educator integrates content knowledge and skills of scholarly inquiry to teach all students.

- 1.1 Candidate demonstrates a command of appropriate knowledge of content area(s) subject matter.
- 1.2 Candidate implements standards of content area appropriately on a regular basis.
- 1.3 Candidate provides developmentally and age appropriate activities that address physical, cognitive, social and emotional needs.
- 1.4 Candidate structures content to make connections among content areas for contextualized, meaningful learning.

Learner Outcome 2: The professional educator plans, provides and assesses learning experiences that are supported by research, knowledge of best practice and professional standards.

- 2.1 Candidate demonstrates use and adaptation of Long Range Plans to reflect students' needs and interests within the logical sequence of the curriculum.
- 2.2 Candidate demonstrates the use of Short Range Plans that are prepared ahead of time, aligns state and national standards with goals and objectives of discipline and provide a clear connection to prior and future learning.
- 2.3 Candidate demonstrates use of a variety of formal and informal assessments to measure student learning on a regular basis. Accurate records are maintained and evidence of use for future planning is present.
- 2.4 Candidate communicates expectations for student achievement with opportunities for additional support and student choice provided through varied assignments.
- 2.5 Candidate demonstrates a variety of appropriate instructional strategies that are used effectively to meet the needs of diverse learners including multimedia and technology.
- 2.6 Candidate uses multiple resources for teaching that are accurate, current and diverse with evidence of respect for diverse perspectives in delivering content.
- 2.7 Candidate delivers specific and appropriate instructional feedback that results in student learning and displays a general understanding of the changing dynamics of the learning environment.
- 2.8 Candidate creates and maintains a safe, positive emotional and physical environment that is conducive to learning through active engagement of students and the display of a caring attitude.

2.9 Candidate ensures standards of conduct are clear, reviews and prompts behaviors when appropriate and uses preventative discipline techniques, instructional and non-instructional time effectively.

Learner Outcome 3: The professional educator communicates and collaborates with diverse populations (students, educators, families, and community members) exhibiting professional behaviors and dispositions.

3.1 Candidate demonstrates oral and written communication that is correct, accurate, clear and relevant to the listening or reading audience (students, educators, families, and community members).

3.2 Candidate demonstrates professional responsibilities and behaviors (e.g. appearance, attendance, punctuality, confidentiality, etc.) in interactions with students, educators, families, and community members that support the learning environment.

3.3 Candidate demonstrates professional dispositions (initiative, responsibility, self-control and flexibility) in interactions with students, families, community and colleagues.

Learner Outcome 4: The professional educator engages in reflection and professional development to foster student learning and inform instructional decisions.

4.1 Candidate systematically uses assessments that are appropriate to evaluate student learning before, during and after instruction to assess impact of instruction and provides evidence of positive impact on student learning.

4.2 Candidate recognizes effectiveness of lessons and notes strengths and weaknesses. Candidate uses the reflective cycle to implement change in the teaching-learning process as evidence by lesson reflections and modifications.

4.3 Candidate is involved in professional opportunities, uses available resources to develop as a reflective professional and intentionally advocates for educational values.

Grading System for Graduate Education Programs

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 semester hour.
- B: Acceptable performance - indicates the minimum level of achievement for completion of a graduate program. Three quality points per semester hour.
- C: Indicates marginal achievement for graduate study. Three C's in any graduate courses precludes continuation in the program. Two quality points per semester hour.
- D: Poor - Indicates achievement at a level below that required for graduation. One quality point per semester 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; it 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 Ratio - Grade points in any course are computed by multiplying the number of semester 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 semester 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/Registrar-Office/Transcripts.aspx>.

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 semester hours carried, semester 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 semester 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 semester 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 semester 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 semester 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

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 two concentrations: Diverse Learners or Instructional Technology.

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 and submit all of the following to the Office of Admissions:

- 1) Official transcripts from all institutions attended.
 - a. Applicants must have an overall cumulative grade point average (GPA) of 3.0 on a 4.0 scale in their baccalaureate degree program; **or**
 - b. Graduate Record Examination (GRE) score of at least 289 points if taken after September 2011, a GRE score of at least 800 points if taken prior to September 2011, or a score of 380 on Miller's Analogy Test (MAT).
- 2) Three (3) recommendations from professional associates completed on official Lander Graduate Recommendation Form which is located at: <http://www.lander.edu/academics/Colleges-Departments/Graduate-Studies/Apply-Now.aspx> or email admissions@lander.edu to request a copy.
- 3) All credentials will be reviewed by the Director of Admissions.
- 4) An interview with the Graduate Programs Director is required to determine candidate readiness to pursue one of the desired concentration areas: Diverse Learners or Instructional Technology. Any recommended prerequisite coursework must be completed prior to Admission to Program.
- 5) Writing sample

Candidates with an undergraduate cumulative GPA below 3.0 on a 4.0 scale may be admitted provisionally for up to 12 hours of graduate work. Provisional admission is contingent on a minimum cumulative GPA of at least 2.5 on a 4.0 scale. An earned cumulative grade point average of 3.5 in the first 12 hours of Lander graduate coursework can be used for full admission to program in lieu of required scores on GRE or MAT referenced above.

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 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 common core 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 semester 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 semester 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 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 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, 15 hours)

EDUC 620 Advanced Educational Psychology
EDUC 623 Methods and Materials of Educational Research
EDUC 630 Communications in Technology
EDUC 682 Field-Based Individualized Activities
EDUC 694 Professional Seminar

2. Concentration Areas -- (choice of one, 12 hours)

Diverse Learners

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

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

3. Electives or Related Studies

Nine (9) hours of electives or related studies courses may be chosen from graduate level course offerings as described in the current catalog.

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 semester 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

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 Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree from a regionally accredited college or university and submit all of the following to the Office of Admissions:
 - 1) Official transcripts from all institutions attended.
 - a. Applicants must have an overall cumulative grade point average (GPA) of 3.0 on a 4.0 scale in their baccalaureate degree program; or
 - b. Graduate Record Examination (GRE) score of at least 289 points if taken after September 2011, a GRE score of at least 800 points if taken prior to September 2011, or a score of 380 on Miller's Analogy Test (MAT).
 - 2) Three (3) recommendations from professional associates completed on official Lander Graduate Recommendation Form which is located at: <http://www.lander.edu/academics/Colleges-Departments/Graduate-Studies/Apply-Now.aspx> or email admissions@lander.edu to request a copy.
 - 3) All credentials will be reviewed by the Director of Admissions.
 - 4) An interview with the Graduate Programs Director is required to determine candidate readiness to pursue one of the two levels of Montessori Education (preschool ages 3-6 or primary grades 1-3). Any recommended prerequisite coursework must be completed prior to Admission to Program.

Candidates with an undergraduate cumulative GPA below 3.0 on a 4.0 scale may be admitted provisionally for up to 12 hours of graduate work. Provisional admission is contingent on a minimum cumulative GPA of at least 2.5 on a 4.0 scale. An earned cumulative grade point average of 3.5 in the first 12 hours of Lander graduate coursework can be used for full admission to program in lieu of required scores on GRE or MAT referenced above.

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 semester 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 semester hours of graduate work. A student 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. 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 Montessori Practicum I
MONT 618 Montessori Practicum II

2. Curriculum and Instruction -- (21 hours) concentration in ages 3-6, in grades 1-3, or in grades 4-6

For concentration in ages 3-6

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

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)

- 3.** In addition, students seeking certification at the lower elementary (grades 1-3) 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 lower elementary grades 1-3 may take four additional classes to add upper elementary 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 semester 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 Science in Emergency Management

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 <http://www.lander.edu/bearcatweb>. 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 five learning goals that require the acquisition of the following skills and abilities:

1. to demonstrate analytical and planning skills related to all phases of emergency management: preparedness and mitigation, response, and recovery;
2. to understand the special requirements of emergency management leadership, community relations, and crisis communications;
3. to comprehend the complexity of emergency management incidents from local, regional, national, and international-level emergencies and to explain the necessity for and the challenges of communication;
4. to recognize the cultural, socio-economic, political, and legal impacts of natural or man-made emergencies depending on location; and,
5. to show an ability to exercise critical thinking skills and to understand intergovernmental relations as well as the interplay of actors such as FEMA, Homeland Security, state emergency management agencies, National Guard, businesses, and non-profit organizations in all phases of emergency management.

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.

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

The student seeking admission to the Master of Science in Emergency Management program must have completed an undergraduate degree from an accredited institution of higher education, with a minimum GPA of 2.75 on a 4.0 scale. Official transcripts of all course work must be submitted. In addition, a completed application must include a resume, a one- to two-page writing sample or cover letter that describes the applicant's motivations, interests, and goals for earning this degree and discusses a) the applicant's current work responsibilities and participation in emergency management; and/or b) the applicant's volunteer service or experiences related to emergency management; and/or c) the applicant's future goals and how they relate to the field of emergency management. Three professional letters of reference, one preferably an employer of the applicant, are required. If you have volunteered service in an organization with emergency management responsibilities, one letter clarifying your participation or training in emergency management should be submitted as a second reference. If the applicant has any training in emergency management, a letter clarifying this participation and the credentials awarded should be submitted. Extensive in-service experience or previous graduate education in a related field, may result in an applicant receiving up to nine hours of transfer academic credit on a case-by-case basis for that experience for courses in which you earned at least a "B".

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 semester hour.
- B: Acceptable performance - indicates the minimum level of achievement for completion of a graduate program. Three quality points per semester hour.
- C: Indicates marginal achievement for graduate study. Three C's in any graduate courses precludes continuation in the program. Two quality points per semester hour.
- D: Poor - Indicates achievement at a level below that required for graduation. One quality point per semester 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; it 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 one year from the last day of examinations for the semester in which to complete the work before a permanent grade is recorded. After one year, 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 Ratio - Grade points in any course are computed by multiplying the number of semester 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 semester 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/Registrar-Office/Transcripts.aspx>.

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 semester hours carried, semester 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 two years.

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 at the *600 level*:

1. **Core Courses** (6 courses, 18 hours):
 - EMGT 600: Foundations in Emergency Management
 - EMGT 605: Preparedness and Mitigation
 - EMGT 615: Response and Recovery
 - EMGT 630: Business and Economic Continuity
 - EMGT 635: Emergency Mental Health
 - EMGT 680: Continuity of Government
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

The Master of Science in Nursing: Clinical Nurse Leader

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, One Dupont Circle NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Curriculum

The Master of Science in Nursing: Clinical Nurse Leader curriculum is designed to be flexible to meet the needs of the students and can be completed in four, five, six, or seven semesters. 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

Applicants for the Master of Science: Clinical Nurse Leader program are required to apply to Lander University and to the School of Nursing through the Office of Admissions.

Applicants must meet the following requirements to be considered for admission to the program:

1. Graduate from a baccalaureate nursing program accredited by Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission on Education in Nursing (ACEN), formally known as the National League of Nursing Accrediting Commission (NLNAC);
2. Earned GPA of 3.0 on 4.0 scale on baccalaureate coursework;
3. Completed an undergraduate statistics course with a grade of "C" or better;
4. Evidence of current unrestricted license to practice as a registered nurse in the state in which practicum requirements will be completed;
5. Submit two letters of recommendation from Master's or doctorally prepared nurses attesting to applicant's potential for graduate work;

6. Submit a resume or curriculum vitae; and
7. Submit a written statement (300-500 words) discussing career goals and reasons for seeking admission to the CNL 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. Non-degree seeking students should provide proof of an unencumbered South Carolina RN or APRN license and must be a graduate of an ACEN/NLNAC or CCNE accredited baccalaureate nursing program. 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.

Program Orientation

Accepted students are required to attend a single-day on-campus orientation prior to the beginning of the program. Students will be notified of the details of their orientation session in their acceptance letter.

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 Graduate Admissions Committee of the School of Nursing. 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 the mandatory on-campus 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 type-written 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)

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.

Within six months from the last day of final examinations in the semester in which the grade of Incomplete was assigned, the student must complete all required work and the instructor must submit a final grade. Within two weeks of assigning a grade of Incomplete, the instructor will prepare an "Incomplete Grade Form" that specifies the assignments that must be submitted and the deadline for each assignment. The instructor will send a copy to the student and place a copy on file with the Registrar's Office. The student will sign the form indicating acknowledgement of the requirements. It is the responsibility of the student to ensure that all arrangements for removal of the Incomplete have been made and that all course assignments have been completed and submitted to the instructor by the deadline established by the instructor. If the instructor does not complete a grade change request by the end of the six-month period, the grade of Incomplete will automatically be changed to a grade of "F."

NOTE: Re-enrolling in the course cannot be used to remove a grade of Incomplete.

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. Procedures for requesting an official transcript can be found at <http://www.lander.edu/Academics/Registrar-Office/Transcripts.aspx>

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 *MSN-CNL Student Handbook*, available on the School of Nursing website.

Drug Screening

Students are required to comply with the drug screen requirements as documented in the [MSN-CNL Student Handbook](#), 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, as listed on the vendor website (www.castlebranch.com). These requirements must be met by the first day of classes in courses with clinical components.

2. **Criminal Background Check and Drug Screening**
Students must complete a criminal background check and drug screening annually and must report to the Director of the School of Nursing any arrests and/or criminal charges or convictions filed subsequent to the completion of the criminal background check.
3. **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.
4. **Insurance Requirements**
Students enrolled in clinical nursing courses must carry tort and professional liability insurance as well as personal health and accident insurance.
5. **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	Health Care Structure and Finance	3
NUR 630	Health Promotion and Disease Prevention	3
NUR 635	CNL Practicum I	3
NUR 640	Management of Clinical Outcomes	3
NUR 645	CNL Practicum II	3
NUR 651	Research for Evidence-based Practice	3
NUR 660	Leadership in Healthcare	3
NUR 675	CNL Immersion Practicum III	6
Total	*clinical hours included	

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

GRADUATE COURSES OF STUDY

EDUCATION

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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester hours.*

EDUC 631.TOOLS FOR 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 classroom. Currently available, low cost hardware and software tools that are appropriate for classroom use will be emphasized. *Three semester hours.*

EDUC 632.EFFECTIVE DESIGN AND FACILITATION OF ONLINE COURSES

This course provides the opportunity to explore a variety of methods and approaches for designing online learning environments. A lab component will focus on the use of course design tools and their effectiveness in enhancing content, objectives, and learning activities. *Three semester 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 online learning environments. The creation and utilization of valid and reliable assessment measures that align with content, media, and learning objectives will be emphasized. *Three semester hours.*

EDUC 636.MANAGEMENT OF TECHNOLOGY RESOURCES

This course examines the challenges involved in planning for the use and management of technological resources including physical facilities, hardware and software. The application of best practices and criteria related to the objectives of facility usage, required resources, space allocation, costs, service and organizational requirements will be emphasized. *Three semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester hours.*

EDUC 655.METHODS OF TEACHING CONTENT AREA READING AND 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. *Three semester 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 semester 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 semester 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 semester 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 semester 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 semester hours.*

EDUC 672.TEACHING PERSONS WITH LEARNING DISABILITIES

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

EDUC 673.PRACTICUM IN LEARNING DISABILITIES

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

EDUC 681. Two semester hours

EDUC 682. Three semester 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 semester 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 semester 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 semester hours.*

(See pages 58-61 for Montessori courses)

EMERGENCY MANAGEMENT**EMGT 600.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 US 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 semester hours.**

EMGT 605.PREPAREDNESS AND MITIGATION

This course focuses on phase one-preparedness 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. Effective mitigation strategies begin with comprehensive preparedness and planning, which require accurate risk assessment. Students will develop an understanding of the differences in scope and scale, available technologies, legal environment and cultural factors that affect emergency management plans. Students will conduct research to develop actual preparedness or mitigation plans. Prerequisite: Admission to the Emergency Management program. **Three semester 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 semester hours.**

EMGT 615.RESPONSE AND RECOVERY

This course deals with response (phase two) and recovery (phase three) of emergency management. For the U.S., the National Disaster Recovery Framework is a guide that enables effective recovery support to disaster-impacted States, tribes, territorial, and local jurisdictions. This framework is developed and maintained under the Presidential Policy Directive (PPD-8), National Preparedness, which directs the Federal Emergency Management Agency (FEMA) to work with interagency partnerships to publish a recovery framework. 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester hours.**

EMGT 680.CONTINUITY OF GOVERNMENT

This course explores potential challenges to the continuity of government and strategies during all phases of an emergency to protect or restore government continuity. The ability of government to respond during an emergency, whether of natural causes or intentional attempts to disrupt, has profound implications for society. Case studies of major catastrophes from both domestic and international viewpoints will be included. Prerequisite: Admission to the Emergency Management program. **Three semester 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. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. **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 to be taken during their last semester of the program. Prerequisite: Completion of a minimum of 27 credit hours of Emergency Management courses with a minimum 3.0 GPA. **One semester hour.**

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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 graduate level research component will be required. *Three semester 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 semester 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 semester 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 semester 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 hand writing, 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 semester 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 semester 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 semester hours.*

(See pages 53-56 for Education courses)

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 semester hours.*

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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester hours (2,4).*

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 semester 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 semester 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 semester hours.*

PEES 624.SPORT PSYCHOLOGY

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

CHEMISTRY

CHPD 501.TOPICS IN CHEMISTRY FOR TEACHERS

Covers a selected chemical topic designed to provide recertification credit for elementary and secondary school teachers 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 semester 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 more easily produce musicals within their limitations of budget, space, and other resources. Prerequisite: Bachelor's degree. *Four semester hours.*

FACULTY

EMERITI FACULTY

Deborah A. Acorn (1989)
Lee C. Archie (1977)
Elizabeth Bethel (1973)
Ralph Boroughs (1971)
Marvin L. Cann (1967)
Nahn J. Chang (1973)
W. Royce Caines (1988)
Joel S. Cleland (1974)
Larry J. Cook (1975)
Paul D. Criswell (1989)
Robert P. Cumming (1974)
Bernice P. Daugherty (1996)
Virginia M. Dumont-Poston (1991)
Barbara T. Freese (1975)
Susan C. Going (1973)
Susan H. Guinn (1974)
Ann T. Hare (1968)
Jerald D. Hawkins (1988)
David L. Henderson (1987)
John S. Hinkel (1981)
Bettie R. Horne (1968)
Jill C. Hunter (1994)
Frank E. Jackson, Jr. (1972)
Anthony A. Lenti (1970)
Marianne W. Lenti (1987)
Leonard E. Lundquist (1969)
Alan C. MacTaggart (1973)
Sheila B. Marino (1973)
Margaret L. Marks (1967)
Betsy M. McDowell (1971)
Danny L. McKenzie (2001)
Marilyn E. Mecca (1990)
Robert J. Morris (1991)
Kenneth N. Mufuka (1976)
Joseph A. Murphy (1974)
Linda Neely (2000)
Carol M. Neubner (1975)
Dava M. O'Connor (1998)
Jean Paquette (1989)
Walter M. Patterson, III (1980)
Robert K. Phillips (1975)
Richard P. Pinckney (1980)
Tom R. Pitts (1989)
Robert H. Poe (1976)
Mary Lynn Polk (1970)
Wilma W. Reeves (1967)
Branimir M. Rieger (1974)
Michael E. Runyan (1974)
Charles Sacoco (1984)
Juan Santandreu (1990)

Carol J. Scales (1992)
Dale O. Shaffer (1983)
Samrendra Singh (1970)
Stephanie C. Smith (1986)
Robbie M. South (2003)
Thomas B. Stevens (1974)
Shelton E. Stewart (1959)
Aron G. Tannenbaum (1975)
Samuel H. Tolbert (2000)
Peter A. Vahjen (1971)
Larry E. Vereen (1970)
Lewis H. Walker (2006)
Bruce F. White (1976)
Betty H. Williams (1965)
Carol Y. Wilson (1982)
Jerome D. Wilson (1973)
Jerry D. Wilson (1975)
Roger A. Wohlford (1975)
Carol P. Wood, (2005)

FACULTY

Adger, Tia P. (2017)
Assistant Professor of Teacher Education
BS, Southern Wesleyan University (2007)
MS, Walden University (2010)
Ed.D., Capella University (2017)

Akins, April (2014)
Assistant Librarian
BSW, Ferrum College (1999)
MSW, Radford University (2000)
MS, University of Tennessee at Knoxville (2014)

Ali, Farha N. (2002)
Assistant Professor of Computer Information
Systems
BS, Nadirshaw Edulji Dinshaw (NED) University of
Engineering & Technology (1994)
MS, Clemson University (2002)
Ph.D., Clemson University (2014)

Anderson, James A. (2014)
Assistant 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)

Baggett, Jeffrey S. (1997)
Professor of English
BA, Hardin-Simmons University (1985)
MA, Emory University (1998)
Ph.D., Emory University (2000)

Baigent, George Glenn (2017)
Associate Professor of Finance
B.Eng., Dalhousie University (1986)
MBA, Saint Mary's University (1991)
Ph.D., Kent State University (1997)

Barnette, Sean M. (2011)
Associate 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)

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)

Bilbrey, Jerry (2016)
Assistant Professor of Management
BS, Tennessee Technological University (1996)
M.Eng., University of South Carolina (1999)
Ph.D., University of Louisville (2004)

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

Bowen, Lindsey F. (2015)
Instructor of Biology
BS, Lander University (2010)

Brizek, Michael G. (2015)
Associate 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)

Burton, W. Jack (2015)
Instructor of Chemistry
BS, Lander University (2001)

Butler, Ann E. (2006)
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 Mass Communications
BA, Covenant College (2000)
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)

Chen, Lili (2014)
Assistant Professor of Economics and Finance
BS, Nanjing Normal University (2005)
MA, University of Kansas (2008)
MS, University of Kansas (2010)
Ph.D., University of Kansas (2012)

Chialvo, Pablo (2017)
Assistant Professor of Biology
BS, University of Florida (2012)
Ph.D., University of Georgia (2017)

Clegg, William (2016)
Clinical Instructor of Nursing
BSN, Clemson University (2013)

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)

Coats, Rachel J. (2014)
Lecturer 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)
Lecturer of Teacher Education
BA, Mississippi State University (2005)
MA, Belmont University (2010)

Conder, Angela (2018)
Assistant Professor of Nursing

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

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)

Crowl-Powers, Mary Lou (2017)
Lecturer of Chemistry
BS, University of South Carolina (1979)
MS, Indiana University (1989)
Ph.D., Clemson University (1994)

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

Dahlberg, Dori Lollis (2016)
Lecturer of Nursing
BS, Lander University (1997)
MSN, Clemson University (2003)

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

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

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

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

Dunn, Gina P. (2002)
Associate Professor of Mathematics
BS, Lander University (1994)
M.Ed., Converse College (1997)
M.Ed., Lander University (2015)
Distinguished Professor Award (2017)

Ervin, Barbara A. (2001)
Associate Professor of Education
BA, Antioch College (1977)
M.Ed., Alabama A&M University (1995)

Ezell, Derek (2018)
Lecturer of Marketing

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

Fernandez, Rebecca M. B. (2010)
Lecturer of Teacher Education
BS, Lander University (1976)
M.Ed., Lesley University (1998)

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

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

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

Gallo, Reed P. (2008)
Associate Professor of Music
BM, Kent State (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)
 Lecturer of Psychology
 BA, University of Arizona (2012)
 MA, Sam Houston State University (2014)

Glover, Leslie B. (2005)
 Lecturer
 BS, South Carolina State University (1983)
 MS, Kansas State University (1986)

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

Hansknecht, Kerry A. (2009)
 Associate Professor of Biology
 BS, George Mason University (2000)
 MS, Central Michigan University (2003)
 Ph.D., University of Tennessee at Knoxville (2009)

Harrison, Daniel M. (2005)
 Professor of Sociology
 BA, New College of the University of
 South Florida (1993)
 MS, Florida State University (1996)
 Ph.D., Florida State University (2001)

Hayes, Mary Melissa (2018)
 Assistant Professor of Biology
 BS, Wofford College (2007)
 MS, Clemson University (2010)
 Ph.D., Clemson University (2013)

Haynes, Paula B. (2008)
 Assistant Professor of Nursing
 BS, Lander University (1992)
 MSN, Clemson University (2008)
 DNP, University of South Alabama (2017)

Hester, Laura E. (2006)
 Associate Professor of Mass Communications
 BA, Salem College (1983)
 MMC, University of South Carolina (1996)

Hollifield, Jeffrey M. (2011)
 Lecturer of Chemistry
 BS, Furman University (1984)
 MS, Furman University (1986)
 MS, McCrone Research Institute (2005)

Holloway, Jonathan O. (2008)
 Associate Professor of Art
 BA, St. Andrews Presbyterian College (1991)
 MFA, Savannah College of Art and Design (1997)

Holtzclaw, Amanda (2017)
 Clinical Instructor of Nursing
 BSN, University of Wyoming (2013)

Honeycutt, Teresa (2017)
 Lecturer of Mathematics
 BS, Middle Tennessee State University (1976)
 MS, Middle Tennessee State University (1978)
 Ed.S., Tennessee Technological University (2008)

Horne, Kelli S. (2018)
 Assistant Professor of Accounting
 BBA, Brenau University (1998)
 DBA, Nova Southeastern University (2015)

Hoyle, Carol (2017)
 Assistant Professor of Special Education
 BS, Winthrop University (1984)
 M.Ed., Winthrop University (1987)
 Ph.D., University of South Carolina (2011)

Hyatt, Salley P. (2012)
 Lecturer of Mathematics
 BA, Wofford College (1992)
 M.Ed., Vanderbilt University (1993)
 MS, Ohio University (2009)

Innes, Jodi L. (2014)
 Lecturer of Teacher Education
 BS.Ed., Ohio State University (1973)
 MS, National Louis University (1998)
 MA, North Central College (2005)

Jameson, Andrew L. (2010)
 Associate Professor of English
 BA, Clemson University (1996)
 MA, Clemson University (2001)
 Ph.D., University of Georgia (2004)

Jameson, Misty L. (2008)
 Associate Professor of English
 BA, Mississippi State University (1997)
 MA, Mississippi State University (1999)
 Ph.D., University of Georgia (2008)

Johnson, Peggy A. (2015)
 Assistant 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)

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

Kenney, Tod James (2017)
 Assistant Professor of Teacher Education
 BA, Bowling Green State University (1981)
 MA, Wesleyan University (1987)
 Ed.D., Central Connecticut State University (2008)

Kirby, B. Kym (2006)
 Professor of Physical Education
 BS, Clemson University (1982)
 MAT, University of South Carolina (1998)
 Ph.D., University of South Carolina (2005)

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

Lee, Ashley (2011)
 Assistant 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)
 Associate Professor of Biology
 BS, Lander University (2000)
 Ph.D., University of Colorado (2007)

Lenti, Anthony A. (1970)
 Emeritus Professor of Music
 BM, Eastman School of Music (1967)
 MM, Eastman School of Music (1969)
 DMA, Eastman School of Music (1979)
 Distinguished Professor Award (1988)

Lewis, Patricia Danielle (2018)
 Lecturer of Sociology

Lopes, Pedro (2012)
 Associate 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)
 Associate 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)
 Lecturer of Physical Education and Exercise Science
 BS, Indiana State University (1985)
 MS, University of Kentucky (2009)

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

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

Mash, S. David (2009)
 Associate Director of Library Services and Professor
 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)
 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)
Lecturer of English
BA, University of Louisiana at Lafayette (1993)
MFA, University of Arkansas (2006)

McLaughlin-Rojas, Kathryn (2012)
Lecturer of English
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)
Associate 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)
Associate 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)

Neal, Tom (2014)
Lecturer of Mass Communications
BS Ed., Ohio State University (1976)

Neufeld, Chuck (2010)
Associate 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)
Ph.D., Arizona State University (1999)

Nielsen, Leland J., (2017)
Associate Professor of Physical Education and Exercise Science
BS, Central Washington University (2004)
MS, Central Washington University (2006)
Ph.D., University of Georgia (2010)

Nix, P. Marie (2008)
Professor of Psychology
BA, University of North Carolina at Chapel Hill (1990)
MS, University of Georgia (1996)
Ph.D., University of Georgia (2002)

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

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)
Lecturer of Teacher Education

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

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)

Pfeifer, Craig (2017)
Assistant Professor of Physical Education and
Exercise Science
BS, Salisbury University (2009)
MS, University of South Carolina (2014)
Ph.D., University of South Carolina (2017)

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

Prince, Emily K. (2015)
Assistant 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)
MA, Valdosta State University (1992)
Ph.D., Tulane University (1998)

Rausch, Franklin D. (2012)
Associate Professor of History
BA, Indiana University, Bloomington (2000)
MA, Indiana University, Bloomington (2002)
Ph.D., University of British Columbia (2011)

Reid, Benjamin (2017)
Assistant Professor of Mathematics
BS, Virginia Polytechnic Institute and State
University (2010)
BS, Virginia Polytechnic Institute and State
University (2011)
Ph.D., University of Oregon (2017)

Richburg, Kimberly M. (2005)
Associate Professor of Political Science
BA, Clemson University (1994)
MA, University of North Carolina at
Chapel Hill (2000)
Ph.D., University of North Carolina at Chapel Hill
(2005)

Romaine, James (2016)
Associate Professor of Art History
BA, Wheaton College (1993)
MA, University of South Carolina (1997)
Ph.D., City University of New York (2007)

Ryan, P. Josie (2008)
Associate Professor of Mathematics
BS, Milligan College (1995)
MA, Wake Forest University (1997)
Ph.D., University of South Carolina (2004)

Sacay-Bagwell, Monique E. (1991)
Professor of Theatre
BFA, Brooklyn College (1987)
MFA, Ohio State University (1990)

Sacerdote, Christine M. (2013)
Associate Professor of Teacher Education
BS, Eastern Connecticut State College (1974)
M.Ed., University of Hartford (1995)
Ed.D., Argosy University, Twin Cities (2012)

Schwendemann, Andrew B. (2013)
Assistant Professor of Biology
BS, Truman State University (2006)
Ph.D., University of Kansas (2012)

Scoggins, Rebekah S. (2016)
Assistant Librarian
BA, Agnes Scott College (2008)
MA, Georgia State University (2012)
MS, Simmons College (2016)

Scoggins, Virginia (2017)
Assistant Professor of English
BA, Agnes Scott College (2004)
MAT, Agnes Scott College (2007)

Scott, Melissa N. (2012)
Instructor of Biology
BS, Lander University (2006)

Sharma-Ghimire, Pragya (2017)
Assistant Professor of Physical and Exercise Science
BS, Tribhuvan University (2004)
MS, Tribhuvan University (2006)
MS, University of Oklahoma (2013)
Ph.D., University of Oklahoma (2017)

Shurden, Michael C. (1987)
Professor of Management
BBA, Delta State University (1978)
MBA, Delta State University (1982)
DBA, Louisiana Tech University (1987)

Shurden, Susan D. (2017)
Assistant Professor of Accounting
BS, Louisiana Tech University (1987)
MP Acy., Louisiana Tech University (1988)
Ph.D., Clemson University (2014)

Singletary, Sandy (2011)
Associate Professor of Art
BS, Winthrop University (2007)
BFA, Winthrop University (2008)
MFA, Winthrop University (2011)

Slagle, James D. (2007)
Associate Professor of Art
BS, Towson State University (1992)
MFA, Florida Atlantic University (2005)

Slimmer, David A. (1993)
Professor of Physics
BS, Muhlenberg College (1986)
MS, Lehigh University (1988)
Ph.D., Lehigh University (1992)

Snipes-Rochester, Elizabeth (2011)
Associate Professor of Art
BA, Furman University (2003)
MFA, Clemson University (2007)

Snyder, Timothy L. (1988)
Professor of Psychology
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)
Lecturer of Physical Education and Exercise Science
BS, Florida State University (1984)
MA, University of Georgia (1986)

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

Thrift, Jean (2018)
Assistant Librarian
BFA, Emerson College (2006)
MS, Simmons College (2017)

Trainor, Mary Jane (2006)
Lecturer of Teacher Education
BAE, University of South Carolina (1975)
M.Ed., Clemson University (1980)

Uttley, Meredith J. (1993)
Professor of Anthropology and Sociology
BS, University of Idaho (1977)
MA, University of Idaho (1980)
Ph.D., University of Kansas (1991)

Vartanian, Lee (2006)
Professor of Education
BA, Auburn University (1997)
MS, Old Dominion University (2001)
Ph.D., Old Dominion University (2004)

Vinson, Stan W. (2012)
Associate Professor of Finance
BS, Southern Oregon University (1976)
MBA, Willamette University (1981)
Ph.D., Antioch University (2011)

Wharton, Holisa C. (2011)
Associate Professor of Nursing
BS, Wofford College (1994)
BSN, University of South Carolina-Upstate (1998)
MSN, Clemson University (2007)
Ph.D., Clemson University (2012)

Wheeling, Barbara M. (2017)
Professor of Accounting
BS, North Dakota State University (1976)
MBA, University of Wyoming (1989)
Ph.D., University of Alberta (1999)

Wiecki, Lisa (2008)
Director of Library Services and Associate Librarian
BFA, Emerson College (1997)
MS, Simmons College (2006)

Willis, Lloyd E. (2006)
Associate Professor of English
BA, University of North Carolina at Wilmington
(2001)
MA, University of Florida (2003)
Ph.D., University of Florida (2006)

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)

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)
Lecturer of Mathematics
BS, Winthrop University (2000)
MMATH, Winthrop University (2001)

Zimmerman, Elisabeth C. (2002)
Instructor of Biology
BA, Erskine College (1984)
MA, Vanderbilt University (1987)

Administration and Staff

EXECUTIVE OFFICERS OF THE ADMINISTRATION

Richard E. Cosentino, President
James E. Colbert, Interim Provost and Vice President for Academic Affairs
Gregory Lovins, Vice President for Business and Administration, Chief Financial Officer
Andy Benoit, Jr., Vice President for Enrollment and Access Management
Brian P. Reese, Director of Athletics
J. Adam Taylor, Chief of Staff and Vice President for Governmental Relations
Boyd Yarbrough, Vice President for Student Affairs
vacant, Vice President for University Advancement and Executive Director of The Lander Foundation

PRESIDENT'S OFFICE

Richard E. Cosentino, President
Erwin, Sadie, Administrative Assistant

ACADEMIC AFFAIRS

Colbert, James E., Interim Provost and Vice President for Academic Affairs
Going, Susan C., Assistant to the Vice President for Academic Affairs
Grund, Shelley H., Administrative Assistant
Johnston, Taylor, Director of Assessment and Institutional Effectiveness
Thompson, Melissa H., Administrative Assistant

ACADEMIC COLLEGES AND DEPARTMENT ADMINISTRATIVE ASSISTANTS AND ADMINISTRATIVE SPECIALISTS

Carpenter, Mary Jo, Administrative Assistant, William Preston Turner School of Nursing
Champion, Jan, Administrative Specialist, College of Education, Department of Physical Education and Exercise Science
Chapman, Jody L., Administrative Specialist, College of Business
Crutcher, Paul, Broadcast and Emerging Media Specialist
Fezler, Martine, Program Specialist, College of Education
Fuller, Nicole, Administrative Specialist, College of Education, Department of Teacher Education
Hammond, Karen A., Administrative Assistant, College of Arts and Humanities
Johnson, Melody, Administrative Specialist, College of Arts and Humanities, Department of English and Foreign Languages
Knight, Donna, Administrative Assistant, College of Behavioral and Social Sciences
Mallory, Tammie, Administrative Assistant, College of Science and Mathematics
Miller, Catherine M., Administrative Assistant, College of Business
Riddle, Laura F., Administrative Specialist, College of Arts and Humanities

ACADEMIC SUCCESS CENTER

Brian Hamm, Assistant Vice President for Student Retention and Success
Aga, Brittany, First Year Academic Advisor
Bethea, Gavin A., Academic Advising Coordinator
Lawrence, Anissa J., Administrative Specialist
O'Donnell, Becca, First Year Academic Advisor
vacant, Tutoring Coordinator

LIBRARY

Lisa Wiecki, Director of Library Services
Clark, Patricia, Library Specialist, Administrative Support and Cataloging
Fitzgerald, Russ, Library Specialist, Cataloging and Acquisitions
Laman, Jim, Library Specialist, Access Services and Facilities
Stone, Grant, Library Technical Assistant, Access Services

STUDENT SUPPORT SERVICES (TRIO)

Leslie B. Glover, Director
Houston, Roderick, Academic Advisor
Searles, Laneisha, Counselor Advisor

ATHLETICS DEPARTMENT

Brian P. Reese, Executive Director of Athletics
Adams, Sophia, Athletics Trainer
Atkins, A. Kent, Assistant Athletics Director for NCAA Compliance and Internal Operations
Ayer, Chris, Women's Soccer Coach
Burger, Justin, Director of Video Productions
Burke, Jason, Baseball Coach
Cabri, Joseph A., Men's Tennis Coach, Emeritus
Crawford, Glen, Softball Coach
Dachille, Bob, Women's Lacrosse Coach
Evans, Matty, Assistant Men's Soccer Coach
Holt, Daniel, Athletics Trainer
Hilburn, Ryan, Assistant Men's Basketball Coach
LaHaye, R.C., Wrestling Coach
Lane, Rixon, Assistant Athletics Director for Sports Media
LePore, Anthony, Men's Lacrosse Coach
Ligon, Stan A., Coordinator of Jeff May Complex
Maguire, J. T., Assistant Baseball Coach
Neimand, Cooper, Assistant Men's Basketball Coach
Pederson, Kevin, Women's Basketball Coach
Petock, Alex, Assistant Volleyball Coach
Pilgrim, Heather, Administrative Assistant
Pinchoff, Samantha, Women's Tennis Coach
Riddle, Mark, Men's and Women's Golf Coach
Roberts, Steve, Men's Basketball Coach
Schoolfield, Kim, Cheer and Dance Coach
Scola, Kevin, Men's and Women's Cross Country Coach
Shoemate-Robertson, Decole, Assistant Women's Basketball Coach
Shorter, Monica, Assistant Softball Coach
Simpson, Brett, Men's Tennis Coach
Squires, Lee, Men's Soccer Coach
Stephenson, Taunita, Associate Athletics Director for Student-Athlete Success, Senior Woman Administrator
Taylor, Van, Director of Development and Bearcat Club
Weyer, Adam, Assistant Athletics Director for Sports Medicine
White, Ashley, Women's Volleyball Coach

BUSINESS AND ADMINISTRATION

Gregory Lovins, Vice President for Business and Administration, Chief Financial Officer
Covar, Thomas, Controller
Smith, Sherry, Coordinator/ Travel Accountant
Talley, Traci, Senior Accountant
Wilkie, Ashley, Budget Manager

BOOKSTORE

Mary McDaniel, Director
Chamberlain, Kimberly, Accounts Payable/Receivable Assistant
Elmore, Sherry, Sales Floor Manager
Hopkins, Jeffrey, Manager

BUSINESS OFFICE

Anthony, Corey D., Accounts Payable
Boyd, Jan, Student Accounts

Burel, Charlene B., Student Accounts Manager
Covar, Thomas, Controller
Fuller, Becky, Cashier
Harrison, Melanie, Payroll Manager
Kidd, Courtney, Payroll Accountant
Washington, Harriett, Business Office Manager

ENGINEERING SERVICES

Jeff Beaver, Director

EVENTS MANAGEMENT

Eddie Shaw, Director
McCune, Elizabeth, Facilities Scheduling Coordinator
McVay, Frank
Mikeal, Doug
Mitchum, Robert

INFORMATION TECHNOLOGY SERVICES

Robin Lawrence, Director and CIO
Barnhill, William, System Programmer/Developer
Booraem, Hendrik, Student Technology Coordinator
Braswell, Chris, Systems Specialist Coordinator
Dorn, Jamie, Network Manager
Ficklin, Michael, System Programmer/Developer
Gadagno, Marcy, System Programmer/Developer
Henderson, Mike, Systems Administration Manager
Hughes, Kelly, Technical Services Manager
Lindley, Rick, Database Administrator Manager
McCaslan, Keith, Instructional Technology Coordinator
Meadows, Tavares, System Programmer/Developer
Minter, Karen, Instructional Technology Manager
Moore, Matt, A/V and Smart Classroom Coordinator
Moore, Patrick, Computer Repair Coordinator
Nunley, Ben, Information Security Officer and ITS Training Coordinator
Roberts, Cathy, System Programming and Developer Manager

PHYSICAL PLANT

Anderson, Jeffrey, Custodian
Barker, Larry R., Energy Management Technician
Baylor, Iola, Custodian
Boyter, Rodney B., Campus Safety/Safety Coordinator
Branham, David, Groundskeeper
Brown, Dedrea, Custodian
Burns, Johnnie Mae, Custodian
Burton, Dennis, Custodian
Burton, Lillian, Custodian/Temporary
Callaham, Warren, Custodian
Cathcart, Steven, Building Maintenance Technician /HVAC
Clinkscales, Jack, Building Maintenance Technician /Electrician
Coleman, Kelvin, Custodian
Cook, Craig, Groundskeeper
Davis, James C., Building Maintenance Technician /HVAC
Devore, Terry L., Building Maintenance Technician/Plumber
Duncan, William (Sean), Groundskeeper
Evans, William Ray, Groundskeeper
Franklin, Brendolyn, Custodian
Fuller, Torry, Custodial Superintendent
Goldman, Matt, Building Maintenance Technician/Electronics

Going, Reed, Building Maintenance Technician /HVAC
Harmon, Belinda, Custodian
Hearst, Linda C., Custodian
Hollingsworth, Jimmy, Building Maintenance Technician
Ingram, Lauren A., Custodian
Lomax, David, Custodian
Louden, Coris, Building Maintenance Technician, Painter
Martin, Robbie B., Groundskeeper
McBride, Eric, Building Maintenance Technician/Electrician
McClendon, Jessica L, Administrative Assistant
McCutcheon, Ronald T., Building Maintenance Technician/Carpenter
McKellar, Donny B., Building Maintenance Technician/Housing Maintenance
McKee, Chad, Building Maintenance Technician/HVAC
Medlin, Joshua, Groundskeeper
Minter, S. Todd., Groundskeeper
Oliver, Harold, Custodian
Ouzts, Kent P. Building Maintenance Technician/Plumber
Paul, Marcus, Utilities Supervisor
Peeples, Jamie, Custodian
Peeples, Ruben, Building Maintenance Technician/Plumber
Philson, Maggie, Part-time Custodian
Pierce, Jeffery Scott, Groundskeeper
Powell, Terry L., Building Maintenance Technician/Carpenter
Price, Jamie, Central Receiving, Supply Manager
Pryor, Aaron, Building Maintenance Technician, Painter
Rice, Larry, Custodian
Riley, Russell M., Building Maintenance Technician/Carpenter
Runyans, Jim, Key Control
Sells, Frank, Grounds Supervisor
Shaw, Glenn, Maintenance Superintendent
Smith, Victor, Energy Management Technician
Stone, Susan, Custodian
Terry, Darlene, Custodian
Terry, Duane, Groundskeeper
Thompson, Will, Groundskeeper
Toole, Ken, Building Maintenance Technician/HVAC
Tumblin, Tommy, Custodian
Urban, Terry, Building Maintenance Technician/Electrician
Wharton, L.T., Utility Crew
Willis, Kathy, Fleet and Office Manager
Wilson, Kealin, Groundskeeper
Wright, Gerald, Building Maintenance Technician/HVAC

POST OFFICE

Mary McDaniel, Director
Weeks, Michelle, Manager

PRINTING SERVICES

Mary McDaniel, Director
Abercrombie, Bonner, Graphic Artist
Hart, Stacey, Manager

PROCUREMENT SERVICES

Mary McDaniel, Director of Procurement and Retail Services
Amick, Lois, Senior Buyer
Moore, Robin, Procurement Specialist
Pilgrim, Scott, Procurement Specialist

UNIVERSITY POLICE DEPARTMENT

Greg Allen, Interim University Police Chief
Allen, Greg, Captain over Uniform Patrol
Balchin, Dwane, Cpl., Shift Patrol Officer
Black, James, Cpl., Shift Patrol Officer
Boyd, Jeff, Cpl., Shift Patrol Officer
Burke, James, Sgt., Asst. Shift Supervisor
Collins, Roger, Lt., Shift Supervisor
Davis, Kayla, Dispatcher
Fisher, Arnie, Cpl., Shift Patrol Officer
Fulbright, Angela M., Administrative Specialist
Goff, Casey, Cpl., Shift Patrol Officer
Gossett, Dena, Lt., Shift Supervisor
Griffin, Carrie, Emergency Communications Director
Hicks, Dana, Dispatcher
Highley, Franklan, Cpl., Shift Patrol Officer
Gilmer, Joyce, Emergency Communications Director
Larsen, Jonathan, Parking Monitor
Louden, Darnell, Cpl., Shift Patrol Officer
Peppers, Vernon, Captain over Support Services
Popoli, Valeria, Dispatcher
Powell, Patricia, Dispatcher

ENROLLMENT AND ACCESS MANAGEMENT

Andy Benoit, Jr., Vice President for Enrollment and Access Management
Chitwood, Kimberly, Administrative Assistant
Vacant, Assistant to the Vice President and Coordinator of Special Projects

ADMISSIONS

Jennifer M. Mathis, Executive Director of Admissions
Beaty, Hannah, Receptionist and Campus Visit Coordinator
Burnett, Lauren, Application Processor
Calliham, Kenneth, Admissions Counselor
Crawford, Sydney, Associate Director of Transfer Admissions
Deluca, Jacob, Regional Admissions Counselor
Dixon, Laney, Recruiter Data Specialist
Ellis, Hunter, Admissions Counselor
Hewitt, Ryan, Admissions Counselor
Hill, Ashley, Admissions Counselor
Myers, Lorenzo, Regional Admissions Counselor
Nodine, Erin G., Admissions Counselor
Platt, Amanda, Associate Director of Freshmen Admissions
Proctor, Marina, Application Processor
Roller, Karen, Communications Processor
Stewart, Kirsten, Transfer Counselor and Special Event Coordinator
Wood, Susan H., Associate Director of Admissions, Residency Officer

FINANCIAL AID

Michelle Lodato, Director
Cromer, Peggy, Financial Aid Counselor
GayLord, Vivian S., Associate Director
Jones, Rodney L., Work-Study Coordinator
Leontuk, Brenda D., Loan Coordinator
Louden, Olgethia, Administrative Specialist
Wilson, Jamie, Financial Aid Counselor/Athletics Liaison

OFFICE OF INTERNATIONAL PROGRAMS

Jeffrey Constant, Director, International Students and Scholar Services,

MILITARY AND VETERANS SERVICES

Christopher Giles, Director of Military and Veteran Services

ORIENTATION PROGRAMS

Shelby Dominick Reed, Director of Orientation Programs

REGISTRAR'S OFFICE

Kelly Proctor, Registrar

Felder, Brandon, Assistant Registrar

Vacant, Student Services Coordinator

Jacks, Melody, Transfer Articulation Assistant

Lewis, Helen, Class Schedule and VA Coordinator

vacant, Transfer Articulation Director

GENERAL COUNSEL

Crystal Rookard, General Counsel

HUMAN RESOURCES

Jeannie B. McCallum, SPHR, Director and EEO/ADA/Title IX Coordinator

Allen, Angie, Human Resources Benefits Coordinator

Deal, Elly, Human Resources/Employment Coordinator

Langrehr, Jean M., Assistant Human Resources Director/Classification and Compensation

Terry, Kurstin, CP, Human Resources Pre-Payroll Specialist

Thomas, London, MA, APM, Assistant Human Resources Director/Benefits and Employment

GOVERNMENTAL RELATIONS

J. Adam Taylor, Chief of Staff and Vice President for Governmental Relations

Brown, Laura, Administrative Assistant Governmental Relations

UNIVERSITY RELATIONS

Megan V. Price, Assistant Vice President, Director of University Relations and Publications, FOIA Officer

Blackwell, Michael, Videographer

Brown, Laura, Photographer, Administrative Assistant

Crenshaw-Nygro, Deb, Assistant Director of University Relations

Duncan, Graham, Part-Time Writer, Administrative Specialist

Lagrone, Jeffrey, Part-Time Writer

Lawson, Eric, Writer

Leach, Clark, Part-Time Writer

Lewis, Dawn, Digital Content Coordinator

Scott, Maria, Designer

PLANNING, ANALYTICS AND DECISION-SUPPORT

Matt Braaten, Assistant Vice President for Planning, Analytics and Decision-Support

Kirkpatrick, Mac, Director of Institutional Research

STUDENT AFFAIRS

Boyd Yarbrough, Vice President for Student Affairs

Bartley, Pamela T., Administrative Coordinator

Clifton, Tracy, Director of Student Conduct/Title IX Student Coordinator

O'Conner, Jalysa, Assistant. Director of Student Conduct and Behavioral Intervention

Reeder, Rebecca, Administrative Specialist

CAMPUS RECREATION

Matthew Gilstrap, Director of Campus Recreation
Lotze, Scott, Assistant Director of Campus Recreation
Yeargin, Daniel, Fitness Coordinator

CAREER SERVICES

Amanda Sizemore Morgan, Director of Career Services
Carpenter, Courtney, Administrative Specialist

COUNSELING SERVICES

D. Joe Franks, Director of Behavioral Intervention Team and Counseling Center
Brewer, Justin, Counselor
Glenn, Evelyn, Counselor
Yonts, Helen, Counselor

EQUESTRIAN CENTER

Sandy M. Garron, Director of Equestrian Center
Beacham, Frank, Barn Assistant
Cobb, Amy, Equestrian Team Coach
Poston, Nancy, Therapeutic Riding Coordinator
Slatton, Tara, Barn Assistant

HOUSING AND RESIDENCE LIFE

Cynthia J. Dysart, Director of Housing and Residence Life
Covar, Catherine, Administrative Operations Assistant
Dendy, Ebonee, Residence Life Coordinator
Drake, Alexandria, Residence Life Coordinator
Gantt, Stacey W., Housing Receptionist
Helms, Zach, Assistant Director of Housing and Residence Life
Monts, Tammy, Administrative Operations Assistant
Mundy, Seth, Residence Hall Office Manager
Nicholson, Floyd, Coordinator Student Life Advisor
Nodine, Sonny, Residence Life Coordinator

STUDENT ACTIVITIES

Michael R. Rapay, Director of Student Activities
Ford, Jennifer, Administrative Specialist
Franklin, Jill, Assistant Director of Student Activities and Director of Fraternity and Sorority Life.
vacant, Assistant Director of Student Activities for Registered Student Organizations

STUDENT WELLNESS CENTER

Kimberly M. Shannon, RN, MPH, Director of Student Health Care and Disability Services
Booraem, Bobbi, Administrative Specialist
Grant, Sarah, RN, Registered Nurse
Williams, Kimberly T., RN, Registered Nurse

UNIVERSITY ADVANCEMENT

vacant, Vice President for University Advancement and Executive Director of The Lander Foundation
vacant, Accountant for University Advancement and The Lander Foundation
McMurtury, Robin, Advancement and Alumni Data Reporting Coordinator
Tims, Brittany, Administrative Coordinator

ALUMNI AFFAIRS

Denise W. Manley, Executive Director of Alumni Affairs and Annual Giving
Dill, Debbie L., Assistant Director of Alumni Affairs

INDEX

- Academic Courses 53-65
- Academic Programs 13-14
 - Graduate Programs 34-52
- Accreditation 12, 48
- Administrative Offices 9-10
- Administration and Staff 75-81
- Admissions, University 19-25
 - Immunization Requirements 21-22
 - International Students 19-21
 - Military Students/Veterans Affairs 21
 - Students with Disabilities Policy 22-25
- Alumni Association 18
- Alumni Association, Student 18
- Application Process, Financial Aid 29
- Assessment of Institutional Effectiveness 15
- Auditing 26, 36, 37, 46
- Board of Trustees 8
- Calendar, University 4-7
- Campus 15-17
- Course Substitutions 23
- Courses of Study, Graduate 53-65
- Degree Requirements
 - Master of Education Degree in Teaching and Learning 40
 - Master of Education Degree in Montessori Education 43
- Degrees, Majors, Minors 13-14
- Disabilities, Students with 22-25
- Educational Program 13-14
- Email 31
- Emeriti Faculty 66
- Executive Officers 9, 75
- Faculty 66-74
- Fees and Expenses 26-28
 - Audit 26
 - Graduation 26
 - International Students 26
 - Late Registration Fee 26
 - Nursing Special Expenses 26
 - Refund Policy 28
 - Returned Checks 26
 - Senior Citizens 27
 - Single Room 27
 - Textbooks 27
 - Tuition Full-Time Students 26
 - Vehicle Registration Fee 27
- Financial Aid 29-32
 - Adjustments to Aid 31
 - Application Process 29
 - Installment Payment Plan 31
 - Mail and Email 31
 - Return of Title IV Funds 31
 - Financial Aid *continued*
 - Satisfactory Academic Progress 30-31
 - Appeals 31
 - Evaluation Procedure 30
 - Scholarships 32
 - Student Work Programs 31
 - Summer School Aid 32
 - Types of Aid 29
- Grade Appeals 37, 46, 50
- Grading System 36-37, 46, 50
- Graduate Programs 34-52
- Graduate Teacher Education Programs 35-44
 - Auditing 36, 37
 - Grade Appeals 37
 - Grade Point Ratio 37
 - Grading System 36-37
 - Learner Outcomes 35-36
 - Master of Education Degree in Montessori Education 42-44
 - Master of Education Degree in Teaching and Learning 39-41
 - Non-Degree Students 38
 - Petitions 38
 - Recertification 38
 - Transient Students 38
 - Transcripts 39, 42
 - Transfer Credit 37-38
 - Workshops 38
- Graduation
 - Fees 26
 - Requirements, Master of Science in Nursing 51
- Handicapped Students Policy
 - (See Disabilities, Students with)
- History of the University 11
- Immunization Requirements 21-22, 35, 52
- Institutional Effectiveness,
 - Assessment 15
- International Students
 - Admission 19-21
 - Insurance 20, 26
- Late Registration Fee 26
- Learner Outcomes, Graduate Teacher Education 35-36
- Legal Resident Defined 25
- Majors 13-14
- Master of Education Degree in Teaching and Learning 39-41
 - Admission 39
 - Degree Requirements 40
 - Program of Study 40
 - Senior Enrollment in Master of Education Graduate Classes 41
- Master of Education Degree in Montessori Education 42-44
 - Admission 42
 - Degree Requirements 43
 - Program of Study 43

Senior Enrollment in Master of Education Graduate Classes 44
 Master of Science in Emergency Management 45-47
 Admission 45
 Grade Appeals 46
 Grade Point Ratio 46
 Grading System 46
 Program Completion 47
 Program of Study 47
 Transcripts 46-47
 Master of Science in Nursing: Clinical Nurse Leader 48-52
 Accreditation 48
 Admission 48-49
 Advisors 51
 Clinical Course Regulations 51-52
 Conditional Admission 49
 Core Performance Standards 51
 Drug Screening 51
 Expenses 26, 51
 Grading Scale 50
 Graduation Requirements 51
 Incomplete Grades 50
 Non-Degree Seeking Students 49
 Orientation 49
 Petitioning 51
 Probation, Academic 49
 Program of Study 52
 Progression Requirements 50
 Transcripts 51
 Transfer 49
 Military Students 21
 Mission Statement 11
 Non-Degree Students 38, 49
 Part-Time Students 26
 Payment Plan 31
 Petitions 38, 51
 Recertification 38
 Courses 63-65
 Refund Policy 28
 Residence Halls 15-17
 Single Room Fee 26
 Returned Checks 25
 Role and Scope, Lander's 11-12
 Satisfactory Academic Progress
 Financial Aid 30-31
 Scholarships 29, 32, 39, 42
 Senior Citizens 27
 Senior Enrollment in Master of Education Graduate Classes 41, 44
 Single Room Fee 27
 Staff 75-81
 Student Alumni Association 18
 Student Work Programs 31
 Textbooks 27
 Title IV Funds, Return of 31
 Transcripts 37, 46-47, 51
 Transfer Credit
 Graduate Teacher Education Programs 37-38
 Master of Science in Nursing: Clinical Nurse Leader 49
 Transient Students 38
 Tuition 26
 University Calendar 4-7
 Vehicle Registration Fee 27
 Veterans Affairs 21
 Vision Statement 11
 Workshops, Special Graduate Education 38